

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

THURSDAY, APRIL 8, 2021

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

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

April 8, 2021 – 1:40 pm
(Remote Conferencing via Zoom)

- I. Adoption of the Agenda
- II. Approval of the Minutes of the March 15, 2021 College Council (Attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (Attachment B), **Pg. 6**

College Council

- Tzvia Waronker will serve as the elected sophomore class representative
- Aisha Qudusi will serve as the freshman representative
- Devon Brooks and Seema Ramdat will serve as alternative-at-large student members

Committee on Student Interests

- Devon Brooks will serve as the sixth student

Committee on Student Evaluation of the Faculty

- Seema Ramdat will serve as the second student

Budget and Planning Committee, Committee on Graduate Studies, Committee on Faculty Personnel and Provost Advisory Council

- Jeffrey Kroessler has replaced Larry Sullivan as acting Chief Librarian

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

Programs

- C1. Proposal to Revise the BA and Minor in Humanities and Justice Studies, **Pg. 23**
- C2. New CUNY Justice Academy Dual Admission Programs with BMCC - AA in Liberal Arts to JJ Humanities Majors (English, Global History, Humanities & Justice Studies, & Philosophy), **Pg. 33**

New Courses

- C3. ACC 4XX Data Analytics for Fraud Examination, **Pg. 63**
- C4. HIS 2XX Famous Trials That Made History (CO: JC I [200-level]), **Pg. 75**
- C5. HUM 2XX Writing in the Humanities: Writing for Real Life, **Pg. 94**
- C6. ISP 1WW (132) Monsters and What They Mean (Creative Exp), **Pg. 110**
- C7. ISP 2YY (242) Stuff: An Investigation into the Meaning of Things (Ind & Soc), **Pg. 124**
- C8. ISP 1ZZ (115) Voices of Migration (World Cultures), **Pg. 137**
- C9. ISP 2XX (226) White Supremacy: Constructions of Race & Institutionalized Racism (U.S. Exp), **Pg. 157**

Course Revisions

- C10. LIT 233 American Stories, **Pg. 174**
- C11. Modern Languages 101-212 Bulk Course Revisions, **Pg. 176**
- C12. Modern Languages SPA Literature Bulk Course Revisions, **Pg. 183**
- C13. Modern Languages SPA Translation-Interpretation Bulk Course Revisions, **Pg. 188**
- C14. POL 101 American Government & Politics, **Pg. 192**
- C15. SPA 250 Spanish for Criminal Investigation, **Pg. 194**

Curriculum

- C16. Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum, **Pg. 196**

Academic Standards

- C17. Proposal to Revise the Undergraduate Pass/Fail Policy, **Pg. 206**

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

New Course

- D1. Organized Crime: An International Perspective (ICJMA), **Pg. 208**

Academic Standards

- D2. Proposal to Revise the Graduate Pass/Fail Policy, **Pg. 231**

- VI.** Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Interim Vice President for Enrollment Management and Student Affairs Brian Kerr, **Pg. 232**

- VII.** Declaration of a Spring 2021 Academic Emergency- Interim Vice President for Enrollment Management and Student Affairs Brian Kerr
 - Declaration of a Spring 2021 Undergraduate Academic Emergency (Attachment F1) - Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne, **Pg. 233**
 - Declaration of a Spring 2021 Graduate Academic Emergency (Attachment F2) - Dean of Graduate Studies Elsa-Sofia Morote, **Pg. 234**

- VIII.** Proposed College Council Calendar for AY 2021-2022 (Attachment G), **Pg. 235**

- IX.** New Business

- X.** Administrative Announcements – President Karol Mason

- XI.** Announcements from the Student Council – President Amber Rivero

- XII.** Announcements from the Faculty Senate – President Warren (Ned) Benton

- XIII.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

March 15, 2021

The College Council held its seventh meeting of the 2020-2021 academic year on Monday, March 15, 2021. The meeting was called to order at 1:46 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gutierrez, John; Jackson, Crystal; Johnson, Veronica; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Paulino, Edward; Sheehan, Francis; Stone, Charles; Velotti, Lucia; Vrachopoulos, Thalia; Yu, Sung-Suk (Violet); Gordon Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Parenti, Christian; Berezansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizebeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Kerr, Brian; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Daniel Matos, *Carpi, Anthony.

Absent: Dapia, Silvia; Park, Hyunhee; Rivero, Amber; Rougier, Atiba; Wandt, Adam; Loorkhoor, Elizebeth; *Concheiro-Guisan, Marta; *Lee, Anru; *Caesar, Neil.

Guests: Bolesta, Alexander; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Killoran, Katherine; Smart, Henry; Kinya Chandler; Maria D'Agostino; Delorenzi, James.

* Alternates

I. Adoption of the Agenda

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

II. Approval of the Minutes of the February 17, 2021 College Council

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

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C13) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the Proposal for a New Minor in Middle East Studies (C1). The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on the adoption of new courses marked C2-C5 as a slate. The motion was seconded and approved unanimously.

- C2. CJM 3YY (301) Research Methods in Criminal Justice Management
- C3. CJM 4XX (401) Professional Ethics in Public Organizations
- C4. HIS 2XX Critical Perspectives on the Middle East
- C5. ISP 2ZZ (246) Forbidden Love: Cultural and Social Perspectives (Ind & Soc)

A motion was made to adopt the new courses marked C2-C5. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C6-C13 as a slate. The motion was seconded and approved unanimously.

- C6. BIO 102 Paced Modern Biology I-B
- C7. CHE 321 Instrumental Analysis II
- C8. FOS 416 Forensic Science Laboratory II
- C9. HJS 315 Research Methods in Humanities and Justice Studies
- C10. LIT 260 Introduction to Literary Study
- C11. PAD 348 Justice Planning and Policy
- C12. POL 237 Women and Politics
- C13. POL 331 Government and Politics in the Middle East and North Africa

A motion was made to adopt the course revisions marked C6-C13. The motion was seconded and approved unanimously.

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

Course Change

A motion was made to approve a course change marked D1. PAD 749 Public Sector Accounting & Auditing II (MPA in Inspection and Oversight). The motion was seconded and approved unanimously.

Program Change

A motion was made to approve a program change marked D2. Emergency Management, Master of Science. The motion was seconded and approved unanimously.

VI. Statement from the JJC Student Council Regarding Racial Injustice Against The Asian American and Pacific Islander Community (Attachment E).

The committee discussed the statement and the resources available at the College for the student body and John Jay community in cases of discrimination.

VII. New Business

No new business was presented.

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



**College Council
Membership**

&

**College Council
Committees**

2020-2021

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College Council Membership

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

Administration

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

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

1. Anthony Carpi	2. Daniel Matos
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Faculty

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

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

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

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

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

Higher Education Officers elected by the Higher Education Officers Council:

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

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

1. Neil Caesar	2. Alisa Thomas
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Students

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

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

1. Jan Luis Mendez Garcia	3. Devon Brooks
2. Kenneth Yambo	4. Seema Ramdat

College Council Interim Executive Committee

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

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

Warren (Ned) Benton
Karen Kaplowitz

Brian Cortijo
Hera Javaid
Amber Rivero
Andrew Berezhansky</p> |
|---|---|

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- | | |
|--|------------------------------|
| <ul style="list-style-type: none"> • President (Chairperson) • Provost and Vice President for Academic Affairs | <p>Karol Mason
Yi Li</p> |
|--|------------------------------|

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

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

Undergraduate Curriculum and Academic Standards Committee

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

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

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

- | | |
|---|--|
| 9. History | Ray Patton |
| 10. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 11. Library | Maria Kiriakova |
| 12. Latin American & Latinx Studies | Suzanne Oboler |
| 13. Law, Police Science & CJA | Beverly Frazier |
| 14. Mathematics & Computer Science | Michael Puls |
| 15. Modern languages & Literatures | Vicente Lecuna |
| 16. Philosophy | Sergio Gallegos |
| 17. Political Science | Ke Li |
| 18. Psychology | Kelly McWilliams |
| 19. Public Management | Judy-Lynne Peters |
| 20. Sciences | Angelique Corthals |
| 21. Security, Fire & Emergency Management | Lucia Velotti |
| 22. SEEK | Virginia Diaz-Mendoza |
| 23. Sociology | Fall: Henry Pontell
Spring: Jana Arsovska |
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
 1. Katelynn Seodarsan
 2. Tayvhon Pierce
 3. Ciomara Dominguez

Committee on Student Interests

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

- Assistant Vice President and Dean of Students (Chairperson) Michael Sachs
- Director of Athletics Mark Francis
- Senior Director for Student Affairs Danielle Officer
- Two (2) members of the faculty
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students
 1. Jan Luis Mendez Garcia
 2. Julia Jacobellis
 3. Esther Sompolinsky
 4. Michaela D'Argenio
 5. Kayla Noll
 6. Devon Brooks

Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
 1. Robert McCrie
 2. David Shapiro
 3. Peggilee Wupperman

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

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
 1. Michael Scaduto
 2. Electra (Nikki) Gupton
 3. Justin Barden
 4. Yolanda Casillas
 5. Jarrett Foster
 6. **Vacant**

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Sharon Solomon
 2. Pedro Hernandez
 3. Rhojay Brown
 4. Luis Sanchez
 5. Avijit Roy
 6. Hashaam Shahzad

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

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

Committee on Faculty Personnel

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

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

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

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

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
 2. Marta Bladdek, Associate Professor, Library
 3. Paul Narkunas, Associate Professor, English

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Warren (Ned) Benton, Professor, Public Management
 2. Gail Garfield, Professor, Sociology
 3. Maria (Maki) Haberfeld, Professor, Law & Police Science

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. Jeffrey Culbertson
 2. Arisha Athar

Budget and Planning Committee

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

- | | |
|---|-------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President and Chief Operating Officer | Mark Flower |

- Vice President for Enrollment Management and Student Affairs
 - Interim Associate Provost for Institutional Effectiveness
 - Assistant Vice President for Administration
 - Dean of Graduate Studies
 - Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies
 - Associate Provost and Dean of Research
 - Assistant Vice President for Finance
 - Vice President for Institutional Advancement
 - President of the Faculty Senate
 - Vice President of the Faculty Senate
 - Two (2) members chosen by the faculty senate
 1. Maki Haberfeld
 2. Erica King-Toler
 - Chairperson of each academic department
 1. Africana Studies
 2. Anthropology
 3. Art and Music
 4. Communication and Theater Arts
 5. Counseling and Human Services
 6. Criminal Justice
 7. Economics
 8. English
 9. History
 10. Interdisciplinary Studies
 11. Latin American and Latinx Studies
 12. Law, Police Science, and Criminal Justice Administration
 13. Library
 14. Mathematics and Computer Science
 15. Modern Languages and Literatures
 16. Philosophy
 17. Political Science
 18. Psychology
 19. Public Management
 20. Sciences
 21. Security, Fire and Emergency Management
 22. SEEK
 23. Sociology
 - President of the Higher Education Officers Council
 - Two (2) higher education officer representatives
 1. Catherine Alves
 2. Eli Cohen
 - President of the Student Council or designee
 - Treasurer of the Student Council or designee
 - Additional student representative
 - Additional student representative
 - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
- Brian Kerr
 Allison Pease
 Oswald Fraser
 Elsa-Sofia Morote
 Dara Byrne

 Anthony Carpi
Vacant
 Robin Merle
 Warren (Ned) Benton
 Karen Kaplowitz

 Teresa Booker
 Alisse Waterston
 Benjamin Bierman
 Seth Baumrin
 Katherine Stavrianopoulos
 Brian Lawton
 Geert Dhondt
 Jay Gates
 David Munns
 Katie Gentile
 Jose Luis Morin
 Peter Moskos
 Jeffrey Kroessler
 Douglas Salane
 Vicente Lecuna
 Jonathan Jacobs
 Andrew Sidman
 Daryl Wout
 Warren Eller
 Shu-Yuan Cheng
 Charles Nemeth
 Monica Son
 Robert Garot
 Brian Cortijo

 Amber Rivero
 Franklyn Bernabe
 Tayvhon Pierce
 Gregory Kirsopp

1. Anthony Chambers
2. **Vacant**

Financial Planning Subcommittee

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

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

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

Strategic Planning Subcommittee

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

- | | |
|---|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • 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. Marie Springer | |
| • Chair of the Council of Chairs | Jay Gates |
| • Two (2) representatives chosen by the Council of Chairs | |
| 1. Warren Eller | |
| 2. Monica Son | |

- President of the Higher Education Officers Council Brian Cortijo
- Two (2) student representatives
 1. Amber Rivero
 2. **Vacant**

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

Committee on Graduate Studies

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

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

Committee on Student Evaluation of the Faculty

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

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

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

Provost Advisory Council

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

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

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

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Ed Snajdr
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Kumar Ramansenthil
 5. Criminal Justice (B.A.) Evan Mandery
 6. Criminal Justice (B.S.) Eugene O'Donnell
 7. Criminal Justice Management Henry Smart
 8. Criminology (B.A.) Andrew Karmen
 9. Culture and Deviance Studies Shonna Trinch
 10. Dispute Resolution Maria Volpe
 11. Economics Geert Dhondt
 12. English Olivera Jokic
 13. Emergency Services Administration Robert Till
 14. Fire Science Robert Till
 15. Forensic Psychology (B.A.) Silvia Mazzula*
 16. Forensic Science (B.S.) Angela Crossman*
 17. Fraud Examination and Financial Forensics Jennifer Rosati
 18. Gender Studies David Shapiro
 19. Global History (B.A.) Crystal Jackson
 20. Humanities and Justice Anissa Helie
 21. Human Services and Community Justice Allison Kavey
 22. International Criminal Justice Nancy Velazquez-Torres
 23. Latin American and Latinx Studies Rosemary Barberet
 24. Law and Society Brian Montes
 25. Legal Studies Ke Li* and Jamie Longazel*
 26. Library Andrew Sidman
 - Karen Okamoto

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

*Co-coordinators

Committee on Honors, Prizes and Awards

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

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

College-Wide Grade Appeals Committee

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

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

College-Wide Assessment Committee

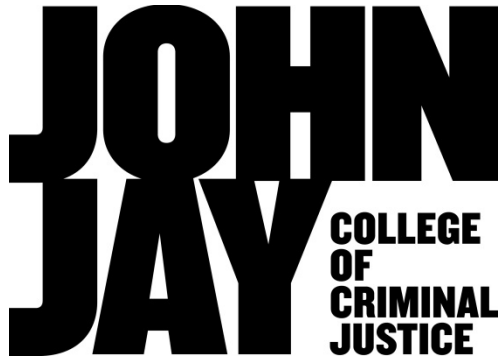
There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies.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

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

Special Committee of the College Council Committee on Faculty Elections

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

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



Proposal to Add LLS Classes to the Major and Minor Electives in Humanities and Justice

As programs such as LLS have developed fascinating courses that are relevant to our major and minor, we would very much like to formalize our recognition of their courses as electives in our major and minor. We would like to add LLS 363: Il/legal Subjects: Latinx Literature and the Law and LLS 364: Ethical Strains in Latinx Literature to our recognized list of electives. This is part of our effort to provide as much diversity as possible in our major while also recognizing and offering credit for work students can do in programs other than ours. This increases our ability to develop meaningful connections with other majors and minors, which we hope might result in our majors minoring or even double majoring in these contributing programs. While we of course recognize the importance of developing diverse and racially conscious curriculum ourselves, and we have a new course currently navigating the UCASC review process that we designed especially for this purpose, it seems narrow minded to overlook the relevant offerings already existing in other programs. The prerequisites for these classes are ENG 201 and junior standing or above so do not have any barriers to our students gaining access to these courses.

Thank you for your consideration.

Allison Kavey,

Coordinator Humanities and Justice

Professor

History Department

Humanities and Justice, Bachelor of Arts

(UG Bulletin 2020-21 w Changes)

The Humanities and Justice major offers students the opportunity to explore fundamental questions about justice from a humanistic, interdisciplinary perspective. Rooted in history, literature and philosophy, Humanities and Justice prepares students for basic inquiry and advanced research into issues of justice that lie behind social policy and criminal justice as well as broader problems of social morality and equity. Its courses are designed to help students develop the skills of careful reading, critical thinking and clear writing that are necessary for the pursuit of any professional career. This major provides an excellent preparation for law school and other professional programs, for graduate school in the humanities, and for careers in law, education, public policy and criminal justice.

The Humanities and Justice curriculum involves a sequence of five interdisciplinary core courses in Humanities and Justice (designated with the HJS prefix) and seven courses from a list of humanities electives.

Learning Outcomes. Students will:

- Gain a comprehensive foundation in major concepts, underlying principles, values, issues, and theories of justice in the Western tradition.
- Gain a comprehensive foundation in non-Western traditions of justice in several historical periods through direct engagement with historical, literary, and philosophical primary texts.
- Identify and analyze the issues and theories embedded in primary texts concerning justice.
- Employ, compare and evaluate the methods of inquiry used in the disciplines of history, literary study, and philosophy.
- Produce well-reasoned, coherently written, evidence-based, argumentative analyses of primary sources.
- Investigate an original research question or research problem, and/or argue an original thesis, by engaging in a critical, rigorous, and ethical process of academic research.

Credits Required.

Humanities and Justice Major	36
General Education	42
Electives	42
Total Credits Required for B.A. Degree	120

Coordinator. Professor Allison Kavey (212.237.8819, akavey@jjay.cuny.edu), Department of History. Students must review their course of study with major faculty.

Advising resources. Humanities & Justice Advising Resources. Major Checklist.

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

Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2016–2017 Undergraduate Bulletin.

Senior-level requirement. Students must complete HJS 410 Reading Scholarship in Humanities and Justice and HJS 415 Thesis in Humanities and Justice Studies.

Experiential learning opportunities. Students in the Humanities and Justice Major can participate in a variety of experiential learning opportunities over the course of their studies. During the freshman and sophomore year, students are encouraged to participate in experiential learning opportunities such as the Pre-Law Boot Camps. In the junior year, students are encouraged to engage in a credit-bearing n internship or practicum experience related to a career area of their choice for school credit. During the senior year, students participate in an extensive research experience associated with the capstone seminar, culminating in the presentation of original research. Students in Humanities and Justice have interned with law firms, non-profit organizations related to social justice such as NYC Together, and participated in study abroad programs.

PART ONE. FOUNDATIONS

SUBTOTAL: 9 CR.

Required

HJS 250	Justice in the Western Traditions
HJS 310	Comparative Perspectives on Justice
HJS 315	Research Methods in Humanities and Justice Studies

PART TWO. HUMANITIES AND JUSTICE ELECTIVES CR.

SUBTOTAL: 21

Students take **seven advanced elective courses** in one or more of the humanities disciplines in order to explore how the fundamental assumptions, methods and general subject matter of these disciplines relate to issues of justice. These courses will be chosen by the student with faculty advisement, from the following list. Permission by the Humanities and Justice Coordinator is required for any course not listed below in Categories A, B, or C to count toward the major.

Select seven. A minimum of 12 credits must be taken at the 300-level or above.

HIS 214	Immigration and Ethnicity in the United States
HIS 219	Violence and Social Change in America
HIS 224	A History of Crime in New York City
HIS 242/POL 242/LLS 242	U.S. Foreign Policy in Latin America
HIS 252	Warfare in the Ancient Near East and Egypt
HIS 254	History of Ancient Greece and Rome
HIS 256	History of Muslim Societies and Communities
HIS 260/LLS 260	History of Contemporary Cuba
HIS 264	China to 1650
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe
HIS 274	China: 1650-Present

HIS 277	American Legal History
HIS 281	Imperialism in Africa, South Asia, and the Middle East
HIS 282	Selected Topics in History
HIS 323	History of Lynching and Collective Violence
HIS 325	Criminal Justice in European Society, 1750 to the Present
HIS 327	History of Genocide: 500 C.E. to the Present
HIS 340	Modern Military History from the Eighteenth Century to the Present
HIS 344	Topics in Legal History
HIS 354	Law and Society in Ancient Athens and Rome
HIS 356/GEN 356	Sexuality, Gender, and Culture in Muslim Societies
HIS 364/GEN 364	History of Gender and Sexuality: Prehistory to 1650
HIS 374	Premodern Punishment
HIS 375	Female Felons in the Premodern World
HIS 381	Social History of Catholicism in the Modern World
HIS 383	History of Terrorism
HJS 380	Selected Topics in Humanities and Justice
LIT 219	The Word as Weapon
LIT 223/AFR 223	African-American Literature
LIT 265	Foundations of U.S. Latinx Literature
LIT 287	Selected Topics in Literature
LIT 305	Foundations of Literature and Law
LIT 311	Literature and Ethics
LIT 314	Shakespeare and Justice
LIT 315	American Literature and the Law
LIT 316	Gender and Identity in Literary Traditions
LIT 326	Crime, Punishment and Justice in U.S. Literature
LIT 327	Crime, Punishment and Justice in World Literature
LIT 340/AFR 340	The African-American Experience in America: Comparative Racial Perspectives
LIT 342	Perspectives on Literature and Human Rights
LIT 346	Cultures in Conflict
LIT 348	Native American Literature
LIT 366	Writing Nature: Literature and Ecology
LIT 380	Advanced Selected Topics in Literature
LIT 383	Gender and Sexuality in U.S. Latinx Literature
LLS 322	Latinx Struggles for Civil Rights & Social Justice
<u>LLS 363</u>	<u>II-Legal Subjects: U.S. Latinx Literature and the Law</u>
<u>LLS 364</u>	<u>Ethical Strains in U.S. Latinx Literature</u>
PHI 203	Political Philosophy
PHI 205	Philosophy of Religion
PHI 210	Ethical Theory

PHI 302	The Philosophy of Rights
PHI 304	Philosophy of the Mind
PHI 310/LAW 310	Ethics and Law
PHI 315	Philosophy of the Rule of Law: Theory and Practice
PHI 317	Philosophy of Law in Global Perspective
PHI 322/CRJ 322	Judicial and Correctional Ethics
PHI 326	Topics in the History of Modern Thought
PHI 340	Utopian Thought
PHI 423/POL 423	Selected Topics in Justice
SPA 308	The Theme of Justice in Spanish Literature
SPA 335	Themes of Justice in Latin American Lit & Film

HIS 282, LIT 287, LIT 380: HIS 282 Selected Topics in History, LIT 287 Selected Topics in Literature, LIT 380 Advanced Selected Topics in Literature and LIT 401 Special Topics may be used to satisfy the seven-course requirement of the Disciplinary Component when the topic is applicable to the Humanities and Justice major. ISP courses should be handled similarly. To get approval for these courses to count in the major, students and/or faculty must petition the major coordinator.

PART THREE. PROBLEMS AND RESEARCH

SUBTOTAL: 6 CR.

Required

HJS 410	Reading Scholarship in Humanities and Justice	3
HJS 415	Thesis in Humanities and Justice Studies	3

Total Credits in Major: 36

Humanities and Justice Minor

(UG Bulletin 2020-21 w Changes)

Description. The Humanities and Justice Minor offers students the opportunity to explore fundamental questions about justice from a humanistic and interdisciplinary perspective. Embedded in history, literature, and philosophy, the minor engages students in the study of constructions of justice that underlie social policy and criminal justice as well as in broader issues of morality and equity.

Rationale. The Humanities and Justice minor will provide students who are majoring in the social sciences and sciences with an important supplementary perspective for their study of issues, policies, and laws concerned with justice. With its interdisciplinary focus, the minor will also enrich the curriculum of students majoring in one of the humanities. Its courses are designed to help students develop the skills of careful reading, critical thinking, and clear writing that are necessary for careers in law, public policy, civil service and teaching.

Minor coordinator. Professor Allison Kavey (212.237.8819, akavey@jjay.cuny.edu), Department of History.

Requirements. The minor in Humanities and Justice requires a total of 18 credits of which 6 credits are required and 12 credits are electives. A maximum of two courses can overlap with a student's major, other minor or program.

Additional information. Students who select this minor in September 2018 or thereafter must follow the curriculum listed below. For students who enrolled in the minor prior to that date, consult the minor requirements in the Undergraduate Bulletin 2017-18.

PART ONE. REQUIRED COURSES

SUBTOTAL: 6 CR.

HJS 250	Justice in the Western Traditions
HJS 310	Comparative Perspectives on Justice

This two-course sequence provides an introduction to a consideration of “justice” as a personal, social, and political construction. Selected texts from history, literature and philosophy introduce students to the complexities attending the meanings of justice from ancient to modern times. Issues under study may include retribution and revenge; justice as political and social equity; determinism, free will, and the “unjust” act; divinity, hierarchy, and community as perceived sources of justice (or injustice); the social construction of justice, injustice, and crime; and law as a structure of rules representing, defining and shaping justice. The sequence will explore how understandings of justice

clarify the ethical and legal frameworks defining religion, the state, colonialism and national identity, race and ethnicity, gender, ruling, class, the family and similar structures.

Students in HJS 250 study works concerned with justice in the western tradition (primarily historical, literary, and philosophical texts of Europe, Britain, and North America). With its focus on works from the Mideast, Africa, Asia, and the other Americas, HJS 310 expands student understandings of justice. It encourages comparative assessments between western and nonwestern forms of justice by studying contacts resulting from war and conquest, trade, and cultural exchange. HJS 310 also develops and extends the skills students have gained in HJS 250 by its comparative tasks, by supplementing primary texts with theoretical readings, and by more complex and lengthy writing assignments.

PART TWO. ELECTIVES

SUBTOTAL: 12 CR.

Students must take four courses selected from the list of humanities electives listed below that count toward the Humanities and Justice major. At least two of these courses must be at the 300-level or above. Students will select their electives in consultation with the minor coordinator.

The electives listed below are supplemented every semester by new or experimental courses that are pertinent to Humanities and Justice as identified and approved by the minor coordinator.

HIS 214	Immigration and Ethnicity in the United States
HIS 219	Violence and Social Change in America
HIS 224	A History of Crime in New York City
HIS 242/POL 242/LLS 242	U.S. Foreign Policy in Latin America
HIS 252	Warfare in the Ancient Near East and Egypt
HIS 254	History of Ancient Greece and Rome
HIS 256	History of Muslim Societies and Communities
HIS 260/LLS 260	History of Contemporary Cuba
HIS 264	China to 1650
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe

HIS 274	China: 1650-Present
HIS 277	American Legal History
HIS 281	Imperialism in Africa, South Asia, and the Middle East
HIS 282	Selected Topics in History
HIS 323	History of Lynching and Collective Violence
HIS 325	Criminal Justice in European Society, 1750 to the Present
HIS 327	History of Genocide: 500 C.E. to the Present
HIS 340	Modern Military History from the Eighteenth Century to the Present
HIS 344	Topics in Legal History
HIS 354	Law and Society in Ancient Athens and Rome
HIS 356/GEN 356	Sexuality, Gender, and Culture in Muslim Societies
HIS 364/GEN 364	History of Gender and Sexuality: Prehistory to 1650
HIS 374	Premodern Punishment
HIS 375	Female Felons in the Premodern World
HIS 381	Social History of Catholicism in the Modern World
HIS 383	History of Terrorism
HJS 380	Selected Topics in Humanities and Justice
LIT 219	The Word as Weapon
LIT 223/AFR 223	African-American Literature
LIT 265	Foundations of U.S. Latinx Literature
LIT 287	Selected Topics in Literature
LIT 305	Foundations of Literature and Law
LIT 311	Literature and Ethics
LIT 314	Shakespeare and Justice
LIT 315	American Literature and the Law

LIT 316	Gender and Identity in Literary Traditions
LIT 326	Crime, Punishment and Justice in U.S. Literature
LIT 327	Crime, Punishment and Justice in World Literature
LIT 340/AFR 340	The African-American Experience in America: Comparative Racial Perspectives
LIT 342	Perspectives on Literature and Human Rights
LIT 346	Cultures in Conflict
LIT 348	Native American Literature
LIT 366	Writing Nature: Literature and Ecology
LIT 383	Gender and Sexuality in U.S. Latinx Literature
LLS 322	Latinx Struggles for Civil Rights & Social Justice
<u>LLS 363</u>	<u>II-Legal Subjects: U.S. Latinx Literature and the Law</u>
<u>LLS 364</u>	<u>Ethical Strains in U.S. Latinx Literature</u>
PHI 203	Political Philosophy
PHI 205	Philosophy of Religion
PHI 210	Ethical Theory
PHI 302	The Philosophy of Rights
PHI 304	Philosophy of the Mind
PHI 310/LAW 310	Ethics and Law
PHI 315	Philosophy of the Rule of Law: Theory and Practice
PHI 317	Philosophy of Law in Global Perspective
PHI 322/CRJ 322	Judicial and Correctional Ethics
PHI 326	Topics in the History of Modern Thought
PHI 340	Utopian Thought
PHI 423/POL 423	Selected Topics in Justice
SPA 308	The Theme of Justice in Spanish Literature

SPA 335

Themes of Justice in Latin American Lit & Film

HIS 282 Selected Topics in History, LIT 287 Selected Topics in Literature, LIT 380 Advanced Selected Topics in Literature and LIT 401 Special Topics may be used to satisfy the seven-course requirement of the Disciplinary Component when the topic is applicable to the Humanities and Justice major. ISP courses should be handled similarly. To get approval for these courses to count in the minor, students and/or faculty must petition the minor coordinator.

TOTAL CREDIT HOURS: 18

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College

Program: Liberal Arts

Degree: Associate in Arts (A.A.)

Receiving College: John Jay College of Criminal Justice

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 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 BMCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BMCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	14-18	21-25
Electives	45	12-16	29-33
Total	120	60	60

D. TRANSFER CREDITS AWARDED

Borough of Manhattan Community College (BMCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts 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

Sending College Borough of Manhattan Community College		Receiving College Equivalent John Jay College		Credit Granted
General Education Courses				
REQUIRED CORE: 12 Credits				
ENG 101 English Composition	3	ENG 101 Composition I	3	3
ENG 201 Introduction to Literature	3	ENG 201 Composition II	3	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3	3
Life and Physical Science	3	Life and Physical Science	3	3
FLEXIBLE CORE: 18 Credits				
Creative Expression	6	Creative Expression	6	6
Scientific World	3	Scientific World	3	3
US Experience in its Diversity	3	US Experience in its Diversity	3	3
SOC 100 (Course Title) (FC: Individual and Society)	3	SOC 101 Individual and Society	3	3
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
PROGRAM REQUIREMENTS				
Liberal Arts Program Core				
Health Education	2-3	General Elective	2-3	2-3
Modern Language Courses	3-6	Modern Language Courses	3-6	3-6
English Elective 3XX*	3	English Literature Elective	3	3
Social Science Electives	6	Social Science Electives	6	6
Liberal Arts Electives*	9-16	Liberal Arts Electives*	9-16	9-16
General Electives*	0-6	General Electives*	0-6	0-6
TOTAL = 60				

*Liberal Arts majors who intend to pursue a Philosophy B.A. at John Jay College should consider enrollment in the following courses to maximize transfer credits to the major:

- Individual and Society: PHI 100, PHI 115 and/or CRT 100
- Scientific World: PHI 110
- Elective: PHI 111

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
Subtotal		6
Major Courses		
Part One: Core Courses		
PHI 105	Critical Thinking and Informal Logic (may be satisfied by CRT 100/PHI 115 at BMCC)	0-3
PHI 210	Ethical Theory (may be satisfied by PHI 120 at BMCC)	0-3
PHI 231	Big Questions: Introduction to Philosophy (may be satisfied by PHI 100 at BMCC)	0-3
PHI/LAW 310	Ethics and Law	3
PHI 330	Philosophical Modernity	3
Subtotal		9-15
Critiques of Philosophical Modernity (choose one)		
PHI 343	Existentialism	3
PHI 351	Classical Chinese Philosophy	3
PHI/AFR 354	Africana Philosophy	3
Subtotal		3
Part Two: Ethics and Value Theory (choose one)		
PHI 201	Philosophy of Art	3
PHI 203	Political Philosophy	3
PHI 214	Environmental Ethics	3
PHI 216	Ethics and Information Technology (may be satisfied by PHI 111 at BMCC)	0-3
PHI 238	Philosophy of Comedy	3
PHI 302	The Philosophy of Rights	3
PHI 315	Philosophy of the Rule of Law: Theory and Practice	3
PHI 317	Philosophy of Law in Global Perspective	3
PHI/CRJ 322	Judicial and Correctional Ethics	3
PHI/GEN 333	Theories of Gender and Sexuality	3
PHI 340	Utopian Thought	3
PHI/POL 423	Selected Topics in Justice	3

Subtotal		0-3
Part Three: History of Philosophy (choose one)		
PHI 202	Philosophical Visions of American Pluralism	3
PHI 326	Topics in the History of Modern Thought	3
PHI 327	19th-century European and American Philosophy	3
PHI 343	Existentialism	3
PHI 351	Classical Chinese Philosophy	3
PHI/AFR 354	Africana Philosophy	3
Subtotal		3
Part Four: Metaphysics and Epistemology (choose one)		
PHI 104	Philosophy of Human Nature	3
PHI 204	Symbolic Logic	3
PHI 205	Philosophy of Religion	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		
Select (3) 300 level courses in consultation with an advisor		9
Subtotal		9
Capstone Courses (choose one)		
PHI 400	Senior Seminar in Ethics	3
PHI 401	Senior Seminar in the History of Philosophy	3
PHI 402	Senior Seminar in Metaphysics and Epistemology	3
Subtotal		3
Major Requirements Subtotal		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

JJAY Course	Course Title	BMCC Course	Course Title	Credits Awarded
PHI 105	Critical Thinking and Informal Logic	CRT 100/PHI 115 or PHI 110	Critical Thinking OR Logic	3
PHI 210	Ethical Theory	PHI 120	Ethics	3
PHI 231	Big Questions: Introduction to Philosophy	PHI 100	Philosophy	3
PHI 216	Ethics and Information Technology	PHI 111	Cultural and Ethical Issues in Science and Technology	3

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 BMCC with the following information: a) the number of BMCC students who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; and d) the aggregate GPA of these enrolled students.

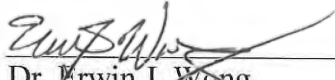
3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:


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

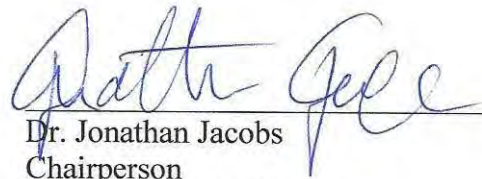
Effective Date: Fall 2021

Borough of Manhattan Community College

John Jay College of Criminal Justice


 _____ 2/26/2021
 Dr. Erwin J. Wong Date
 Acting Provost and Senior Vice President
 for Academic Affairs


 _____ 2/24/2021
 Dr. Yi Li Date
 Provost and Vice President for
 Academic Affairs


 _____ 2/18/21
 Dr. Jonathan Jacobs Date
 Chairperson
 Department of Philosophy

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College

Program: Liberal Arts

Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice

Program: Humanities & Justice

Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of freshman composition, 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 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 BMCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BMCC	Credits to be completed at John Jay
General Education Requirements	42	30	6
Major Requirements	36	14-18	18-22
Electives	42	12-16	26-30
Total	120	60	60

D. TRANSFER CREDITS AWARDED

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

COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Sending College Borough of Manhattan Community College		Receiving College Equivalent John Jay College		Credit Granted
General Education Courses				
REQUIRED CORE: 12 Credits				
ENG 101 English Composition	3	ENG 101 Composition I	3	3
ENG 201 Introduction to Literature	3	ENG 201 Composition II	3	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3	3
Life and Physical Science	3	Life and Physical Science	3	3
FLEXIBLE CORE: 18 Credits				
Creative Expression	6	Creative Expression	6	6
Scientific World	3	Scientific World	3	3
US Experience in its Diversity	3	US Experience in its Diversity	3	3
SOC 100 (Course Title) (FC: Individual and Society)	3	SOC 101 Individual and Society	3	3
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
PROGRAM REQUIREMENTS				
Liberal Arts Program Core				
Health Education	2-3	General Elective	2-3	2-3
Modern Language Courses	3-6	Modern Language Courses	3-6	3-6
English Elective 3XX*	3	English Literature Elective	3	3
Social Science Electives	6	Social Science Electives	6	6
Liberal Arts Electives*	9-16	Liberal Arts Electives*	9-16	9-16
General Electives*	0-6	General Electives*	0-6	0-6
TOTAL = 60				

* Liberal Arts majors who intend to pursue Humanities and Justice B.A. at John Jay College may wish to enroll in the following courses to maximize transfer of credit to the major:

- AFN 321 and/or AFN 322
- ENG 320
- ENG 350/351
- LAT/ENG 338
- ENG 353

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
Subtotal		6
Major Courses		
Part One: Foundations		
HJS 250	Justice in the Western Traditions	3
HJS 310	Comparative Perspectives on Justice	3
HJS 315	Research Methods in Humanities and Justice Studies	3
Subtotal		9
Part Two: Humanities and Justice Electives (select 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. HJS Electives & Course Equivalencies

JJAY Course	JJAY Course Title	BMCC Equivalency (Pathways Designation)
LIT 223/AFR 223	African-American Literature	AFN 321 and/or AFN 322
LIT 366	Writing Nature: Literature and Ecology	ENG 320
LIT 287	Selected Topics in Literature	ENG 350/351
LIT 265	Foundations of U.S. Latinx Literature	LAT/ENG 338
LIT 316	Gender and Identity in Literary Traditions	ENG 353
HIS 214	Immigration and Ethnicity in the United States	
HIS 219	Violence and Social Change in America	
HIS 224	A History of Crime in New York City	
HIS 242/POL 242/LLS 242	U.S. Foreign Policy in Latin America	
HIS 252	Warfare in the Ancient Near East and Egypt	
HIS 254	History of Ancient Greece and Rome	
HIS 256	History of Muslim Societies and Communities	
HIS 260/LLS 260	History of Contemporary Cuba	
HIS 264	China to 1650	
HIS 265/LLS 265	Class, Race and Family in Latin American History	
HIS 270	Marriage in Medieval Europe	
HIS 274	China: 1650-Present	
HIS 277	American Legal History	
HIS 281	Imperialism in Africa, South Asia, and the Middle East	
HIS 282	Selected Topics in History	

HIS 323	History of Lynching and Collective Violence
HIS 325	Criminal Justice in European Society, 1750 to the Present
HIS 327	History of Genocide: 500 C.E. to the Present
HIS 340	Modern Military History from the Eighteenth Century to the Present
HIS 344	Topics in Legal History
HIS 354	Law and Society in Ancient Athens and Rome
HIS 356/GEN 356	Sexuality, Gender, and Culture in Muslim Societies
HIS 364/GEN 364	History of Gender and Sexuality: Prehistory to 1650
HIS 374	Premodern Punishment
HIS 375	Female Felons in the Premodern World
HIS 381	Social History of Catholicism in the Modern World
HIS 383	History of Terrorism
HJS 380	Selected Topics in Humanities and Justice
LIT 219	The Word as Weapon
LIT 305	Foundations of Literature and Law
LIT 311	Literature and Ethics
LIT 314	Shakespeare and Justice
LIT 315	American Literature and the Law
LIT 326	Crime, Punishment and Justice in the U.S. Literature
LIT 327	Crime, Punishment and Justice in World Literature
LIT 340/AFR 340	The African-American Experience in America: Comparative Racial Perspectives
LIT 342	Perspectives on Literature and Human Rights
LIT 346	Cultures in Conflict
LIT 348	Native American Literature
LIT 380	Advanced Selected Topics in Literature
LIT 383	Gender and Sexuality in U.S. Latinx Literature
LLS 322	Latinx Struggles for Civil Rights & Social Justice

PHI 203	Political Philosophy
PHI 205	Philosophy of Religion
PHI 210	Ethical Theory
PHI 302	The Philosophy of Rights
PHI 304	Philosophy of the Mind
PHI 310/LAW 310	Ethics and Law
PHI 315	Philosophy of the Rule of Law: Theory and Practice
PHI 317	Philosophy of Law in Global Perspective
PHI 322/CRJ 322	Judicial and Correctional Ethics
PHI 326	Topics in the History of Modern Thought
PHI 340	Utopian Thought
PHI 423/POL 423	Selected Topics in Justice
SPA 308	The Theme of Justice in Spanish Literature
SPA 335	Themes of Justice in Latin American Lit & Film

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 BMCC with the following information: a) the number of BMCC students who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; and d) the aggregate GPA of these enrolled students.

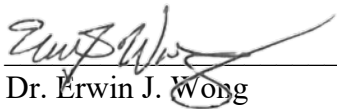
3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

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

Effective Date: Fall 2021

Borough of Manhattan Community College

John Jay College of Criminal Justice



2/26/2021

Dr. Erwin J. Wong Date

Acting Provost and Senior Vice President
Affairs



2/24/2021

Dr. Yi Li Date

Provost and Vice President for for Academic
Academic Affairs

2/17/21



Dr. Allison Kavey Date

Director, Humanities and Justice Program
Professor, Department of History

7

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College

Program: Liberal Arts

Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice

Program: Global History

Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of freshman composition, 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 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 BMCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BMCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	14-18	21-25
Electives	45	12-16	29-33

Total	120	60	60
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D. TRANSFER CREDITS AWARDED

Borough of Manhattan Community College (BMCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts 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

Sending College Borough of Manhattan Community College		Receiving College Equivalent John Jay College		Credit Granted
General Education Courses				
REQUIRED CORE: 12 Credits				
ENG 101 English Composition	3	ENG 101 Composition I	3	3
ENG 201 Introduction to Literature	3	ENG 201 Composition II	3	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3	3
Life and Physical Science	3	Life and Physical Science	3	3
FLEXIBLE CORE: 18 Credits				
Creative Expression	6	Creative Expression	6	6
Scientific World	3	Scientific World	3	3
US Experience in its Diversity	3	US Experience in its Diversity	3	3
SOC 100 (Course Title) (FC: Individual and Society)	3	SOC 101 Individual and Society	3	3
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
PROGRAM REQUIREMENTS				
Liberal Arts Program Core				
Health Education	2-3	General Elective	2-3	2-3
Modern Language Courses	3-6	Modern Language Courses	3-6	3-6
English Elective 3XX*	3	English Literature Elective	3	3
Social Science Electives	6	Social Science Electives	6	6
Liberal Arts Electives*	9-16	Liberal Arts Electives*	9-16	9-16
General Electives*	0-6	General Electives*	0-6	0-6
TOTAL = 60				

*The following courses will satisfy general education requirements as well as Global History major requirements at John Jay:

U.S. Experience in Its Diversity: ASN/HIS 114; HIS 120; AFN/HIS 124; AFN/HIS 123; HIS 125
 World Cultures and Global Issues: AFN/HIS 121; AFN/HIS 122; LAT/HIS 130; LAT/HIS 131

E. REMAINING COURSES FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
Subtotal		6
Major Courses		
Part one: Survey of Global History		
HIS 203	The Ancient World	3
HIS 204	The Medieval World (may be satisfied by HIS 115 at BMCC)	3
HIS 205	The Modern World (may be satisfied by HIS 116 at BMCC)	3
Subtotal		3-9
Part Two: Research and Methodology		
HIS 150	Doing History (may be satisfied by HIS 275 at BMCC)	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 BMCC)	3-6
	Non-U.S. History (see section f for courses that satisfy this requirement at BMCC)	3-6
	Pre Modern History (see section f for courses that satisfy this requirement at BMCC)	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

* Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits).

Students must meet the following requirements when selecting degree electives: •

At least two at 300-level

- At least two from category: U.S. History
- At least two from category: Non-U.S. History
- At least two from category: Premodern History

A maximum of two 100-level courses may be applied to the six electives.

F. Course Equivalencies

BMCC Course	BMCC Course Number	Pathways Designation	JJAY	JJAY Course Number
History of Science and Technology	HIS 111		Topics in History of Science, Technology & Medicine	HIS 131
Asian American History	ASN 114/HIS 114	U.S. Experience in its Diversity	US History Elective	US History Elective
World History I	HIS 115		The Medieval World	HIS 204
World History II	HIS 116		The Modern World	HIS 205
Early American History: Colonial Period to Civil War	HIS 120	U.S. Experience in its Diversity	American Civilization- From Colonialism through the Civil War	HIS 201
History of African Civilization	AFN 121/HIS 121	World Cultures and Global Issues	Non US History Elective	Non US History Elective
Africa 1500 to Present	AFN 122/HIS 122	World Cultures and Global Issues	Origins of Contemporary Africa	AFR 150
African-American History, 17th Century to 1865	AFN 123/HIS 123	U.S. Experience in its Diversity	US History Elective	US History Elective
African-American History, 1865 to Present	AFN/HIS 124	U.S. Experience in its Diversity	US History Elective	US History Elective
Modern American History: Civil War to Present	HIS 125	U.S. Experience in its Diversity	American Civilization - From 1865 to the Present	HIS 202
Caribbean History	AFN/HIS 126		History of the Caribbean Islands	LLS 166
History of Puerto Rico: Discovery through 19th Century	LAT/HIS 127		Non US History Elective	Non US History Elective
History of Puerto Rico: 1900 to Present	LAT 128/HIS 128		History of Puerto Rico	LLS 104

An Introduction to the Middle East	ASN 129/HIS 129		Non US History Elective	Non US History Elective
History of Latin America	LAT 130/HIS 130	World Cultures and Global Issues	Intro to Latin American History	LLS 130
BMCC Course	BMCC Course Number	Pathways Designation	John Jay College Course	JJAY Course Number
History of the Dominican Republic	LAT 131/HIS 131	World Cultures and Global Issues	Non US History Elective	Non US History Elective
History of Women	HIS 225		Non US History Elective	Non US History Elective
Conflict in the Middle East	HIS 226		Non US History Elective	Non US History Elective
History Research and Writing Methods	HIS 275		Doing History	HIS 150 (this course will be adjusted to the 200 level by Fall 2021)

C2

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 BMCC with the following information: a) the number of BMCC students who applied to the program; b) the number of BMCC students who were accepted into the program; c) the number of BMCC students who enrolled; and d) the aggregate GPA of these enrolled students.

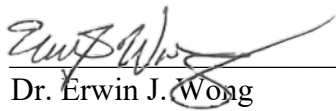
3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

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Effective Date: Fall 2021

Borough of Manhattan Community College

John Jay College of Criminal Justice



2/26/2021

Dr. Erwin J. Wong
Acting Provost and Senior Vice President
Affairs



2/24/2021

Dr. Yi Li
Provost and Vice President for Academic
Affairs

17-2021

2-



Dr. David Munns
Chairperson
Department of History

Date

7



ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College
Program: Liberal Arts
Degree: Associate in Arts (A.A.)

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

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and 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 BMCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BMCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	14-18	21-25
Electives	45	12-16	29-33
Total	120	60	60

D. TRANSFER CREDITS AWARDED

Borough of Manhattan Community College (BMCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts 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

Sending College Borough of Manhattan Community College		Receiving College Equivalent John Jay College		Credit Granted
General Education Courses				
REQUIRED CORE: 12 Credits				
ENG 101 English Composition	3	ENG 101 Composition I	3	3
ENG 201 Introduction to Literature	3	ENG 201 Composition II	3	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3	3
Life and Physical Science	3	Life and Physical Science	3	3
FLEXIBLE CORE: 18 Credits				
Creative Expression	6	Creative Expression	6	6
Scientific World	3	Scientific World	3	3
US Experience in its Diversity	3	US Experience in its Diversity	3	3
SOC 100 (Course Title) (FC: Individual and Society)	3	SOC 101 Individual and Society	3	3
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
PROGRAM REQUIREMENTS				
Liberal Arts Program Core				
Health Education	2-3	General Elective	2-3	2-3
Modern Language Courses	3-6	Modern Language Courses	3-6	3-6
English Elective 3XX*	3	English Literature Elective	3	3
Social Science Electives	6	Social Science Electives	6	6
Liberal Arts Electives*	9-16	Liberal Arts Electives*	9-16	9-16
General Electives*	0-6	General Electives*	0-6	0-6
TOTAL = 60				

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

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
Subtotal		6
Major Courses		
Part One: Critical Skills		
LIT 260	Introduction to Literary Study (may be satisfied by ENG 250 at BMCC)	0-3
Subtotal		0-3
Part Two: Critical Methods		
LIT 300	Text and Context	3
LIT 305	Foundations of Literature and the Law	3
Subtotal		6
Part Three: Historical Perspectives (choose 4)		
LIT 370	Topics in Ancient Literature	3
LIT 371	Topics in Medieval Literature	3
LIT 372/LIT 313	Topics in Early Modern Literature (may be satisfied by ENG 373 at BMCC)	0-3
LIT 373	Topics in Seventeenth- and Eighteenth- Century Literature	3
LIT 374	Topics in Nineteenth Century Literature	3
LIT 375	Topics in Twentieth-Century Literature	3
LIT 379	Selected Historical Topics in Literature	3
Subtotal		9-12
Part Four: Electives (choose 4)		
	Literature OR Literature & Law Concentration (Electives may be satisfied by ENG 311, ENG 303, LIN 250, ENG 334, ENG 373, and/or ENG 316 at BMCC)	0-12
Subtotal		0-12
Part Five: Capstone Course		
LIT 400 or LIT 405	Senior Seminar in Literature OR Senior Seminar in Literature and Law	3
Subtotal		3
Major Requirements Subtotal		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

F. COURSE EQUIVALENCIES

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

BMCC	Course	JJAY	Course
Introduction to Literacy Studies	ENG 250	Introduction to Literary Study	LIT 260
Fundamentals of Journalism	ENG 300	Journalism in the 21st Century	ENG 230
Journalism: News Writing	ENG 303	News Reporting & Writing	ENG 233
Journalism: Feature Writing	ENG 304	Intermediate Reporting and Writing	ENG 334
Creative Writing Workshop	ENG 311	Introduction to Creative Writing	ENG 212
Advanced Composition	ENG 314	Creative Non Fiction	ENG 245
Playwriting	ENG 315	Intro to Playwriting	DRA 201
Comics and Graphic Narrative	ENG 316	Comic & Graphic Novels	LIT 353
Environmental Literature and Film	ENG 320	Writing Nature	LIT 366
Film	ENG 321	Introduction to Film	LIT 106
Fiction into Film	ENG 322	Murder on Screen and Stage	LIT 241
The Art of the Detective Story	ENG 332	Literature Elective	LIT 3XX
The Short Story	ENG 333	Literature Elective	LIT 3XX
Children's Literature	ENG 334	Children's Literature	LIT 270
Autobiography	ENG 335	Writing Workshop in Autobiography: An Eye on the Self	ENG 320
Postcolonial Literature	ENG 336	Literature Elective	LIT 3XX
Science Fiction	ENG 337	New Fiction or Contemporary Lit	Lit 352
Middle Eastern Literature	ENG 340	Literature Elective	LIT 3XX
Modern Poetry	ENG 345	Modern Poetry	LIT 375
Queer Literature	ENG 346	Literature Elective or LIT 316?	LIT 3XX
Topics in Literature	ENG 350/351	Select Topics in Literature	LIT 287
Women in Literature	ENG 353	Gender and Identity in Literary Traditions	LIT 316
Contemporary Urban Writers	ENG 358	New Fiction or Contemporary Lit	LIT 352
Italian American Literature	ENG 360	Literature Elective	LIT 3XX
British Literature from the medieval Era to the Eighteenth Century	ENG 371	Medieval Early Modern	LIT 231
British Literature from the Romantic Era through the Twentieth Century	ENG 372	Modern Lit: Breaking w Trad	LIT 232
Introduction to Shakespeare	ENG 373	Shakespeare	LIT 313
American Literature from the Colonial Era to the Civil War	ENG 381	American Stories	LIT 233

American Literature from the Reconstruction Era to the Present	ENG 382	American Stories	LIT 233
BMCC	Course	JJAY	Course
The American Novel	ENG 383	American Stories	LIT 233
Modern American Drama	ENG 384	Contemporary Theatre	DRA 205
World Literature I: From Antiquity to the Early Modern Era	ENG 391	Medieval Early Modern	LIT 231
World Literature II: From Early Modern Era to the Present	ENG 392	Modern Lit: Breaking w Trad	LIT 232
Jewish Literature	ENG 393	Literature Elective	LIT 3XX
Modern European Novel	ENG 394	Literature Elective	LIT 3XX
Forensic Linguistics	LIN 250	Forensic Linguistics	ENG 328

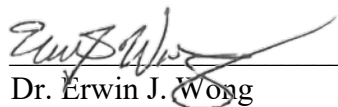
G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

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

Effective Date: Fall 2021

Borough of Manhattan Community College

John Jay College of Criminal Justice



2/26/2021

Dr. Erwin J. Wong
Acting Provost and Senior Vice President
Affairs



2/24/2021

Dr. Yi Li
Provost and Vice President for Academic
Affairs



Dr. Jay Gates
Chairperson, Department of English

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

New Course Proposal Form

Date Submitted: **March 5, 2021**

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

1. a. **Department(s) or program(s)** proposing this course: **Department of Public Management's Fraud Examination and Financial Forensics (FEFF) program**

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

Name: **David Shapiro (and Randall LaSalle)**
 Email address(es) **dshapiro@jjay.cuny.edu** (and rlasalle@jjay.cuny.edu)
 Phone number(s) **212-393-6882** (and 212-484-1308)

2. a. **Title of the course:** **Data Analytics for the Fraud Examiner**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYfirst schedule): **Data Analytics Fraud Examiner**

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

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

This course has a substantial amount of writing (satisfying the writing requirement consistent with the writing-across-the-curriculum policy that 400-level courses demand at least ten pages of writing assignments for the semester) and requires an understanding of how badges of financial fraud are indicated in the accounting and corroborative data (collectively, records and reports) used to prepare and attest to financial statements. The detection of fraud may occur through the application of data-driven tools and techniques. Financial fraud detection in practice requires sophisticated examiners and the availability of and skill in using data analysis software applications that empower the examiners to review, if necessary, populations and not merely samples of data. Moreover, obtaining knowledge of and skill in using these applications assumes a senior level of preexisting knowledge and skill in the analysis of the validity and reliability of financial data on the part of the students. The course will require, among other prerequisites, a 300-level course provided in the FEFF program

(ACC 307, Fraud Examination and Financial Forensics I). In addition, the current curriculum for the major only has one 400-level course.

Relevant professional practice associations, including the Association of Certified Fraud Examiners (ACFE) and the American Institute of Certified Public Accountants (AICPA), provide introductory and continuing professional education in the knowledge of and skill in data analytics for their members (e.g., to identify accounting control fraud).

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

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.)

Financial data has grown in volume and importance due to the enhancements in computer-based technologies. Practitioners need to understand how data are prepared, as well as how information may be used and abused in decision-making in the public and private sectors. According to the ACFE's 2020 Report to the Nations, proactive data monitoring and analysis is among the most effective anti-fraud controls, allowing fraud examiners to mitigate the risk of monetary loss due to fraud.

Practitioners, including global consultancy firms such as McKinsey and professional journals such as the *Journal of Accountancy*, have counseled on the need to become adept in the analysis of financial data through software applications that can extract and disaggregate information held in databases to assist in the identification of patterns, including misuse and waste of assets such as cash. Analytical and presentation software (e.g., Excel, Tableau) will empower students and practitioners to understand the reality of financial transactions summarized as data entries in electronic databases. Moreover, a number of employers (e.g., global financial services firm KPMG, Johnson & Johnson) and John Jay alumni have advised that our students would benefit from a deeper and broader education in data analytics.

In brief, financial data are often the inputs to organizational and occupational fraud and corruption schemes. Data may be too voluminous to analyze without specialized software applications. This course will provide a necessary foundation for FEF students to begin successful careers in financial analysis and investigation.

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 provides students with an understanding of how to extract, interpret, and develop the financial data that comprise the building blocks of

financial reports. The analysis of financial data is essential for the detection and prevention of fraudulent and erroneous reporting of financial metrics. Students will leave this course with the skills necessary to identify and remediate problems arising from the use of invalid and unreliable information in the context of financial analysis.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites):
Prerequisites: ENG 201, ACC 250, ACC 307.
6. Number of:
- Class hours 3
 - Lab hours
 - Credits 3
7. Has this course been taught on an **experimental basis**?
- X No Yes. If yes, then please provide:
- Semester(s) and year(s):
 - Teacher(s):
 - Enrollment(s):
 - Prerequisites(s):
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

In this course, students will:

- Evaluate the method of preparation of a given data set against fraud and error risks.
- Use statistical techniques to evaluate the accuracy and completeness of the data in the given data set.
- Develop a plan of inquiry of fraud risk based on the validity and reliability of the given set of data.
- Document their process and interpret their results based on the given set of tasks to complete.

The Fraud Examination and Financial Forensics major includes the following program goals, which are supported by the above course learning objectives. Programmatically, students will learn how to

- Evaluate symptoms of fraud and conduct fraud risk assessments based on data analytics.
- Effectively use data analytic technologies to locate, access, analyze, interpret and report on data using appropriate statistical techniques.
- Develop an investigative methodology based on the fraud theory and using data analytics.
- Communicate findings clearly and accurately.

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

_____ No X Yes

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

This course is to be included in Part Three (Fraud and Financial Forensic Courses) requirements of the Fraud Examination and Financial Forensics major. This change would result in increasing Part Three requirements from 15 credit hours to 18 credit hours.

This course is to be included as a Part Two elective for the Fraud Examination minor.

This course is to replace Introduction to Business Law (ACC 264/LAW 264) as a required course for the Forensic Accounting Certificate.

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

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

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

Students will be evaluated on successful completion of a series of labs and a final presentation.

Students will be given a set of tasks to complete, documenting their process and interpreting their results. All labs are included in the textbook and are to be turned in on the book website in Connect.

Final Presentation: To show proficiency and understanding of data analytics techniques, student teams of 3-4 individuals will evaluate publicly available data, using technology-enabled learning and participatory pedagogies to perform collective analyses; to develop meaningful dashboards and summary presentations, and to deliver a formal and detailed oral presentation of the inputs and financial data, processes and methods, and findings and conclusions to the class.

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

Yes _____ No X

- If yes, please state the librarian's name _____
- Are there adequate resources in the library to support students' work in the course
Yes X No _____
- Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: **February 23, 2021**

15. **Faculty** - Who will be assigned to teach this course? **Michael Doyle and Fred Gerkens (currently, adjuncts providing instruction in the FEFF programs) or David Shapiro**

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?

X 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?

X No

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

19. Approvals: Warren Eller, Chair, Dept. of Public Management

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

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

Data Analytics for the Fraud Examiner (ACC 4XX_01) Syllabus: Spring 2022

Instruction provided by:

David M. Shapiro
 Dept. of Public Management
 Haaren Hall Rm. 533.27
 Work: (212) 393-6882
 Mobile: (201) 477-5670
dshapiro@jjay.cuny.edu

Course description

This course provides students with an understanding of how to extract, interpret, and develop the financial data that comprise the building blocks of financial reports. The analysis of financial data is essential for the detection and prevention of fraudulent and erroneous reporting of financial metrics. Students will leave this course with the skills necessary to identify and remediate problems arising from the use of invalid and unreliable information in the context of financial analysis.

Instructor vision for this course

This course is fundamentally based on the principle of learning by doing. Reading, researching, writing, and collaborating with other students are key activities for successful outcomes. Therefore, many assigned activities will require both in-class and out-of-class communication among students in groups (or to the class at large through the **Troubleshooting** forum; see below). Also, as students generally perform better where something is at stake but not too much (i.e., medium stakes projects and activities), the assignments will generally be graded.

The student should view him/herself as a blend of researcher, investigator, and analyst in the pursuit of knowledge and development of skills relevant to interpreting and deconstructing financial information and related non-financial information.

While the course materials provide an initial source from which students may commence their research, students are expected to conduct significant independent research and prepare written analyses of their findings (that is, students are expected to research independently the material issues beyond the given course materials). Moreover, the troubleshooting forum may be used to communicate timely (e.g., not last minute) with the instructor and fellow students.

Changes

The instructor reserves the right to alter this syllabus (especially required class, group, and/or individual activities and assignments) based on, among other factors, feedback from students, class size, general background knowledge of students, etc. Prior notice will be provided in class (or otherwise, if online). Therefore, it is essential that students attend classes. Information about

missed classes should be obtained from other students (and not the instructor).

Troubleshooting (questions from students)

All student questions about the course should be posted to the course discussion forum entitled ***Troubleshooting***, with students creating and responding to threads as necessary. Questions should not be emailed or otherwise delivered to the instructor except through ***Troubleshooting***. This requirement applied to both lecture and online versions of this course.

Fraud Examination and Financial Forensics program goals

1. Evaluate symptoms of fraud and conduct fraud risk assessments based on data analytics.
2. Effectively use data analytic technologies to locate, access, analyze, interpret and report on data using appropriate statistical techniques.
3. Develop an investigative methodology based on the fraud theory and using data analytics.
4. Communicate findings clearly and accurately.

Course student learning objectives

1. Evaluate the method of preparation of the given data set against fraud and error risks.
2. Use statistical techniques to evaluate the accuracy and completeness of the data in the given data set.
3. Develop a plan of inquiry of fraud risk based on the validity and reliability of the given set of data.
4. Document their process and interpreting their results based on the given set of tasks to complete.

Course pre-requisites

ENG 201; ACC 250; ACC 307.

Course policies

Any commonly acceptable method of in text citation and reference list may be used (e.g., MLA, APA, Chicago). Required documents, including take-home exams, should be submitted in electronic format (e.g., MS Word, PDF). If this is an online course, it is subject to the general policies of the Online MPA-IG program and/or John Jay Online.

Required text(s)

Data Analytics for Accounting, 2nd Edition

By Vernon Richardson and Katie Terrell and Ryan Teeter

ISBN10: 1260837831

ISBN13: 9781260837834

Copyright: 2021

Fraud Examiners Manual - US Edition

Printed copy is available in the library. Electronic (pdf) version is available free with a student associate membership in the Association of Certified Fraud Examiners.

Application for membership is available here:

<https://www.acfe.com/student-membership.aspx>

Grading

Students will be evaluated on successful completion of a series of labs and a final presentation, as indicated below in Table 1.

Students will be given a set of tasks to complete, documenting their process and interpreting their results. All labs are included in the textbook and are to be turned in on the book website in Connect.

Exams: There are two ethics exams (valued in total at a maximum of 250 points). Both of these examinations (for weeks seven and 15) will require the student to provide a written analysis composed of a minimum of five hundred words per essay of the ethics of personal data accumulation, preparation, transmission, and use by others (with and without consent). These essays should be researched against standards of confidentiality, privacy, and dignity (cf. the right to be forgotten) applicable to at least two jurisdictions, one of which must be the U.S. (e.g., the U.S. and the European Union).

Final Presentation: To show proficiency and understanding of data analytics techniques, student teams of 3-4 individuals will evaluate publicly available data, using technology-enabled learning and participatory pedagogies to perform collective analyses; to develop meaningful dashboards and summary presentations, and to deliver a formal and detailed oral presentation of the inputs and financial data, processes and methods, and findings and conclusions to the class.

Table 1. Maximum grading points by type of assignment.

SmartBook 2.0	80
Chapter Quizzes – Multiple Choice Questions	80
Discussion Questions and Problems	65
Labs	325
Exams (ethics)	250
Final Presentation	200
Total Points	1000

Course calendar

Table 2 below provides an expected overview of the 15 weeks of course requirements for this online course.

Table 2. Proposed course calendar

Session	Learning Module	Assignment due dates
Week 1	Data Analytics in Accounting and Business (Ch. 1)	10 points SmartBook 2.0 Chapter 1 10 points Chapter 1 MC Quiz 15 points Lab 1-1 Data Analytics in Financial Accounting 15 points Lab 1-3 Data Analytics in Auditing
Week 2	Data Preparation and Cleaning (Ch. 2)	10 points SmartBook 2.0 Chapter 2 10 points Chapter 2 MC Quiz 5 points Discussion Question 2-3 5 points Problem 2-1 15 points Lab 2-2 Use Pivot Tables to Denormalize and Analyze the Data
Week 3	Data Preparation and Cleaning (Ch. 2)	15 points Lab 2-5 College Scorecard Extraction and Data Preparation 20 points Comprehensive Lab 2-6 Dillard's Store Data: How to Create E-R Diagram 20 points Comprehensive Lab 2-8 Dillard's: Dillard's Store Data: Connecting Excel to a SQL Database
Week 4	Modeling and Evaluation (Ch. 3)	10 points SmartBook 2.0 Chapter 3 10 points Chapter 3 MC Quiz 15 points Lab 3-2 Regression in Excel 20 points Comprehensive Lab 3-5 Dillard's: Data Abstract (SQL) and Regression (Part II)
Week 5	Visualization (Ch. 4)	10 points SmartBook 2.0 Chapter 4 10 points Chapter 4 MC Quiz 5 points Problem 4-2 5 points Problem 4-3

Week 6	Visualization (Ch. 4)	15 points Lab 4-2 Use Tableau to Perform Exploratory Analysis and Create Dashboards 20 points Comprehensive Lab 4-3 Dillard's: Create Geographic Data
Week 7	Midterm (Covering chapters 1-4)	100 points
Week 8	The Modern Audit and Continuous Auditing (Ch. 5)	10 points SmartBook 2.0 Chapter 5 10 points Chapter 5 MC Quiz 5 points Problem 5-1 5 points Problem 5-2 15 points Lab 5-3 Identify Audit Data Requirements
Week 9	Audit Data Analytics (Ch. 6)	10 points SmartBook 2.0 Chapter 6 10 points Chapter 6 MC Quiz 5 points Problem 6-3 5 points Problem 6-6
Week 10	Audit Data Analytics (Ch. 6)	15 points Lab 6-2 Perform Substantive Tests of Account Balances 15 points Lab 6-3 Finding Duplicate Payments 25 points Comprehensive Lab 6-4 Dillard's: Hypothesis Testing (Part 1)
Week 11	Generating Key Performance Indicators (Ch. 7)	10 points SmartBook 2.0 Chapter 7 10 points Chapter 7 MC Quiz 5 points Problem 7-2 10 points Problem 7-6
Week 12	Generating Key Performance Indicators (Ch. 7)	15 points Lab 7-2 Create a Balanced Scorecard Dashboard in Tableau 25 points Comprehensive Lab 7-3 Dillard's: Creating KPIs in Excel

Week 13	Financial Statement Analytics (Ch. 8)	10 points SmartBook 2.0 Chapter 8 10 points Chapter 8 MC Quiz 10 points Problem 8-3 15 points Lab 8-1 Use XBRLAnalyst to Access XBRL Data
Week 14	Financial Statement Analytics (Ch. 8)	15 points Lab 8-2 Use XBRLAnalyst to Create Dynamic Common-Size Financial Statements 15 points Lab 8-4 Use SQL to Query an XBRL Database
Week 15	Final Exam	200 Points - Class Deliverable and Presentations 150 Points – Final Exam

College wide policies for undergraduate courses

Please refer to the latest Undergraduate Bulletin

(<http://jjay.smartcatalogiq.com/en/2020-2021/Undergraduate-Bulletin>)

A. *Incomplete grade policy*

The grade of INC (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved by the end of the following semester, it will automatically convert to the grade of F.

B. *Extra work during the semester*

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to 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.

C. *Accommodations for persons with disabilities*

The instructor wishes to provide accommodations for students with disabilities. Please make your needs known by contacting the instructor and the Office of Accessibility Services (OAS), which is located in Room L.66.00 of the New Building and can be reached at 212-237-8031. Sufficient notice is needed in order to make accommodations possible. “It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Wellness and Student Resources

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

CUNY Policy on Academic Integrity

Please see <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>. The following information is excerpted from the CUNY Policy on Academic Integrity: Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Plagiarism

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

Internet plagiarism

This includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation at: https://guides.lib.jjay.cuny.edu/citing_sources.

Plagiarism detection software

The College subscribes to Turnitin.com, and Blackboard has a similar module called SafeAssign. Plagiarism detection software will be used in this course.

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

New Course Proposal Form

Date Submitted: March 5, 2021

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

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

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

Name: Sara McDougall

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

Phone number(s) 203-915-3961

2. a. **Title of the course: Famous Trials that Made History**

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

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

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

This course is at the 200 level so that it can serve to welcome transfer students arriving at John Jay as sophomores and help integrate them into the college community via its Justice Core. The class will engage students in building their reading, writing, critical thinking, and information literacy skills as they are introduced to John Jay College and its resources, and to our approach to teaching history as a tool to help students advocate for justice. Over the course of the semester, while engaging with three historical trials as documented in a range of different kinds of source materials, students will be introduced to the college, its academic resources, and to its mission of educating for justice.

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

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

Students transferring into John Jay at the sophomore level would really benefit this opportunity to come together as a group, and in that group learn how to connect the campus community, making informed decisions about major and career paths, become oriented to academic conventions and expectations at JJAY, and take an active and collaborative role in learning. The Justice Core category "Justice and the Individual" offers an important moment for this transition into John Jay, inviting students to learn about John Jay and its resources but also its academic values and disciplinary rigor, and what tools it has to offer students who seek to hone their skills as they explore their own relationship to ideas of justice, and to engage them in considering scholarship and learning activities for students to interrogate issues of racism, criminal justice reform, and economic equity. Historical trials serve as a useful medium for this work, as they consider both the experiences of individuals involved in the judicial system in the past, and our own reception of and reinterpretation of these events.

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.)

Certain trials, even those from the very distant past, remain embedded in our collective memory and imagination decades or even centuries later. This course will examine in detail famous historical trials such as the Salem witchcraft trials, the Amistad case, and/or the McCarthy anti-communist trials. Students will use these trials as a lens to explore historical issues of justice, and consider their significance for individuals, and what that suggests about our individual understandings of justice. This course serves as gateway to John Jay College for transfer students, welcoming and introducing them to the many resources the college provides as well as the academic training that will help them pursue their goals as fierce advocates of justice.

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

6. Number of:
- a. Class hours __3__
 - b. Lab hours _____
 - c. Credits __3__

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

No Yes. If yes, then please provide:

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

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

1. Inquiry: Analyze issues of justice using historical methodologies.

- Demonstrate understanding of the significance of issues of justice to oneself through the lens of history
- Develop questions to explore issues of justice relevant to historical trials
- Gather, evaluate and synthesize source materials pertinent to historical trials
- Analyze issues of justice using the methodology of history

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

- Plan for and reflect upon course participation, collaboration with peers and completion of assignments
- Identify strengths, interests, and areas for ongoing academic development and exploration as related to course content and assignments
- Identify transferable skills and content knowledge for application in subsequent coursework, major, or in a profession

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

- Test and refine ideas and strategies using constructive feedback from peers
- Advocate for a point of view or decision using evidence
- Identify one's own and others' contributions to a team
- Reflect on the process of collaboration

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

- Understand one's own role and responsibility in achieving success in college
- Access academic resources and support services to supplement in class instruction
- Engage in campus community events and organizations that align to personal interests and goals
- Identify possibilities for contribution to research, service, arts, and/or social justice initiatives on campus

200-level History Department Outcomes:

- Identify and explain the historical significance of critical events, trends, and themes in history.
- Identify and analyze primary source documents.
- Write an argumentative essay grounded in evidence.

Developing students' skills of inquiry (LO 1) is at the core of the methodology of history, which in this case, as 200-level transfer, will be connected to an explicit investigation of students' own ideas and experiences and how they contribute to the interpretation that the students make and the ways in which they engage with the topic and the methods in question.

Helping students to identify and assess the significance of historical events or persons, and different kinds of source materials, is a tremendously useful tool to develop students' skills at inquiry. This course' engagement as well in develop students' habits of mind (2), ability to collaborate (3), and to familiarize them with the wealth of resources available at John Jay (academic advising, writing support, internship opportunities, scholarships) will greatly enhance their ability to succeed at academic work and beyond (4).

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

_____No x_____Yes

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

Global History, Major and Minor elective; and an elective in Humanities and Justice Major and Minor.

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

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

College Option:

Justice core:	
Justice & the Individual (100-level)	
Justice & the Individual (200-level)	x
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.

Trials are an excellent base to explore the fundamental relationships between the individual and justice. Each course section of this 200-level seminar will explore selected topics related to three trials in their historical contexts. The actual trials under consideration will vary with the expertise of the instructor, but all will employ an FYE/transfer student-specific pedagogy that focuses on group work, scaffolded assignments, student self-assessment, and the exploration of college resources, while also developing habits of mind, collaboration, and community awareness. Additionally, all sections will ask students to apply the conceptual tools of historians to scaffolded assignments that will engage and develop students' skills at researching, analyzing, and communicating.

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

In the model syllabus, students will be evaluated as follows:

First, on their participation in class meetings, which will be largely discussion-based, in small groups and collective.

Second, students will have a number of reflective writing assignments that are intended to help them to, as the name suggests, reflect upon their experiences throughout the course, to encourage their habits of mind and to help them to synthesize their thinking on justice and on history.

Third, they will answer structured questions that are intended to help them to identify and evaluate both primary and secondary source materials, and to critically engage with these materials as a steppingstone towards writing about them.

Fourth, they will write two short papers that engage with the main primary source materials we will be studying in detail as a class.

Fifth, they will write one paper that incorporates primary and secondary sources together to make and prove an argument, building on early work in the course.

Sixth, they will work together in small groups to respond creatively to the sources we have been studying, this will be recorded and ideally the best projects could be proposed for the student showcase.

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

No Yes _____

If yes, please state the librarian's name _____

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

No _____ Yes

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

OneSearch (the library discovery tool)

eBooks

Subject specific library databases:

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

Other (list them here) _____

Are there existing library Research Guides to support your class?

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

No _____

Yes _____

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

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: March 2021
15. **Faculty - Who** will be assigned to teach this course? Andrea Balis, Sara McDougall, Michael Pfeifer, Stephen Russell
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.

There are some similarities to other courses in the Justice and the Individual category, most obviously HJS 100 Justice and the Individual.

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.

I consulted with HJS Professor Erica Burleigh and Allison Kavey, concerning their 100 and 200 level offerings, they saw no problem with this course being offered to transfer students coming in at the 200 level.

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

x No

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

19. Approvals: David Munns, Chair, Department of History

John Jay General Education College Option Course Submission Form

Course Prefix & Number	HIS 2xx
Course Title	Famous Trials that Made History
Department or Program	History
Discipline	History
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	none
Course Description	Certain trials, even those from the very distant past, remain embedded in our collective memory and imagination decades or even centuries later. This course will examine in detail famous historical trials such as the Salem witchcraft trials, the Amistad case, and/or the McCarthy anti-communist trials. Students will use these trials as a lens to explore historical issues of justice, and consider their significance for individuals, and what that suggests about our individual understandings of justice. This course serves as gateway to John Jay College for transfer students, welcoming and introducing them to the many resources the college provides as well as the academic training that will help them pursue their goals as fierce advocates of justice.
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 x 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>X <input checked="" type="checkbox"/> Justice & the Individual (200-level transfer seminar)</p> <p><input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
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<input type="checkbox"/> Justice in Global Perspective (300-level)		
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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.

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

Students will have weekly short writing assignment that ask them to engage with the assigned materials in various ways, using the methodologies of history but also asking them to think about how they as individuals responds to the topic, its significance as relates to larger concerns with justice.

We will engage with scholarship by historians who have studied the trials in question, both in the past and in the present, to understand and apply the methods they used to make sense of these events and their historical significance, as well as what that suggest about the values of the society that held the trial and responded to it in the ways that it did.

Formal writing assignments will ask students to evaluate multiple sources and to defend that evaluation, enabling them to more effectively ask analytical questions of the sources they draw upon. Students will practice identifying and evaluating arguments in low stakes assignments, advancing towards the main paper.

In the sample syllabus, students will learn how identify, to critically read, and to evaluate both primary and secondary sources, and work towards writing a formal history paper that engages with a

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

<p>mix of primary and secondary source materials.</p>	
<p>Students will be asked to reflect on their experiences, including planning, writing papers, assignments such as evaluations of their group's presentation, evaluations of their own role in that group.</p> <p>Writing responses will consider the influence of each historical trial in shaping our understanding of the justice-related issues raised by the trials. These assignments will offer students an opportunity to personalize what they have learned in their reading and class discussions.</p> <p>In the sample syllabus, students will have regular assignments that involve strategies for planning and organization, for approaching difficult texts, and will have the opportunity to evaluate and reflect on their own experiences in doing this work.</p>	<ul style="list-style-type: none"> • Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
<p>Students will work with a small group of classmates to develop a final presentation for the class. Specific tasks assigned for members of these groups will help students to understand and evaluate their own and others' contributions to this collaborative work. Students will write a self-evaluation on their role in the presentation and their experiences working with the group, due after the presentation.</p> <p>In the sample course, for example, students will debate topics in breakout rooms and use polling as part of class discussion, they will engage in collaborative reading and answer questions on small portions of the assigned texts, they will also peer review drafts of their main paper.</p>	<ul style="list-style-type: none"> • Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
<p>This course will introduce students to a number of the college academic resources and encourage them to use them to foster their research and writing skills. This course will also introduce students to</p>	<ul style="list-style-type: none"> • Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

<p>other campus resources, such as scholarships, student organizations, internship and career support, and immigration success. Events will be organized to bring in representatives from various offices and from the library, ideally in coordination with other instructors offering these transfer seminars.</p> <p>In the sample course, students will have a series of presentations that introduce them to campus resources, integrated into the syllabus at what seems to be the moments at which the visit will be most interesting and useful for the students' needs for the course and for their schedule at John Jay, students will also be introduced to the history of the college and its mission.</p>	
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2xx Famous Trials that Made History

Professor Sara McDougall
History Department
smcdougall@jjay.cuny.edu
office hours TBA

success team members:

Academic Advisor, TBA
 Career Specialist, TBA
 Peer Success Coach, TBA

Bulletin Course Description:

Certain trials, even those from the very distant past, remain embedded in our collective memory and imagination decades or even centuries later. This course will examine in detail famous historical trials such as the Salem witchcraft trials, the Amistad case, and/or the McCarthy anti-communist trials. Students will use these trials as a lens to explore historical issues of justice, and consider their significance for individuals, and what that suggests about our individual understandings of justice. This course serves as gateway to John Jay College for transfer students, welcoming and introducing them to the many resources the college provides as well as the academic training that will help them pursue their goals as fierce advocates of justice.

Section Description:

This section of the course will study three trials from the premodern world: the trial of Queen Anne Boelyn (1536), witchcraft trials in Germany in the seventeenth century, and the trials of holy woman Walatta Petros in seventeenth century Ethiopia. For your group final presentation project you will engage in more detail on one of these topics, and will make a true crime podcast or documentary, interactive game, mock trial, or other creative response to the materials. This course will be taught entirely online, via zoom, with one weekly synchronous meeting and with assignments due two days before that meeting.

Our class meetings will be largely discussion-based, via breakout rooms and collectively, with short presentations from guests, from the professor, from your peer support team, and yourselves. This will be the main place where you collaborate with each other, working on topics related to the trials we are studying as well with resources from the college, including departmental programs and majors and minors. Included for your work outside of class will be a series of prerecorded podcasts, short lectures and interviews that will all be posted to the course blackboard page.

Readings

All materials posted on Blackboard, you will not need to purchase any books, you will need to use the Lloyd Sealy Library's ebooks and other online resources and databases (which will require a John Jay ID and login).

Transfer seminar specific outcomes:

1. Inquiry: Analyze issues of justice using historical methodologies.

- Demonstrate understanding of the significance of issues of justice to oneself through the lens of history.
- Develop questions to explore issues of justice relevant to historical trials
- Gather, evaluate and synthesize source materials pertinent to historical trials
- Analyze issues of justice using the methodology of history

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

- Plan for and reflect upon course participation, collaboration with peers and completion of assignments
- Identify strengths, interests, and areas for ongoing academic development and exploration as related to course content and assignments
- Identify transferable skills and content knowledge for application in subsequent coursework, major, or in a profession

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

- Test and refine ideas and strategies using constructive feedback from peers
- Advocate for a point of view or decision using evidence
- Identify one's own and others' contributions to a team
- Reflect on the process of collaboration

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

- Understand one's own role and responsibility in achieving success in college
- Access academic resources and support services to supplement in class instruction
- Engage in campus community events and organizations that align to personal interests and goals
- Identify possibilities for contribution to research, service, arts, and/or social justice initiatives on campus

History Department 200-level Outcomes:

- Identify and explain the historical significance of critical events, trends, and themes in history.
- Identify and analyze primary source documents.
- Write an argumentative essay grounded in evidence.

Assessment:

- Participation. (10%) This grade is based on how you contribute to our class meetings. Attendance: Make every effort to attend our synchronous meetings. One absence is excused without penalty. If you miss class make sure to meet with the peer success coach to discuss what you missed and how to stay caught up. Also contact the two classmates who you are randomly

assigned to collaborate with in the course to find out more about what you missed. This will be your responsibility.

- Five Reflective writing assignments (RAW), each at least one page, including a time management plan that you will revise throughout the semester.

These are the least formal writing assignments, in these you are (as the name suggests) reflecting on your own subjective involvement in activities related to engaging with the college and the course, with the aim of synthesizing and learning from your experiences (10%).

- Five Reading questions (RQ)

For these assignments you will be asked to answer a set serious of questions about the nature of the source, the basic information it conveys, the significance of that information, and to assess it. For primary sources, explain the nature of the primary source (who wrote it and in what circumstances). Assess its reliability as a historical document. Next, summarize the document in your own words and offer your interpretation.

For secondary sources, summarize the author's argument in your own words and assess how the author made use of the primary source to prove his or her argument. Be sure to identify the author's thesis, the kind of evidence, the connection between the evidence and the argument, and the strengths and weaknesses of the argument.

(20%)

-Two Reading response papers (1000 words each)

The goal with these papers is for you to accurately and concisely report on what you have read and analyze it, both to synthesize and reinforce what you have learned, and to prepare to use these same skills in a formal academic paper.

For each of these papers you will be assessing a primary source. Work off the guidelines used in the reading discussion questions. Begin by explaining the nature of the primary source (who wrote it and in what circumstances). Assess its reliability as a historical document. Next, summarize the document in your own words and offer your interpretation. (20%)

-Formal paper Five gorgeously written pages

This will be an elaboration of one of the response papers you worked on earlier in the semester with secondary work incorporated (see final page for a list of texts, all available online or via blackboard). The paper will require the careful development of an argument supported with evidence taken from primary and secondary source materials. Preparation for this assignment will stem from the Response Questions, which we will use as a foundation to work in class and in small group meetings to develop in particular engagement with secondary sources. (20%).

Students will peer review drafts of each other's formal paper.

1. Read and thoughtfully respond to your classmates' papers (as they will do for you). The instructor will post guidelines for these responses. Use these, and also consider what sort of advice you would find most helpful. Be specific, constructive, and respectful.
2. Read your classmates' comments and consider the advice they offer. Use those comments to help you revise and polish your draft.
3. Respond briefly to these comments—what was helpful, what was not, how you might integrate suggestions, etc.

-Final Presentation

You and a few of your classmates will work together to write up and present a short true crime podcast, mock trial, animation, film, or ChoiceScript game (if you choose this you will need to record yourselves doing a demo of it for the class) engaging with one of the trials we studied this semester. This presentation will involve an oral element (to be recorded or performed live) as well as written elements (informational slides, timelines, etc.) and an outline of those elements. You will also be asked to reflect on both your own and your classmates' degree and level of participation in the process. (20%)

What I Expect From You and What You Can Expect from Me:

This syllabus spells out exactly what this course requires. In order for you to get the most out of the semester, I expect you to review this syllabus on a regular basis, complete the readings and assignments punctually, check your John Jay email regularly, come to class ready to learn, and participate thoughtfully and respectfully in our discussions. In turn, I will be clear about my expectations, avoid wasting your time or giving you busy work that serves no purpose, answer all your questions about the requirements and material, grade your work fairly and promptly, and provide you with everything that you need to succeed.

Transfer Peer Success Coach

Every Wednesday, your peer success coach will be in class. I require that you to meet with your coach at least once this semester for a 30 minute coaching session. Your coach is a well-accomplished John Jay student dedicated to supporting your success this semester (and beyond). The coach will keep you informed about upcoming events and opportunities, college policies and deadlines, and is knowledgeable about the services and resources available at the college. The coach can assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, and help you deal with challenges.

Grades:

In accordance with CUNY policy, your grade in this course will reflect the following scale:
 A Excellent (90-100%) B Good (80-89%) C Satisfactory (70-79%) D Passing (60-69%) F
 Failure/Unsuccessful Completion of the Course (less than 59%)

Americans with Disabilities Act (ADA) Compliance: 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, I must receive written verification of your eligibility from OAS, which is located at L66 in the new building (212-237-8031). It is your responsibility to initiate contact with OAS and to follow the established procedures for having the accommodation notice sent to me.

Plagiarism and Academic Dishonesty: Plagiarism is the act of presenting another person's ideas, research, or writings as your own. It is a serious form of academic dishonesty. Here are some examples of plagiarism:

Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source

Presenting another person's ideas or theories in your own words without acknowledging the source

Using information that is not common knowledge without acknowledging the sources

Failing to acknowledge collaborators on homework and laboratory assignments

Submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

In order to ensure that you clearly understand what plagiarism is, you need to complete a graded online tutorial and quiz through Blackboard. Please note that Blackboard's SafeAssign software automatically checks all your writing for plagiarism, and that a single act of plagiarism—or any other form of academic dishonesty—can result in a failing grade for the assignment or the entire course. Please see me if you have any questions about this.

Schedule:

We will all meet synchronously online on Wednesdays at X time. In addition to preparatory work for that class, you will also have assignments due on Mondays at the same time.

1. Monday (reminder we do not meet)

Due by X time

1. post an introduction powerpoint slide (instructions for how to do so will be posted on blackboard) with answers to the following questions:

(these will be shared with the rest of the class):

- i. Name, where you transferred from, and your major at John Jay
- ii. What is your favorite movie or TV show or podcast that raises important justice-related issues for you?
- ii. What is your dream job, if you have one? Or, what careers interest you?
- iii. What problem in your community do you most wish could be solved?
- iv. Your picture
- v. List two things you do to stay motivated at school
- vi. Why did you choose John Jay?

2. Email me with this information (I will keep your answers confidential).

- i. Is your internet connection reliable (yes/no); can you work comfortably from home?
- ii. Do you have the computer equipment you need (yes/no – if not: what's missing?)
- iii. Are you familiar and at ease with: Blackboard and zoom?
- iv. Share 1 or 2 things that help you make life bearable/ fun/ enjoyable?
- v. What is most important for you that you take away from this class?

3. Read the syllabus and note any questions you have.

2. Wednesday. We meet!

Introductions, course overview

Meet your classmates, Peer Success Coach and professor.

Discussion of the three trials we will study as well as the John Jay criminal trial transcripts.

We will watch together a short video of a final group project from another class.

We will also examine the various issues addressed in the course, review the syllabus and consider the different types of sources used this semester as well as the teaching methods. Finally, we will make sure we are all able to receive and retrieve emails, as this is a key tool we will rely on to communicate.

3. Monday. Due by X time:

Complete and submit the semester time management plan.

RAW 1: Write two paragraphs reflecting on the first trial you remember hearing about, or one that mattered to you or your family. What do you remember? Why do you think this trial mattered to you?

4. Wednesday.

Overview of campus resources with peer mentor

Guest Speaker: academic advising

Discussion Topic: Famous Trials and Us

5. Monday due by X:

History & justice

What can historians do to address injustice?

What can justice-seekers do with history?

Historians:

Our own Jerry Markowitz and his work in environmental justice

History Professor Kirsten Swinth and NGO A Better Balance

Justice-Seekers:

You tell me! This is your:

RAW2 Think of a way in which someone seeking to make our world more just made use of history. Take one or two examples and describe them, reflect on why using history made their contribution effective.

6. Wednesday

Justice & History: Class discussion will focus on what you read and listened to for Monday, and what you wrote about justice-seekers and history.

We will also review your time management plan for the semester, and have a visit from the Writing Center.

UNIT ONE: The Trial of Queen Anne Boelyn

7. Monday

<https://www.historyextra.com/period/tudor/anne-boleyn-death-execution-where-buried-how-die/>

<https://www.historyextra.com/period/tudor/anne-boleyn-representations-screen-actress-tudors-henry-viii-wife-tv-film-books/>

RQ1 due

8. Wednesday

The Trial of Anne Boleyn and its significance

Guest presentation on the end of semester showcase presentation.

9. Monday

<https://blog.nationalarchives.gov.uk/six-wives-archives-trial-anne-boleyn/>
<https://blog.nationalarchives.gov.uk/how-to-kill-a-queen-preparing-for-the-execution-of-anne-boleyn-in-may-1536/>
<https://englishhistory.net/tudor/king-henry-viii-love-letters-to-anne-boleyn/>

RQ2 due

10. Wednesday

We will work directly with the trial records in class.

Class discussion topic: How to write about Anne Boleyn?

Problem solving strategies.

11. Monday:

First response paper due on Anne Boleyn.

12. Wednesday:

In class presentation and discussion of the history of John Jay College and its mission.

RAW4 on writing about Anne Boleyn due.

UNIT TWO: Witch Craze in Germany

13. Monday:

Witch Hunt choose your own adventure game, try at least three times. (warning, personalizing this experience can be upsetting, some terrible things happened to people accused of witchcraft, and some people making accusations did terrible things to each other).

https://departments.kings.edu/Womens_History/witch/hunt/index.html

Read <http://www.brianpavlac.org/witchhunts/wtheories.html> to prepare for class discussion

Read <http://www.brianpavlac.org/witchhunts/werrors.html> to prepare for class discussion

RAW4: Reflect on the experience of playing the game.

14. Wednesday: Facts and fiction on witch trials

Guest from the library to discuss its resources and research.

15. Monday: Selections from Peter Morton ed. *The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663* 2nd edition (University of Toronto Press, 2017). (50 pages)

RQ3

16. Wednesday: Discussion of the Trial of Tempel Anneke

In class visit from Academic Advising, discussion of majors and minors.

17. Monday: Second response paper due on the witch trials.

UNIT THREE: The Trials of Mother Waletta Petros, Ethiopian Holy Woman

18. Wednesday: Introduction to the topic (we will begin reading the material together)
 19. Monday: Read selections from the life of Walatta Petros (50 pages)

RQ4

20. Wednesday: in class visit from career services
RQ5 on the sources you will use for your formal paper due.
 21. Monday: Draft of the formal paper due for peer review
 22. Wednesday: Comments on your peers' papers due.
 23. Monday: Formal paper due.
 24. Wednesday: Presentation work.
 25. Monday: Presentation work.
 26. Wednesday: Presentations due.
 27. Monday: Watch and comment on three other group's presentations.

RAW5

28. Reflection piece due.
 29. Final Exam Period

Secondary Sources for the Formal Paper

Anne Boelyn:

G. Walker, "Rethinking the Fall of Anne Boleyn," *The Historical Journal*, 45:1 (2002) 1-29

E. W. Ives, "The fall of Anne Boleyn reconsidered," *English Historical Review*, 107 (1992), 651-664

G.W. Bernard, "The fall of Anne Boleyn," *English Historical Review*, 106 (1991), 584-610.

Witch Trials in Europe:

Introduction of Peter Morton ed. *The Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663* 2nd edition (University of Toronto Press, 2017).

Laura Apps and Andrew Gow, *Male Witches in Early Modern Europe*, 2016 ebook:

<https://library.oapen.org/bitstream/handle/20.500.12657/35037/341354.pdf?sequence=1&isAllowed=y>

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

New Course Proposal Form

Date Submitted March 5, 2021

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

1. a. **Department(s) or program(s)** proposing this course: The Writing Across the Curriculum Program (Tara Pauliny, Tim McCormack) along with faculty from Humanities (Art and Music, History, Africana Studies, and English)

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

Erin Thompson, Crystal Endsley, Greg ("Fritz") Umbach, Tara Pauliny, Tim McCormack, Alison Perry

Email address(es)

cendsley@jjay.cuny.edu; ethompson@jjay.cuny.edu; gumbach@jjay.cuny.edu; tpauliny@jjay.cuny.edu; tmccormack@jjay.cuny.edu; aperry@jjay.cuny.edu

Phone number(s)

646-549-1545 (Erin Thompson)

647 734 7823 (Umbach)

718-427-3747 (Pauliny)

917-533-3043 (McCormack)

2. a. **Title of the course** _____ Writing in the Humanities: Writing for Real Life _____

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____ Humanities Writing _____

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

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

This course aims to help students either majoring or minoring in the humanities or hoping for careers in the humanities to learn the rhetorical strategies and conventions for writing in their discipline, from introductory level to more complex academic and professional writing. As such, this course should be taken at the 200 level in order for students to advance their understanding of writing beyond the first-year courses and to

prepare them for the more long-form writing required by upper level courses. Moreover, locating the course at the 200 level will also allow it to benefit transfer students, who often enter John Jay in need of additional writing preparation for their upper-level courses.

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

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.)

Students at John Jay can major in a variety of humanities fields, including English, Global History, Humanities and Justice, Law and Society, Latin American and Latina/o Studies, Gender Studies, and Philosophy. Other students develop a focus in the humanities by minoring in these fields or in additional areas such as Africana Studies, Art, Creative Writing, Digital Media and Journalism, Film Studies, Interdisciplinary Studies, Music, or Writing and Rhetoric.

Currently, few students in the humanities take a dedicated writing course between the completion of ENG 201 and the beginning of their capstone projects or careers. And only one major, Anthropology, offers a specialized writing course. When humanities students are then, as seniors, asked to conduct original research, write a formal research paper, or undertake writing in their new careers, they understandably struggle immensely--and unnecessarily. Our transfer students are especially unprepared.

The proposed course will offer students in these majors the rhetorical principles of writing in their disciplines along with the rehearsal time to practice these abilities prior to exposure to the research-based, long-form written projects required in their disciplines.

Specifically, the course will teach critical reading and rhetorical analysis for students to understand the particular disciplinary writing foci in the humanities. The curriculum will ask students to identify sources of information from a diversity of voices, perform close readings and analyze these sources, and craft their own disciplinary, written arguments supported by the evidence they have identified. Students will also practice forms of writing and persuasion needed for potential future careers in the humanities.

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 advanced writing course aims to refine the disciplinary writing abilities of students majoring or minoring in humanities disciplines like history, art, languages, philosophy, writing and rhetoric, or literature, or who are interested in pursuing a career in these

fields. Students will learn about the different types of writing they will encounter in the humanities and practice identifying diverse sources of information, performing close readings, and crafting their own written arguments supported by evidence. Students will also practice forms of writing and persuasion needed for potential future careers in the humanities.

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 102/201 as prerequisites): ENG 201
6. Number of:
- Class hours 3
 - Lab hours
 - Credits 3
7. Has this course been taught on an **experimental basis**?
- X No Yes. If yes, then please provide:
- Semester(s) and year(s):
 - Teacher(s):
 - Enrollment(s):
 - Prerequisites(s):
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?
- Students will produce a variety of forms of writing within the humanities in a global context, demonstrating their ability to employ disciplinary conventions and to write clearly and effectively.
 - Students will work collaboratively through group work and peer review to find, observe, and analyze research sources from a diversity of voices, situations, and cultural contexts.
 - Students will maintain self-awareness and critical distance in receiving and responding to feedback on their use of evidence to support a written argument within the humanities disciplines.
9. Will this course be part of any **major(s), minor(s) or program(s)**?

_____ No __X__ Yes

Academic Writing section of the Writing and Rhetoric Minor

Additionally, the Writing Across the Curriculum Initiative is also working with various majors to potentially integrate it into the curriculum of their majors and minors.

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

10a. Will this course be part of JJ’s **general education program**?
 No _____ Yes X If yes, please indicate the area

College Option:

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

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

Allowing this course to fill a Gen Ed requirement will encourage students to benefit from it, especially transfer students. The learning outcomes of Communications are best aligned with the goals for the course, which will focus on students being able to communicate clearly within the humanities discipline, with a focus on allowing students to experience and produce Humanities communications within a variety of situations and cultural contexts, directed towards a diversity of target audiences

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

Student learning will be assessed through the completion of a number of short and longer writing assignments, which will receive instructor feedback and peer feedback, before being revised into final drafts. Assessment for the course will be based on both the student’s research and writing process, and on their writing products. Process work for the course includes low-stakes writing, peer review, and revision.

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

Yes No

- If yes, please state the librarian's name Vee Herrington
- Are there adequate resources in the library to support students' work in the course
Yes No
- Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval : N/A This course is being proposed by a program within Undergraduate Studies and has the support of UGS Dean Dara Byrne.

15. **Faculty** - Who will be assigned to teach this course? Faculty in any of the College's humanities-related departments could teach this course. Erin Thompson, Crystal Endsley, Greg ("Fritz") Umbach, Tara Pauliny, Tim McCormack, and Alison Perry have all expressed an interest in and willingness to teach it.

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: N/A This is being proposed by The Writing Across the Curriculum Program, housed within Undergraduate Studies with the approval of Dean Dara Byrne.

John Jay General Education College Option

Course Submission Form

Course Prefix & Number	HUM 2XX
Course Title	Writing in the Humanities: Writing for Real Life
Department or Program	Humanities
Discipline	Humanities
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201
Co-requisites	n/a
Course Description	This advanced writing course aims to refine the disciplinary writing abilities of students majoring or minoring in humanities disciplines like history, art, languages, writing and rhetoric, or literature, or who are interested in pursuing a career in these fields. Students will learn about the different types of writing they will encounter in the humanities, how to research sources from a diversity of voices, and how to write effectively for their classes, careers, and the world outside college.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

<p>Indicate the status of this course being nominated:</p> <p>current course revision of current course X - a new course being proposed</p>		
<p>John Jay College Option Location</p> <p>Please check below the area of the College Option for which the course is being submitted. (Select only one.)</p>		
<p>Justice Core Justice & the Individual (100-level)</p>	<p>Learning from the Past</p>	<p>Communication X</p>

Learning Outcomes

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

<p>V. Communications - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>Students will practice writing clearly and effectively during all assignments in the course. For example, their final assignment, the Primary Source Essay, will require students to workshop their topic selection until they can explain their research goal clearly; students will then work on integrating the skills in research, quotation, analysis, and close reading they have learned through the</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>semester in order to produce an essay that clearly and cogently expresses their thesis.</p>	
<p>Students will practice maintaining self-awareness and critical distance while making and integrating comments from multiple rounds of peer workshops and instructor review on their Close Reading Assignment and Primary Source Essay, as well as while crafting the sample cover letter and resume assignment, which will ask them to think deeply about their experience and how they can shape it for view by others.</p>	<p>Maintain self-awareness and critical distance</p>
<p>Students will work collaboratively to observe and analyze research sources through a collaborative archive scavenger hunt assignment, as well as through peer review sessions throughout the course.</p>	<p>· Work collaboratively</p>
<p>Students will demonstrate familiarity with disciplinary conventions of particular forms of writing within the humanities in a global context through a close reading assignment, which will ask them to consider how writers adapt their language for different cultural contexts and target audiences. Students will also complete an assignment on the logic and mechanics of integrating textual evidence, which will require them to analyze works of art or literature using critical thinking and writing, strengthen their ability to evaluate and integrate a diversity of voices in their citation practices, and ask them to consider how to adapt the messages of the cited works into a new rhetorical register.</p>	<p>Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.</p>

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

HUM 2XX
 Writing in the Humanities: Writing for Real Life
Sample Syllabus with an Africana Studies Focus

Instructor: Crystal Endsley
 Contact Information:
 Office Hours:

Course Description: This advanced writing course aims to refine the disciplinary writing abilities of students majoring or minoring in humanities disciplines like history, art, languages, writing and rhetoric, or literature, or who are interested in pursuing a career in these fields. Students will learn about the different types of writing they will encounter in the humanities, how to research sources from a diversity of voices, and how to write effectively for their classes, careers, and the world outside college.

This section of the course will achieve these goals from an Africana Studies perspective.

Learning Outcomes:

- Students will demonstrate familiarity with disciplinary conventions of particular forms of writing within the humanities in a global context
- Students will work collaboratively to observe and analyze research sources from a diversity of voices
- Students will maintain self-awareness and critical distance while using evidence to support a written argument within the humanities discipline
- Students will write clearly and effectively across disciplinary contexts and beyond

Pre-requisite: ENG 201

Assessment Percentages:

- Close Reading Assignment: 10%
- Archival Scavenger Hunt Group Project: 10%
- Reflective Annotated Bibliography: 20%
- Logic and Mechanics of Quotation Assignment: 10%
- Primary Source Essay: 30%
- Cover Letter and Resume Assignment: 20%

Readings: This is a zero-cost text course. All of the readings, videos, podcasts, or other assigned resources are available at no cost to John Jay students through the course's LibGuide, accessible through the course's Blackboard site.

On our Blackboard site you will also find a document with definitions of terms from this syllabus, including "primary source," "secondary source," "discourse," and so on. Please let me know if you can think of any others to include to improve this document.

Attendance: Attending and participating in this class are important for helping to understand the material and to develop skills that are important for success in college and beyond. If you miss a class due to an emergency, illness or death of a family member, please make every effort to notify me before class, if possible, or prior to the next class. If you must miss class, please get notes from a classmate (or let me know if you need assistance getting them).

Course Schedule

Week	Topic/Readings	Assignments (due on Sundays at 11:59pm)
1	How Do We Compose, Persuade, Inform, and Instruct? Introduction to Rhetorical Analysis Royster, Jacqueline Jones. "Toward an Analytical Model for Literacy and Sociopolitical Action." in <i>Traces of a Stream: Literacy and Social Change among African American Women</i> (2000).	
2	Introduction to Close Reading Kynard, C. (2008). Writing while Black: The Colour Line, Black Discourses and Assessment in the Institutionalization of Writing Instruction. <i>English Teaching: Practice and Critique</i> , 7(2), 4-34. Read any THREE of Joy Harjo's poems: https://poets.org/poems/joy-harjo	First Draft of Close Reading Assignment
3	Workshop with peer revisions to Close Reading Assignment	Reflection Paragraph on Peer Revision Suggestions for Close Reading Assignment

	Rowe, K. E. (1979). Feminism and fairy tales. <i>Women's Studies: An Interdisciplinary Journal</i> , 6(3), 237-257.	
4	Using Language: Introduction to Rhetoric Baldwin, J. (1997). If Black English isn't a language, then tell me, what is? <i>The Black Scholar</i> , 27(1), 5-6. Hansberry, L. (1981). The Negro writer and his roots: toward a new Romanticism. <i>The Black Scholar</i> , 12(2), 2-12.	Close Reading Assignment
5	Overview of Reflective Annotated Bibliographies: Evaluation of Sources for Credibility, Purpose, Clarity, Audience "A Forgotten Battleground: Women's Bodies and the Civil Rights Movement" by Jamia Wilson https://www.womensmediacenter.com/women-under-siege/a-forgotten-battleground-womens-bodies-and-the-civil-rights-movement	
6	Introduction to Archival Research and the Ethics of Using Sources	Reflective Annotated Bibliography Topic Selection
7	Library Sessions: Finding Evidence	Archival Scavenger Hunt Group Project
8	Using Quotations READ and copy at least two different women's work: Digital Schomburg Af-Am Women Writers of the 19th Century http://digital.nypl.org/schomburg/writers_aa19/toc.html	Reflective Annotated Bibliography
9	Brainstorming Topics for Final Project Amandla Steinburg, "Don't Cash Crop on My Cornrows"	Logic and Mechanics of Quotation Assignment

	<p>https://www.youtube.com/watch?v=O1KJRRSB_XA</p> <p>Fannie Lou Hamer “Until I’m Free You Are Not Free” https://www.youtube.com/watch?v=S0Kk3s12ZYg&feature=youtu.be</p> <p>Audre Lorde, “The Uses of Anger: Women Responding to Racism” <i>BlackPast</i> (2012, August 12) (1981)</p>	
10	<p>Writing for the Professional Humanities 1: Job Application</p> <p>Dionne Bennett (2013) “How Hip-Hop Culture Makes Feminism Work” http://hiphoparchive.org/blog/3183-how-hiphop-culture-makes-feminism-work</p>	Draft Cover Letter and Resume Assignment
11	<p>Writing for the Professional Humanities 2:, Grants, Proposals, and Reports</p> <p>Richardson, E. (2013). Developing critical hip hop feminist literacies: Centrality and subversion of sexuality in the lives of Black girls. <i>Equity & Excellence in Education</i>, 46(3), 327-341.</p>	First Draft of Primary Source Essay
12	<p>Workshop with peer revisions to Final Project</p> <p>Tabor, M. G., Sirias, S., & Alvarez, J. (2000). The Truth According to Your Characters: An Interview with Julia Alvarez. <i>Prairie Schooner</i>, 74(2), 151-156.</p>	Reflection Paragraph on Peer Revision Suggestions for Primary Source Essay
13	<p>What Can You Do with Your New Writing Skills?</p> <p>Lyons, B., & Danticat, E. (2003). An Interview with Edwidge Danticat. <i>Contemporary Literature</i>, 44(2), 183-198.</p>	Cover Letter and Resume Assignment

14	Concluding Discussion Winona LaDuke "Daughters of Mother Earth" https://www.youtube.com/watch?v=h2iR1cccDf8&feature=youtu.be	Primary Source Essay
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Assignments

Close Reading Assignment: The purpose of a close reading assignment is to encourage you in three ways: to become a better reader, to analyze the author/artist and context of the text, and to deconstruct the whole piece into small parts in order to synthesize how individual meaning creates a whole piece of writing or art. To do this we will follow these steps: 1. Annotation of the text/artwork 2. Outline of the text 3. Reaction to the work You will include the following components in the final close reading assignment: 1. Identify the thesis/major theme - what is the argument? 2. Cite evidence from the text that connects to that theme. What is your proof? 3. Analyze your evidence - how did you arrive at your interpretation? 4. Why does it matter?

Archival Scavenger Hunt Group Project: As an introduction to finding and working with primary sources as research material and sources for your writing, you will complete an scavenger hunt project. You will gain an overview of where materials related to a variety of humanities disciplines are to be found, learn how to discover relevant archives on your own and how to work with librarians and archivists, and consider ethical issues you might encounter.

Reflective Annotated Bibliography: This assignment shows you how to organize your research in preparation for writing. While a traditional annotated bibliography, only asks you to summarize and cite your sources, this reflective annotated bibliography assignment will additionally require you to create a list of terminology or keywords for each source, reflect on the usefulness of each source, and create a list of quotations from each source that you might use in your primary source essay.

Logic and Mechanics of Quotation Assignment: This assignment refines an essential workplace and academic skill: marshalling textual evidence in support of argument. You will learn both how to integrate quotations in a variety of genres and contexts and, more importantly, how to use textual evidence in order to persuade your reader of your own analysis.

Primary Source Essay: You will write an essay that grows out of your own interests and your responses to the material presented in class, on a topic chosen in consultation with me. Ideally, this topic will grow out of the work you have already completed for previous assignments, especially the reflective annotated bibliography.

Cover Letter and Resume Assignment: You will find a job posting in your field that you would be qualified to apply to after graduation, and tailor your resume and write a cover letter as though you were applying for that job.

Extra Credit Opportunities: From time to time, I will email the class announcing lectures, panels, and other events that you may attend for one extra percentage point on your final grade. These emails will explain how to verify your attendance at this event. Please also email me if you see the announcement of an event that you believe would be an appropriate extra credit opportunity.

Policies

Grades: Grades are defined as follows.

A Indicates EXCELLENCE in all aspects;

B is considered GOOD, above average;

C is considered FAIR, satisfactory, average;

D is considered POOR, below average;

F is FAILING, unacceptable work.

INC: Incomplete Grade requests are granted in extreme, documented circumstances only, and only to students who would pass the course if they were to satisfactorily complete all outstanding course requirements. All incomplete materials must be submitted within 30 days of the end of the semester.

Online Etiquette and Anti-Harassment Policy: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Any member of the CUNY online community who has experienced incidents of harassment is encouraged to report the complaint. This University considers violations of this online etiquette policy to be a serious offense. Anyone found to have used the University's online services in violation of this policy is subject to punishment, including failing grades, suspension, and expulsion. As noted above, serious offenses may lead to criminal and/or civil liability.

Plagiarism and Academic Integrity: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. 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 Undergraduate Bulletin, p. 36). Any examination or assignment with plagiarized

material will earn a grade of “F.” All students who submit an assignment with substantially similar material will earn a grade of “F,” regardless of which student(s) originated the material and which student(s) copied it.

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

The Alan Siegel Writing Center: The Writing Center provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. <http://jjcweb.jjay.cuny.edu/writing/homepage.htm>

Wellness and Student Resources: Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop. <http://www.jjay.cuny.edu/wellness-resources>)

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

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

- Gabriela Leal, Title IX Coordinator, (646)557-4674, galeal@jjay.cuny.edu.
- Diego Redondo, Director of Public Safety & Risk Management, (212)-237-8524, dredondo@jjay.cuny.edu.
- Michael Martinez-Sachs, Dean of Students, (212)-237-8211; msachs@jjay.cuny.edu
- To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu.

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

New Course Proposal Form

Date Submitted: Jan 12, 2021

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

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

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

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

2. a. **Title of the course:** **Monsters and What They Mean**

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

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

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

The course does not assume previous college-level experience or knowledge. The assignments are scaffolded, leading from worksheets and short response papers to thesis-building assignments and a final project, thus preparing students for assignments at 200-level courses. Assigned readings are at once substantial and appealing to General Education students.

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

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

This course satisfies the requirements of the Creative Expression section in the flexible core of the college's general education program. Monsters are a unique form of creative expression, one that gives voice and substance to significant social concerns. Monsters scare us but they also inform, comment, reveal; they tell us about the state of society, about its fears and anxieties. The context of the course will be international and the orientation of the materials

and discussions will be comparative. These concerns and aims are at the heart of both a liberal education and John Jay's mission to help foster socially-engaged students.

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.)

Monsters are creatures of the imagination. They are often evil, grotesque, or terrifying yet they exist in all cultures across most of recorded history. Why? Why do societies invent monsters? And what do these monsters tell us about the societies that create, consume and sometimes embrace them? This course will examine monsters—from ancient beasts to vampires and zombies—as a specific type of creative expression: one that seeks to scare, thrill, and reveal, ultimately helping to expose the tensions around society's greatest hopes, darkest fears, and most prominent conflicts.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): **None**

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

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

No _____ Yes. If yes, then please provide:

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

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

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

- **Demonstrate knowledge of the skills involved in the creative process**

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

_____ No **X** Yes

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

Minor in Interdisciplinary Studies, electives section

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

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

Flexible Core:

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

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

This course focuses on monsters as a form and mode of creative expression that expose and examine social tensions and fears (and sometimes hopes). Students will discuss and analyze a variety of forms of creative expression—literature, graphic novels, art, tv, films—and compare and contrast these across different time periods in an effort to think about how the concept of the monster stays consistent (or not) across time. The overall aim of the course is to consider how creative expression responds to anxiety.

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

LO #1: Gather, interpret, and assess information from a variety of sources and points of view

This will be done throughout the semester as students read, discuss and write about different interpretations of the same subject. Students will, for example, read differing interpretations of the cultural meanings associated with vampires and write a short paper synthesizing and assessing what they have learned. See Week 11.

LO #2: Evaluate evidence and arguments critically or analytically

In class discussions and written assignments, students will compare and contrast different intellectual arguments about monsters and what they mean. They will, for example, write a short paper comparing and contrasting two (or more) different interpretations of the ancient monster Medusa. See Week 4.

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

As part of their final projects (see LO #6 below) students will submit a final paper that sets out all the steps they took to create their monster and the rationale behind each choice. They will also need to draw parallels with other monsters they have studied during the semester in order to show how they learned to conceive of and construct their creatures. They will, in short, need to make an argument about the design and realization of their monster drawing on at least 5 of the texts they have studied during the semester. See Week 14.

LO #4: Apply concepts and methods of a discipline or field to creative expression

Through the processes of close reading and interpretation intrinsic to literary and artistic study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will analyze and explore various literary, filmic, and artistic monsters. They will, for example, write a series of short response papers in response to the readings and viewings in the syllabus, all with an eye to understanding why these authors created these monsters and to what end. See Weeks 3, 8, 12.

LO #5: Articulate how the arts/communications interpret and convey meaning and experience

The rationale for this course is to explore how people create monsters in order to convey meaning (about their lives and their world) and explore experience, both person and social. With this in mind, LO #5 will happen most weeks. For example, students will explore how Godzilla acts as a metaphor for both the horrors and the uncertainties of a nuclear world. See Week 11. Through primary and secondary reading, students will also explore how the experience of racism (historical *and* contemporary) can act as a catalyst and as the context for the creation of a graphic novel. See Week 5.

LO #6: Demonstrate knowledge of the skills involved in the creative process

For their final projects, students will use all their accumulated knowledge about the creative process (how social fears are used as an inspiration for the creative process and then turned into various forms of artistic expression) to create their own

monster. The assignment will ask students to pick a contemporary form or example of social tension or anxiety and through short scaffolded assignments plan out and create a monster appropriate thematically, artistically, and behaviorally to their subject matter. See Week 14.

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

Yes **X** No ___

- If yes, please state the librarian's name **Kathleen Collins**
- Are there adequate resources in the library to support students' work in the course
Yes **X** No _____
- Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 1.12.21

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

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

X No

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

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

X 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:



Gentile
Chair, Department of Interdisciplinary Studies

Katie



Richard Haw

Major or Minor Coordinator (if necessary)

CUNY Common Core Course Submission Form

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

College	John Jay
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ISP 132
Course Title	Monsters and What They Mean
Department(s)	Interdisciplinary Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	ENG 101
Catalogue Description	Monsters are creatures of the imagination. They are often evil, grotesque, or terrifying yet they exist in all cultures across most of recorded history. Why? Why do societies invent monsters? And what do these monsters tell us about the societies that create, consume and sometimes embrace them? This course will examine monsters—from ancient beasts to vampires and zombies—as a specific type of creative expression: one that seeks to scare, thrill, and reveal, ultimately helping to expose the tensions around society's greatest hopes, darkest fears, and most prominent conflicts.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input checked="" type="checkbox"/> Creative Expression</p>
<p>Learning Outcomes</p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>II. Flexible Core (18 credits)</p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	

C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
This will be done throughout the semester as students read, discuss and write about different interpretations of the same subject. Students will, for example, read differing interpretations of the cultural meanings associated with vampires and write a short paper synthesizing and assessing what they have learned. See Week 11.	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
In class discussions and written assignments, students will compare and contrast different intellectual arguments about monsters and what they mean. They will, for example, write a short paper comparing and contrasting two (or more) different interpretations of the ancient monster Medusa. See Week 4.	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
As part of their final projects students will submit a final paper that sets out all the steps they took to create their monster and the rationale behind each choice. They will also need to draw parallels with other monsters they have studied during the semester in order to show how they learned to conceive of and construct their creatures. They will, in short, need to make an argument about the design and realization of their monster drawing on at least 5 of the texts they have studied during the semester. See Week 14.	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Through the processes of close reading and interpretation intrinsic to literary and artistic study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will analyze and explore various literary, filmic, and artistic monsters. They will, for example, write a series of short response papers in response to the readings and viewings in the syllabus, all with an eye to understanding why these authors created these monsters and to what end. See Weeks 3, 8, 12.	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
The rationale for this course is to explore how people create monsters in order to convey meaning (about their lives and their world) and explore experience, both person and social. With this in mind, LO #5 will happen most weeks. For example, students will explore how Godzilla acts as a metaphor for both the horrors and the uncertainties of a nuclear world. See Week 11. Through primary and secondary reading, students will also explore how the experience of racism (historical <i>and</i> contemporary) can act as a catalyst and as the context for the creation of a graphic novel. See Week 5.	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
For their final projects, students will use all their accumulated knowledge about the creative process (how social fears are used as an inspiration for the creative process and then turned into various forms of artistic expression) to create their own monster. The assignment will ask students to pick a contemporary form or example of social tension or anxiety and through short scaffolded assignments plan out and create a monster appropriate thematically, artistically, and behaviorally to their subject matter. See Week 14.	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

John Jay College of Criminal Justice
 Interdisciplinary Studies Program
 ISP 132
 Time: TBD

Fall 2020
www.facebook.com/JohnJayISP
 Monsters and What They Mean
 Room TBD

Faculty

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

Course Description:

Monsters are creatures of the imagination. They are often evil, grotesque, or terrifying yet they exist in all cultures across most of recorded history. Why? Why do societies invent monsters? And what do these monsters tell us about the societies that create, consume and sometimes embrace them? This course will examine monsters—from ancient beasts to vampires and zombies—as a specific type of creative expression: one that seeks to scare, thrill, and reveal, ultimately helping to expose the tensions around society’s greatest hopes, darkest fears, and most prominent conflicts.

Course Goals and Learning Objectives:

Students will:

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Apply concepts and methods of a discipline or field to creative expression
- Articulate how the arts/communications interpret and convey meaning and experience
- Demonstrate knowledge of the skills involved in the creative process

Required Reading:

All students will need to buy the following two books:

Bitter Root, Volume 1: Family Business (Image Comics) ISBN: 1534312129
 Mary Shelley, *Frankenstein* (Penguin Classics) ISBN: 0141439475

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

Stephen T. Asma, “Monsters and the Moral Imagination” (2009)
 Jeffrey Jerome Cohen, “Monster Culture (Seven Theses)” (1996)
 Percy Bysshe Shelley, “On the Medusa of Leonardo da Vinci in the Florentine Gallery” (1819)
 Sigmund Freud, “Medusa’s Head” (1923)
 Countee Cullen, “Medusa” (1935)
 Jean-Paul Sartre, “The Other’s Look” (1943)
 Sylvia Plath, “Medusa” (1962)
 May Sarton, “The Muse as Medusa” (1971)
 Lizbeth Goodman, “Who’s Looking at Who(m): Re-viewing Medusa” (1996)

Elizabeth Young, *Black Frankenstein* (2008) (extracts)
 Sheridan le Fanu, "Carmilla" (1872)
 Ernest Jones, "On the Vampire" (1831)
 Ken Gelder, "Vampires and the Uncanny" (2002)
 John William Polidori, "The Vampyre" (1819)
 James Malcolm Rymer, "Varney, the Vampire" (1845)
 Stephen Arata, "The Occidental Tourist: *Dracula* and the Anxiety of Reverse Colonization"
 Nancy Anisfield, "Godzilla/Gpjiro: Evolution of the Nuclear Metaphor" (1995)
 Gauthier and Ackermann, "The Ways and Nature of the Zombi" (1991)
 Peter Dendle, "The Zombie and Barometer of Cultural Anxiety" (2007)

Students will also need to watch several films and a few episodes. *Godzilla*, *Nosferatu* and *The Night of the Living Dead* can all be watched on the Criterion Channel which has a free 14 day trial. *Bram Stoker's Dracula* and *The Walking Dead* are both on Netflix.

Schedule:

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

Week 1 Introduction: Course Information, Course Requirements and ... Hello!

Week 2 What is a Monster and What Might They Mean?

Reading: Natalie Lawrence, "What is a Monster?" (2018) <https://www.cam.ac.uk/research/discussion/what-is-a-monster>
 Stephen T. Asma, "Monsters and the Moral Imagination" (2009)
 Jeffrey Jerome Cohen, "Monster Culture (Seven Theses)" (1996)
 (37 pages)

Week 3 The Story of Medusa

Reading: A compendium of ancient writings about Medusa by Homer, Hesiod, Palaephatus, Apollodorus, and Ovid (27 pages)

Looking: A selection of images of Medusa

Due: Response Paper #1

Week 4 Medusa and the Problems of Interpretation

Reading: Percy Bysshe Shelley, "On the Medusa of Leonardo da Vinci in the Florentine Gallery" (1819)
 Sigmund Freud, "Medusa's Head" (1923)
 Countee Cullen, "Medusa" (1935)
 Jean-Paul Sartre, "The Other's Look" (1943)
 Sylvia Plath, "Medusa" (1962)
 May Sarton, "The Muse as Medusa" (1971)
 Lizbeth Goodman, "Who's Looking at Who(m): Re-viewing Medusa" (1996)
 (23 pages)

Due: Medusa Paper: Compare and Contrast Differing Interpretation of Medusa

Week 5 **Monsters as a Response to Social Problems: Racism**
 Reading: *Bitter Root, Volume 1: Family Business* (2019), including all the supplemental reading at the back of the graphic novel

Due: Final Project, Stage #1: Write a short description of the theme (social tension, anxiety, problem, etc) that will underpin your monster and form the basis of your final project (2 pages). As we will learn this week, monsters are often created to address and represent a specific cultural fear or conflict. For your final project you will need to design and create a monster and to do this successfully you will need to start with a specific type or instance of a social tension.

Week 6 **Creating a Monster: Frankenstein, Science and Playing God**
 Reading: Mary Shelley, *Frankenstein* (1818), pages 1-144

Week 7 **The Sympathetic Monster?**
 Reading: Mary Shelley, *Frankenstein* (1818), pages 145-224
 Elizabeth Young, *Black Frankenstein* (2008), pages 19-46

Due: Final Project, Stage #2: Write a short description of how your monster will reflect your chosen theme (2 pages). Frankenstein and his monster showcase the fears surrounding modern science. While designing and developing your final project you will need to start with a source of social tension and then start to put together the ways in which your monster will reflect your chosen issue, be it climate change, racism, etc.

Week 8 **Looking at Monsters**
 Looking: A selection of artistic works depicting monsters, from antiquity to the present

Due: Response Paper #2

Week 9 **Vampires and Social Anxiety: Sex**
 Reading: Sheridan le Fanu, "Carmilla" (1872) (extracts)
 Ernest Jones, "On the Vampire" (1831)
 Ken Gelder, "Vampires and the Uncanny" (2002)
 (42 pages)

Watching: *Bram Stoker's Dracula* (1992) (128 mins)

Due: Final Project, Stage #3: Write a short description of how your monster will look (2 pages). Your monster will need to reflect your chosen theme not just in their actions and motivations but also in their appearance. Think about how to represent ideas in visual form.

Week 10 **Vampires and Social Anxiety: The Other**
 Reading: John William Polidori, "The Vampyre" (1819)
 James Malcolm Rymer, "Varney, the Vampire" (1845)
 Stephen Arata, "The Occidental Tourist: *Dracula* and the Anxiety of Reverse Colonization"
 (51 pages)

Watching: *Nosferatu* (1922) (94 mins)

Week 11 **Monsters and the Destruction of Social Order: Godzilla and the Bomb**

Reading: Nancy Anisfield, "Godzilla/Gpjiro: Evolution of the Nuclear Metaphor" (1995)

Watching: *Godzilla* (1954) (96 mins)

Due: Vampires Paper

Week 12 Putting it all Together I: Zombies, the Perfect Monster for Today?

Readings: Gauthier and Ackermann, "The Ways and Nature of the Zombi" (1991)

Watching: *The Night of the Living Dead* (1968) (96 mins)

Due: Response Paper #3

Week 13 Putting it all Together II: Zombies, the Perfect Monster for Today?

Readings: Peter Dendle, "The Zombie and Barometer of Cultural Anxiety" (2007)

Watching: *The Walking Dead*, episodes 1-3 (2010) (150 mins)

Keep working on your final project!

Week 14 Conclusions and Final Project Prep

There are no readings for this week. Instead, we will discuss, troubleshoot, and workshop your final presentations and reflect upon what we have learned over the course of the semester. Be sure to bring a first draft of your final project to class!

Week 15 Final Presentations: Create Your Own Monsters

Due: Final Projects

Course Requirements

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

- 1) **Informed Class Participation:** Classes will be run as discussions, not lectures. You must attend class having completed all reading assignments. You will be expected to engage fully in class discussions. **The quality of your class participation will affect your final grade.**
- 2) **Reading Response Papers:** Students are required to complete three reading response papers. These are clearly listed in the course schedule above and are due at the beginning of class. Please note: no late reading responses will be accepted. The responses are not long but they should demonstrate substantial engagement with the reading matter for that week. Details may be found on the assignment sheet.
- 3) **Short Papers:** Students will be required to write two compare and contrast papers during the semester. These papers will ask students to evaluate and assess various interpretations of the monsters under discussion for those weeks. These are due in weeks 4 and 11. More details can be found on the assignment sheet.
- 4) **Final Project:** All students will undertake a research project over the course of the semester. The aim of this project is to create your own monster. In order to do this you will need to pick a contemporary social problem or anxiety that your monster will embody and articulate. Once you have decided on this theme, you will start to

build out your monster. You will need to think about behavior, motive, function, and appearance. You will present your monster to the rest of the class during the last class and hand in a final paper which details how you developed your monster and why. More detailed instructions—including tasks and deadlines—may be found on the assignment sheet.

- 5) **Quizzes:** These will be unannounced, and always during the first 5 minutes of class or the first 5 minutes after the break, and always on the assigned reading for the day. Quizzes will test your basic knowledge of the assigned reading. Some quizzes may take the form of short response papers.
- 6) **Academic Integrity:** Plagiarism is the presentation of somebody else’s ideas as your own; this includes material taken from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating will result in a final course grade of D- and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors or the Writing Center. See John Jay statement on plagiarism:

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.” **From the John Jay College Bulletin.**
- 7) **Writing Tutors:** Students who want to take their writing to the next level and earn better grades are encouraged to consult the professors and visit the John Jay Writing Center. The Writing Center is a free tutorial service available to all students enrolled in the college. Appointments can be made online at <http://www.jjay.cuny.edu/writing-center>. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.**
- 8) **Vocabulary:** Students are expected to look up any words they are unfamiliar with. **Vocabulary building is an important part of any college course.** You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.
- 9) **Problems?:** If you have any difficulties with the course—big or small—please consult with me. Please remember, ISP’s staff and faculty are here to ensure your academic success.

Grading

Final grades will be based upon the following:

1.	Informed class participation	10%
2.	Three reading response papers	15%
3.	Two short papers	20%
4.	On time completion of each stage of the final project	10%
5.	Final presentation	15%
6.	Final paper	30%

Grading Criteria

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

Attendance and Class Conduct

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

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

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

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

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

New Course Proposal Form

Date Submitted:

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

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

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

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

2. a. **Title of the course:** **Stuff: An Investigation into the Meaning of Things**

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

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

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

The readings, written assignments, and level of classroom activities are more challenging than a 100 level course. Some accomplishment of introductory college level work is assumed, especially in the readings. This course, with its emphasis on critical thinking and analysis of evidence will provide a useful groundwork for 300-level courses.

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

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

This course takes as its basic premise that we live in a profoundly materialist and consumerist society and that analyzing this reality—its assumptions, values, practices, etc—can allow us to better understand ourselves and the society in which we live. Few better reasons exist for creating new courses than this. In addition, this course introduces students to a variety of primary and secondary sources in the humanities and social sciences and invites students to

both critique those analyses and to challenge their own ways of thinking about materialism and material culture in society.

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.)

How many times a day are we told that we can change our lives by acquiring new things? It happens so often that one might almost presume that our possessions are a better indicator of our identity than our character is. This course will take this situation as a starting point. It will investigate the practices, relations, and rituals through which physical objects become valuable and meaningful to ourselves and to society. It will examine how our possessions represent ideas, identities, or ideologies and how they become symbols of status or group affiliation. In this course, students will learn to analyze and understand material things from an interdisciplinary perspective.

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

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

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

No _____ Yes. If yes, then please provide:

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

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

Students will:

- **Gather, interpret, and assess information from a variety of sources and points of view**
- **Evaluate evidence and arguments critically or analytically**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions**
- **Examine how an individual's place in society affects their experiences, values, or choices**
- **Articulate and assess ethical views and their underlying premises**

- **Identify and analyze local/national/global trends or ideologies and their impact on individual/collective decision-making**

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

_____ No **X** Yes

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

Minor in Interdisciplinary Studies, electives section

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

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

Flexible Core:

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

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

This course fulfills the learning goals of the “Individual and Society” flexible core area by exploring how material culture alters, shapes, and mediates the relationship between individuals and society. In addition, this course will examine the ethical dimensions, practical realities, materialist assumptions, and identity politics that cluster around individuals in their social context. By examining a variety of humanities and social science texts that consider material culture from diverse theoretical, empirical, ethical, and imaginative perspectives, students will gain an understanding of themselves as agents, objects, and critics of materialist culture.

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

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

readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

- **Gather, interpret, and assess information from a variety of sources and points of view**
 Students will need to gather, interpret and assess information from a variety of sources and points of view in putting together their final project. This project asks students to pick an object that (in their opinion) represents New York and to both present it to the class and to write a 3-4 page paper explaining their choice. (See week 15)
- **Evaluate evidence and arguments critically or analytically**
 This will be done most weeks during the first half of the semester in a series of reading response papers that will ask student to critically evaluate the readings for each week. (See weeks 2-4, 5-7, 11)
- **Produce well-reasoned written or oral arguments using evidence to support conclusions**
 Students will discuss and debate various interpretations of consumerism and materialism each week in class, reflecting on the implications for their own individual lives and the society in which they live. To do this successfully, students will need to make compelling arguments and marshal effective evidence to support their conclusions. On occasion, in-class writing assignments will ask them to do this in a written rather than oral format.
- **Examine how an individual's place in society affects their experiences, values, or choices**
 In class discussions and debates, students will examine how a person's race, gender or national origin affect and reflect how they interact with and react to material culture and via that to society at large. For example, in Weeks 5, 6 and 11 students will discuss how certain material objects (along with their packaging, where appropriate) are encoded with specific meanings for specific groups, signaling inclusion (belonging) or exclusion.
- **Articulate and assess ethical views and their underlying premises**
 Students will define, compare/contrast, and defend/criticize the ethical and moral issues raised by capitalism and consumerism. They will, for example, conduct a debate on the pros, cons, and ramifications of materialist society in week 4 after having read a variety of interpretations of modern consumerist culture. Students will be expected to articulate the complex value system that underpins material acquisition and accumulation, along with the various ethical interpretations of such a system.

- **Identify and analyze local/national/global trends or ideologies and their impact on individual/collective decision-making**

Students will examine local, national, and global news, social media and advertising sources as they relate to issues of consumerism and materialism by keeping a current events journal in which they track and discuss how often they are (seemingly) asked to buy something new in order to somehow change their life, lifestyle or image, including their impact on both individuals and the larger society (every week).

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

Yes **X** No ___

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

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

- | | |
|---|------------------------------|
| ➤ The library catalog, CUNY+ X | ➤ PsycINFO ___ |
| ➤ EBSCOhost Academic Search Complete X | ➤ Sociological Abstracts ___ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X | ➤ JSTOR X |
| ➤ LexisNexis Universe ___ | ➤ SCOPUS ___ |
| ➤ Criminal Justice Abstracts ___ | ➤ Other (please name) _____ |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 1.12.21

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

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

No

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

This course bears some slight superficial resemblance to a course developed last year by Tara Pauliny for the English department (ENG 225: Interpreting Objects, Texts and Context). Yet

despite the seemingly shared focus on objects (broadly conceived), the two courses are very different in terms of aim, focus and subject matter, as Tara herself explains below.

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.

Given the potential similarities in the courses, I wrote to Kathy K so as to take a look at the course proposal for ENG 225. This seemed to suggest to me that the courses were very different, the one focused on rhetoric (especially in social movements and speeches, etc) and the other on material culture. With this in mind, I sent this proposal to Tara Pauliny for comment. Tara wrote back: "Thanks for contacting me about this course. I have looked it over and I do not think it conflicts with the course I created last year. That course is really an intro to rhet course, despite the name. The course looks great Richard, students should love it!"

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

No

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

19. Approvals:

Katie Gentile

Chair, Proposer's Department

Richard Haw

Major or Minor Coordinator (if necessary)

CUNY Common Core Course Submission Form

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

College	John Jay
Course Prefix and Number	ISP 242
Course Title	Stuff: An Investigation into the Meaning of Things
Department(s)	Interdisciplinary Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	How many times a day are we told that we can change our lives by acquiring new things? It happens so often that one might almost presume that our possessions are a better indicator of our identity than our character is. This course will take this situation as a starting point. It will investigate the practices, relations, and rituals through which physical objects become valuable and meaningful to ourselves and to society. It will examine how our possessions represent ideas, identities, or ideologies and how they become symbols of status or group affiliation. In this course, students will learn to analyze and understand material things from an interdisciplinary perspective.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

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

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

II. Flexible Core (18 credits)

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

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will need to gather, interpret and assess information from a variety of sources and points of view in putting together their final project. This project asks students to pick an object that (in their opinion) represents New York and to both present it to the class and to write a 3-4 page paper explaining their choice. (See week 15)	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
This will be done most weeks during the first half of the semester in a series of reading response papers that will ask student to critically evaluate the readings for each week. (See weeks 2-4, 5-7, 11)	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
Students will discuss and debate various interpretations of consumerism and materialism each week in class, reflecting on the implications for their own individual lives and the society in which they live. To do this successfully, students will need to make compelling arguments and marshal effective evidence to support their conclusions. On occasion, in class writing assignments will ask them to do this in a written rather than oral format.	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
In class discussions and debates, students will examine how a person's race, gender or national origin affect and reflect how they interact with and react to material culture and via that to society at large. For example, in Weeks 5, 6 and 11 students will discuss how certain material objects (along with their packaging, where appropriate) are encoded with specific meanings for specific groups, signaling inclusion (belonging) or exclusion.	<ul style="list-style-type: none"> ● Examine how an individual's place in society affects experiences, values, or choices.
Students will define, compare/contrast, and defend/criticize the ethical and moral issues raised by capitalism and consumerism. They will, for example, conduct a debate on the pros, cons, and ramifications of materialist society in week 4 after having read a variety of interpretations of modern consumerist culture. Students will be expected to articulate the complex value system that underpins material acquisition and accumulation, along with the various ethical interpretations of such a system.	<ul style="list-style-type: none"> ● Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> ● Articulate ethical uses of data and other information resources to respond to problems and questions.
Students will examine local, national, and global news, social media and advertising sources as they relate to issues of consumerism and materialism by keeping a current events journal in which they track and discuss how often they are (seemingly) asked to buy something new in order to somehow change their life, lifestyle or image, including their impact on both individuals and the larger society (every week).	<ul style="list-style-type: none"> ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

**John Jay College of Criminal Justice
Interdisciplinary Studies Program
ISP 242**

**Fall 2020
www.facebook.com/JohnJayISP
Time: TBD**

Faculty

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Stuff: An Investigation into the Meaning of Things

How many times a day are we told that we can change our lives by acquiring new things? It happens so often that one might almost presume that our possessions are a better indicator of our identity than our character is. This course will take this situation as a starting point. It will investigate the practices, relations, and rituals through which physical objects become valuable and meaningful to ourselves and to society. It will examine how our possessions represent ideas, identities, or ideologies and how they become symbols of status or group affiliation. In this course, students will learn to analyze and understand material things from an interdisciplinary perspective.

Course Goals and Objectives:

Students will:

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

Required Reading:

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

Schedule:

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

Week 1 **Introduction: Welcome, Introduction, Course Requirements**

Week 2 **Why Do We Need Things?**
 Reading: Mihaly Csikszentmihalyi, "Why We Need Things" from *History from Things* (1993), pages 20-29
 Celia Lury, "Objects, Subjects, and Signs" and "Capital, Class, and Consumer Culture" from
Consumer Culture (2011), pages 56-79 and 80-107

Due: **Reading Response #1**

Week 3 **Things, People, Ideas**

Reading: Daniel Miller, "Theories of Things" from *Stuff* (2010), pages 42-78
Margaret Randall, *My Life in 100 Objects* (2020), pages 1-7, 74-89, 139-157

Due: **Reading Response #2**

Week 4 The Commodification of Things

Reading: Richard Wilk, "Bottled Water: The Pure Commodity in the Age of Branding," *Journal of Consumer Culture* (2006), pages 303-325
Eula Biss, *Having and Being Had* (2020), pages 47-76

Doing: **Consumerism Debate**

Due: **Current Events Journal**

Week 5 Gender and Engendering Objects

Reading: Norma Mendoza-Denton, "'Muy Macha': Gender and Ideology in Gang-Girls' Discourse about Makeup," *Ethnos* (1996), pages 47-63
Rebecca Ginsburg, "'Don't tell, dear': The Material Culture of Tampons and Napkins," *Journal of Material Culture* (1996), pages 365-375

Due: **Reading Response #3**

Week 6 Race and Racialized Objects

Reading: Faith Davis Ruffins, "Do Objects have Ethnicities?: Race and Material Culture" (2020) (15 pages)
Bridget Heneghan, "The Pot Calling the Kettle" from *Whitewashing America: Material Culture and Race in the Antebellum Imagination* (2003), pages 1-21

Due: **Reading Response #4**

Week 7 Objects of Everyday Life

Reading: Elizabeth Chin, "Anthropologist Takes Inner City Children on Shopping Sprees," from *Purchasing Power: Black Kids and American Consumer Culture* (2001), pages 117-142
Heather Horst and Daniel Miller, "From Kinship to Link-Up: Mobile Phones and Social Networking in Jamaica," *Current Anthropology* (2005), pages 755-778

Due: **Reading Response #5**

Week 8 The Social Life of Things

Doing: Bring your object to class!

Due: **2 Page Object Biography**
Current Events Journal

Week 9 Museums and Material Culture

Readings: Henrietta Lidchi, "The Poetics and the Politics of Exhibiting Other Cultures" from *Representation: Cultural Representations and Signifying Cultural Practices* (1997), pages 151-222

Week 10 Field Trip

Doing: Field trip to the Metropolitan Museum of Art, 1000 5th Avenue, New York, NY 10028

Week 11 **Objects and Dislocation**

Reading: Svetlana Boym, “Immigrant Souvenirs” and “On Diasporic Intimacy” in *The Future of Nostalgia* (2001), pages 251-258 and 327-336
Zeynep Turan, “Material Objects as Facilitating Environments: The Palestinian Diaspora,” *Home Cultures* (2010) (17 pages)

Due: **Reading Response #6**
Museum Worksheet

Week 12 **Objects of Memory**

Reading: Andre Aciman, “Lavender” from *Alibris* (2011), pages 3-22
Proust, “On Madaleines” from *Remembrance of Things Past* (1913) (4 pages)

Week 13 **Art as Objects / Objects as Art**

Reading: Laurel Ulrich, Ivan Gaskell, Sara Schechner and Sarah Carter, *Tangible Things: Making History through Objects* (2015), pages 21-70
Soetsu Yanagi, “The Beauty of Miscellaneous Things” from *The Beauty of Everyday Things* (2019), pages 31-57

Due: **Current Events Journal**

Week 14 **Conclusions and Final Project Prep**

There are no readings for this week. Instead we will discuss, troubleshoot, and workshop your final presentations and reflect upon what we have learned over the course of the semester.

Week 15 **Wrap-Up and Presentations**

Doing: **Student Presentations**

Course Requirements

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

- 1) **Informed Class Participation:** Classes will be run as discussions, not lectures. You must attend class having completed all reading assignments. You will be expected to engage fully in class discussions. **The quality of your class participation will affect your final grade.**
- 2) **Reading Response Papers:** Students are required to complete a series of reading response papers. These are clearly listed in the course schedule above and are due at the beginning of class. Please note: no late reading responses will be accepted. The responses are not long but they should demonstrate substantial engagement with the reading matter for that week. Details may be found on the assignment sheet.
- 3) **Object Biography:** Choose a personal object that you would want someone to know about if they were to truly understand who you are. Identify the object and describe its physical details or characteristics. Write about what it means to you and why, what it says about you and why, and why you chose it. The essay should be 2 pages, about 500 words. Do not forget to include a photograph of the object.

- 4) **Museum Worksheet:** In this assignment you will be asked to go to a specific exhibition at the Metropolitan Museum and pick three objects and fill out a worksheet on stories about people, their things, and relationships. You should comment on the unique qualities of each individual object and the insight they can provide into larger social contexts. Think of who might have made them, for whom they were made and consider their meaning and value, and how it changed over time.
- 5) **Current Events Journal:** It often seems as though we are always being prompted to change our life by buying something. Throughout the semester students are asked to think about this as they “consume” social media, online sources, the news, television and print media and keep a journal of their reactions. Specific details may be found on the assignment sheet. Your journals will be handed in for comment three times during the course of the semester.
- 6) **Final Presentations:** For the final presentation you will collectively create “a storybook of New York City” through a depiction and analysis of objects. We will think about what the values and attributes of NYC are and what and how stuff communicates this. Each student will pick one object and research and write a blurb for it. You will present your object in class. Each presentation will include a picture of the object and a blurb that is about 250 words. In addition, students will need to submit a final paper that collects, evaluates and synthesizes a variety of interpretations of that object. See assignment sheet for more detail.
- 7) **Quizzes:** These will be unannounced, and always during the first 5 minutes of class or the first 5 minutes after the break, and always on the assigned reading for the day. Quizzes will test your basic knowledge of the assigned reading. Some quizzes may take the form of short response papers.
- 8) **Academic Integrity:** Plagiarism is the presentation of somebody else’s ideas as your own; this includes material taken from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating will result in a final course grade of D- and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors or the Writing Center. See John Jay statement on plagiarism:

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.” **From the John Jay College Bulletin.**
- 9) **Writing Tutors:** Students who want to take their writing to the next level and earn better grades are encouraged to consult the professors and visit the John Jay Writing Center. The Writing Center is a free tutorial service available to all students enrolled in the college. Appointments can be made online at <http://www.jjay.cuny.edu/writing-center>. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.**
- 10) **Vocabulary:** Students are expected to look up any words they are unfamiliar with. **Vocabulary building is an important part of any college course.** You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.

Grading

Final grades will be based upon the following:

1. Informed class participation	10%
2. Reading response papers	30%
3. Museum Worksheet	5%
4. Final Presentation and paper	20%
5. Object Biography	10%
6. Debate performance	5%
7. Current Events Journal	20%

Grading Criteria

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

Attendance and Class Conduct

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

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

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

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

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

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

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

No eating in class.

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

New Course Proposal Form

Date Submitted:

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

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

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

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

2. a. **Title of the course:** **Voices of Migration: Interdisciplinary Perspectives on Global Movement**

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

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

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

The readings and assignments are appropriate for a freshman course. The emphasis on self-reflection and effective planning, not to mention such foundational academic skills as historical research, reading comprehension, participant interviews, gathering and evaluating of evidence, and presentation will prepare students for more challenging college work.

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

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

This course satisfies the "World Cultures and Global Issues" requirement of our Gen Ed's flexible core. The emphasis in this course on migration as both a world culture and a global issue is consonant with both the nature of and mission of both CUNY and

John Jay College. Few issues are more pertinent to the university, our college or our students than global migration, with the attendant issues of immigration, identity, diversity, class, caste, ethnicity, etc. The context of the course will be international and the orientation of the materials and discussions will be comparative. These qualities are at the heart of what John Jay College, with its commitment to studying justice in the broadest sense, stands for.

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.)

Migration is one of the central facts of human history. As a species, people move. They move to escape, to embrace, to learn and to take advantage. They move for opportunity and often to change something fundamental about their lives. This class will look at the issue of migration in essays, films, photographs, art, and history and think about it through an interdisciplinary and personal lens. Students will read, discuss, and analyze a wide variety of different migratory experiences and will research and piece together those migratory journeys that have been important to their own lives.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): **None**

6. Number of:
- Class hours _____ **3**
 - Lab hours _____
 - Credits _____ **3**

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

No _____ Yes. If yes, then please provide:

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

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

Students will:

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

- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- 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.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world's societies.

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

_____No **X** Yes

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

Minor in Interdisciplinary Studies, electives section

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

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

Flexible Core:

A. World Cultures and Global Issues	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.

There are few more important contemporary global issues than migration and few topics have more of an impact on world cultures than migration.

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

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

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

As part of their final projects (Week 15), students will conduct research into an important migratory journey in their family's history. In doing this, students will need to gather a variety of types of information about that journey—a photograph, an object, first person oral testimonies and histories, secondary historical sources—and weave them together into a thesis-driven, interpretive final paper and presentation. Assessing and interpreting each piece of evidence will be key to this process.
- Evaluate evidence and arguments critically or analytically.

In weeks 3, 9 and 11 students will read, discuss and compare and contrast differing global perspectives on migration in the late twentieth and early twenty-first century. They will, for example, compare the representation of the psychological costs of migration in Dinaw Mengestu's "An Honest Exit" (2010) with Julie Otsuka's "Come Japanese" (2011) and Eva Hoffman's *Lost in Translation* (1989).
- Produce well-reasoned written or oral arguments using evidence to support conclusions

A key component of their final projects will involve an evaluation of the effects, implications, and ramifications of their family's migratory journey as compared to some of the migratory stories we have read during the semester. Students will be asked to refer to at least two texts we have studied this semester in drawing their conclusions, as well as to all the various pieces of information they have gather over the course of the semester.
- 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.

Global migration happens for all sorts of reasons but few are more vital and enduring as race, ethnicity, and class. This course will consider these topics—among others, including gender—as central to the reasons why people move around the world. In Weeks 4 and 7 for example, students will compare and contrast the interrelated issues of race/ethnicity and social/economic class on both internal US migration (specifically the Great Migration of African-Americans from the South to the

rest of the US from 1914 to 1970) and the issue of Central American (especially Salvadorian and Honduran) migration to the US in the last 20-30 years.

- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

This course is dedicated to thinking about and exploring the issue of global migration from multiple points of view and multiple different disciplines (art, sociology, history, fiction, journalism, material culture, etc). As a result, this will be done on both a micro and a macro level in most weeks during the semester. For example, in Week 5 we will discuss and debate the four different histories of Chinese emigration to the US after the Second World War as presented in *The Joy Luck Club*. In Week 13 we will also think, discuss and debate the various different migratory stories collected over the last year in *The Nation's* "Migrant Voices" series.

- Analyze the significance of one or more major movements that have shaped the world's societies.

This will be done all through the semester and in almost every assignment. In short papers (due weeks 3, 9 and 11), students will analyze the significance of migration and the global movement of peoples. In week 6, they will write a short paper analyzing the representation of global movement in the photographs of Sebastião Salgado and/or immigration in the photographs of Lewis Hine. In their final projects they will analyze the impact of migration on members of their own family and conversely their families place in the larger narratives of global migration.

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

Yes **X** No ___

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

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

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

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 1.12.21
15. **Faculty** - Who will be assigned to teach this course? **Full-time and experienced and qualified part-time regular ISP faculty.**
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

No

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.

In some superficial respects, this course is similar to SOC 252: Sociology of Global Migration. That said, the above-named course is (unsurprisingly) solely focused on a sociological and heavily theoretical approach to the issue, rather than a more broad ranging interdisciplinary approach that relies on personal stories and experience.

In a spirit of consultation, and because it's often hard to gauge how similar courses might be from just a short description, I sent this proposal to Carla Barrett—chair of the Sociology Department's curriculum committee—to gauge her department's thoughts on the two courses. See her response below.

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.

I consulted with Carla Barrett, who chairs of the Sociology Department's curriculum committee, to ascertain how similar this course might be to SOC 252 (see above). She wrote me: "I have reviewed the ISP Course Proposal and I don't see any issues with this new ISP GEN ED course. Our SOC 253 (Sociology of Global Migration) is a much more sociological course, more structural, and more social theory oriented. I could imagine that in a much needed redo of our course description we could even make it more so. But looking through the ISP proposal I don't see an issue. Especially because SOC 253 isn't a GEN ED class. Also it seems that SOC 253 isn't taught very often (we need to fix that)."

18. Will any course be **withdrawn**, if this course is approved?
- No
- Yes. If yes, number and name of course(s) to be withdrawn.



19. Approvals:

Katie Gentile

Chair, Department of Interdisciplinary Studies



Richard Haw

Major or Minor Coordinator (if necessary)

CUNY Common Core Course Submission Form

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

College	John Jay
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ISP 115
Course Title	Voices of Migration: Interdisciplinary Perspectives on Global Movement
Department(s)	Interdisciplinary Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Migration is one of the central facts of human history. As a species, people move. They move to escape, to embrace, to learn and to take advantage. They move for opportunity and often to change something fundamental about their lives. This class will look at the issue of migration in essays, films, photographs, art, and history and think about it through an interdisciplinary and personal lens. Students will read, discuss, and analyze a wide variety of different migratory experiences and will research and piece together those migratory journeys that have been important to their own lives.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses

in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
As part of their final projects (Week 15), students will conduct research into an important migratory journey in their family's history. In doing this, students will need to gather a variety of types of information about that journey—a photograph, an object, first person oral testimonies and histories, secondary historical sources—and weave them together into a thesis-driven, interpretive final paper and presentation. Assessing and interpreting each piece of evidence will be key to this process.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
In weeks 3, 9 and 11 students will read, discuss and compare and contrast differing global perspectives on migration in the late twentieth and early twenty-first century. They will, for example, compare the representation of the psychological costs of migration in Dinaw Mengestu's "An Honest Exit" (2010) with Julie Otsuka's "Come Japanese" (2011) and Eva Hoffman's <i>Lost in Translation</i> (1989).	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
A key component of their final projects will involve an evaluation of the effects, implications, and ramifications of their family's migratory journey as compared to some of the migratory stories we have read during the semester. Students will be asked to refer to at least two texts we have studied this semester in drawing their conclusions, as well as to all the various pieces of information they have gather over the course of the semester.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
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:	
	<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.
This course is dedicated to thinking about and exploring the issue of global migration from multiple points of view and multiple different disciplines (art, sociology, history, fiction, journalism, material culture, etc). As a result, this will be done on both a micro and a macro level in most weeks during the semester. For example, in Week 5 we will discuss and debate the four different histories of Chinese emigration to the US after the Second World War as presented in <i>The Joy Luck Club</i> . In Week 13 we will also think, discuss and debate the various different migratory stories collected over the last year in <i>The Nation's</i> "Migrant Voices" series.	<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.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
This will be done all through the semester and in almost every assignment. In short papers (due weeks 3, 9 and 11), students will analyze the significance of migration and the global movement of peoples. In week 6, they will write a short paper analyzing the representation of global movement in the photographs of Sebastião Salgado and/or immigration in the photographs of Lewis Hine. In their final projects they will analyze the impact of migration on members of their own family and conversely their families place in the larger narratives of global migration.	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
Global migration happens for all sorts of reasons, but few are more vital and enduring as race, ethnicity, and class. This course will consider these topics—among others, including gender—as central to the reasons why people move around the world. In Weeks 4 and 7 for example, students will compare and contrast the interrelated issues of race/ethnicity and social/economic class on both internal US migration (specifically the Great Migration of African-Americans from the South to the rest of the US from 1914 to 1970) and the issue of Central American (especially Salvadorian and Honduran) migration to the US in the last 20-30 years.	<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
Interdisciplinary Studies Program (ISP)
ISP 115
Thursdays: 9:00 - 10:30 and 3:30-5:00

Fall 2020
Instagram: isp_john_jay
Voices of Migration
Room TBD

Giazú Enciso Domínguez
Email: gencisodominguez@jjay.cuny.edu
Online Office Hours: by appointment

Richard Haw
Email: rhaw@jjay.cuny.edu



Voices of Migration

Migration is one of the central facts of human history. As a species, people move. They move to escape, to embrace, to learn and to take advantage. They move for opportunity and often to change something fundamental about their lives. This class will look at the issue of migration in essays, films, photographs, art, and history and think about it through an interdisciplinary and personal lens. Students will read, discuss, and analyze a wide variety of different migratory experiences and will research and piece together those migratory journeys that have been important to their own lives.

Course Goals and Objectives:

Students will:

- Examine and analyze a variety of conceptions of “migration” from different times and places.
- Compare and contrast different “texts” about migration—visual, written; fiction, non-fiction—in interrelated contexts.
- Discuss substantial concepts in a meaningful and respectful manner with attention to how images and narratives about migration intersect with our own lives.
- Engage in research about the important migratory stories in their own families
- Learn to generate questions and identify (and challenge) arguments.
- Craft thoughtful, well-organized and edited, essays in a clear and comprehensible style.
- Be active readers, speakers, listeners and writers.

Required Reading:

Almost all of the course materials—readings, films, images, etc—will be available through the course blackboard site, either as word docs, pdfs, videos, jpegs, etc. The only exception is the film *The Joy Luck Club* which you might have to rent if you can't find any other way to watch it and Valeria Luiselli's *Tell Me How It Ends: An Essay in 40 Questions* (Coffee House Press, 2017)

Laptop/Tablet/ipad required: If you do not have some form of reliable equipment (laptop, desktop, etc) on which you can read, watch, look at, or otherwise engage with the course materials and assignments, please see <http://www.jjay.cuny.edu/coronavirus-updates> and/or contact the DoIT Helpdesk at helpdesk@jjay.cuny.edu.

A couple of things about the readings: Please don't do the assigned reading on your phone. As phone is not a good place to do your course reading and it is very difficult to take notes while reading on your phone. Also, none of these readings are difficult—most are easy—but some of them are long. Please don't wait until the night before class to do the reading. Be prepared and be organized. Try to read every day.

Other Important Stuff:

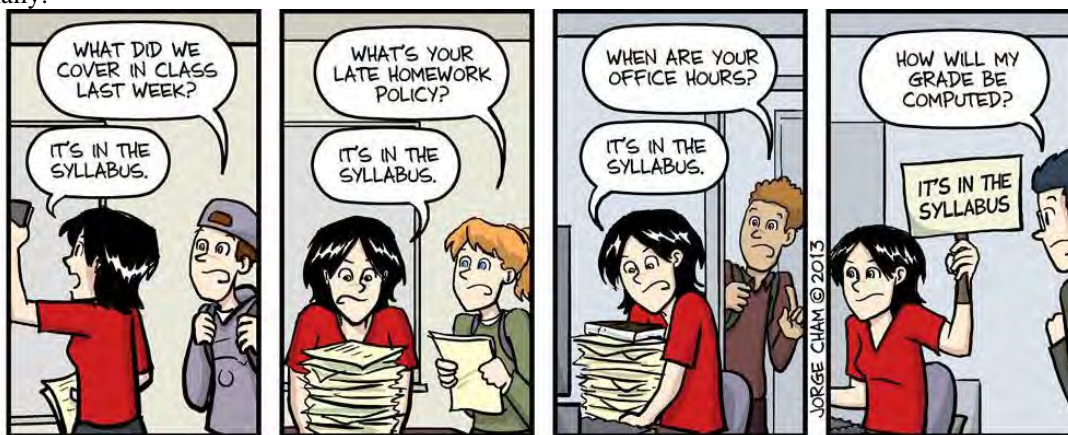
Open-Door Policy: I strongly encourage each of you to virtually visit us or make an appointment to discuss your progress. Take advantage of this uncertain time, you do not have to commute to see us, just to write an email and we will create a meeting, with or without video, it is your call!

Email Etiquette: The best way to contact us is by email: gencisodominguez@jjay.cuny.edu or rhaw@jjay.cuny.edu.

When e-mailing, please put ISP 112 in the subject line (**a must**). Also please note: if you do not write the course code in the subject line, my filter will move your email to the spam or trash folder, and no one wants that! If you need to talk with us send an email and we can find a time to speak, via zoom.

Please be sure to **check your e-mail on a regular basis**. We will do our best to respond to your e-mails within 24-48 hours of receiving them. You are responsible for keeping your john jay email account, CUNYfirst and your Blackboard active. If you have any problems, write to the DoIT Technology HelpDesk at helpdesk@jjay.cuny.edu.

And finally:



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Schedule:

The following readings, watchings and lookings are to be completed before the indicated class date. As the course relies on classroom participation rather than lectures, it is essential to do the readings and attend the online sessions on time. Each of the assignments are to be completed before the next class date.

This class is divided into several specific sections that are designed to both reflect and examine the various stages of migration: preparing and then leaving a place, journeying to another place, arriving in a place and then the aftereffects and legacies of having migrated from one part of the world (and one culture) to another. Each section will examine these issues and realities in a comparative manner, comparing and contrasting different stories from around the world. These sections are also designed to guide you through the various stages of your final project, wherein you will be assembling the various parts of an important migratory story from your (or your family's) past. For your final project you will assemble and analyze various elements in a migratory journey (an image, a thing that was brought along, the overarching narrative, the historical and cultural context, interviews with participants and others effected by the migratory journey) and present them to the rest of the class in a final presentation. For more details, see Final Project outline below.

<p>Week One</p> <p>Aug 27</p>	<p><u>Introduction</u></p> <p>Reading: None</p> <p>Watching: Prof Enciso-Dominguez and Prof Haw Welcome Video! (Please watch before class)</p>
<p>Week Two</p> <p>Sept 3</p>	<p style="text-align: center;"><u>Overview</u></p> <p><u>Why Do We Migrate?</u></p> <p>Reading: Sonia Shah, “Exodus” from <i>The Next Great Migration: The Beauty and Terror of Life on the Move</i> (2020) and Jeffrey Cohen Ibrahim Sirkeci, “The Cultures of Migration” from <i>Cultures of Migration: The Global Nature of Contemporary Mobility</i> (2011)</p> <p>Assignment Due: Writing Assignment #1 (Personal Reflection Paper): Write about an important journey you have taken in your life. Describe the facts of the journey (where, when, how, with whom, etc) and then the implications of it in the wider sphere of your life. Try to think less in terms of mere location but in terms of personal growth and realization. How did this journey change you as a person? What did you learn? How were you fundamentally different afterwards (2 pages)</p>
<p>Week Three</p> <p>Sept 10</p>	<p style="text-align: center;"><u>Preparing and Leaving I</u></p> <p><u>Comparative Global Migration: Stories of Departure from Around the World</u></p> <p>Reading(s): Julie Otsuka, “Come, Japanese!” (2011); Francisco Jiménez, “Under the Wire” (1997); Eva Hoffman, <i>Lost in Translation</i> (1989) (extracts); Salman Rushdie, “Good Advice is Better than Rubies” (1994); Dinaw Mengestu, “An Honest Exit” (2010) (55 pages total)</p> <p>Assignment Due: Writing Assignment #2: Compare and contrast two stories from this week’s reading, analyzing and exploring their significance for understanding the issue of migration. Do not summarize the readings; instead, analyze them. Ask yourself: what did you learn about migration from reading these pieces? What was thought-provoking and/or surprising or even familiar about them? In what ways were they similar and/or different? (2 pages)</p>

<p>Week Four</p> <p>Sept 17</p>	<p style="text-align: center;"><u>Preparing and Leaving II</u></p> <p><u>Internal Migration: Stories of Departing on the Great Migration</u></p> <p>Reading: Isabel Wilkerson, <i>The Warmth of Other Suns: The Epic Story of America’s Great Migration</i>, pages 9-15, 36-46, 163-198.</p>
<p>Week Five</p> <p>Sept 24</p>	<p style="text-align: center;"><u>Aftereffects I</u></p> <p><u>The Migration Legacy: Inter-Generational Conflicts and Questions</u></p> <p>Reading: None (but you should be working on your final project topic for submission due this week!)</p> <p>Watching: <i>The Joy Luck Club</i> (1993) (free to watch on Amazon Prime; \$2.99 on YouTube, iTunes and others)</p> <p>Assignment Due, Step One of your Final Project: Pick a migratory journey that is somehow central to your or your family’s history or both and write a short description of that journey for comment and approval by your professors. This journey will form the basis of your final project. Once you have this journey fixed you will begin to fill in the other pieces of the journey through the rest of the semester. See Final Project outline below.</p>
<p>Week Six</p> <p>Oct 1</p>	<p style="text-align: center;"><u>Picturing Migration</u></p> <p><u>Documenting Migration in Images</u></p> <p>Reading(s): Joel Meyerowitz, <i>Seeing Things: A Kid’s Guide to Looking at Photographs</i> (selections)</p> <p>Looking: A selection of images of migration</p> <ol style="list-style-type: none"> 1. Photographs by Sebastião Salgado from his <i>Migrations: Humanity in Transition</i> series (2000) 2. Photographs by Lewis Hine from Ellis Island circa 1905-1907 3. Paintings by Jacob Lawrence from his <i>The Migration Series</i> (1940-41) <p>Assignment Due: Writing Assignment #3: Pick one of the photographs from next week’s “looking” section (see Blackboard Week 6) and in the style of Joel Meyerowitz, write a short analysis of it (1 page)</p>
<p>Week Seven</p> <p>Oct 8</p>	<p style="text-align: center;"><u>Traveling I</u></p> <p><u>The Journey North from Central America on “The Beast”</u></p> <p>Reading(s): Oscar Martinez’ <i>The Beast</i> (2014) (excerpts)</p> <p>Watching: <i>Which Way Home</i> (2009) Watch for free at: https://tubitv.com/movies/56919/which_way_home</p> <p>Assignment Due, Step Two of your Final Project: Find a photograph that helps tell the story of your migratory journey. The photograph could have been taken prior to the journey, during (preferably) or afterwards. Once you have chosen your photography write a brief analysis of it along with an explanation of why you decided to use it. See Final Project outline below.</p>

<p>Week Eight</p> <p>Oct 15</p>	<p style="text-align: center;"><u>Thinking about Objects</u></p> <p><u>Migrants and the Things They Bring with Them</u></p> <p>Readings / Lookings: “The Things They Carried: Items Confiscated From Migrants in the Last Decade” (2018) https://www.nytimes.com/2018/07/02/arts/immigrant-belongings-border-photos.html</p> <p>Tom Keifer, “El Sueño Americano” https://www.tomkiefer.com/</p> <p>“See the Objects Refugees Carry on Their Journey to Europe” (2015) https://time.com/4062180/james-mollison-the-things-they-carried/</p> <p>“The Objects Immigrants Hold Dear,” https://theweek.com/captured/744097/objects-immigrants-hold-dear</p> <p>“The Objects That Remind Refugees of Home” (2019) https://www.vice.com/en_au/article/9kp4na/the-objects-that-remind-refugees-of-home</p> <p>Watching: “Los Amuletos Migran (The Amulets Migrate),” 2019 https://www.youtube.com/watch?time_continue=178&v=pGvguiAM2MU&feature=emb_logo</p> <p>Assignment Due, Step Three of your Final Project: Submit a brief description of 2-3 historical sources that will help you understand the broader context of your journey and the name of 2-3 people you plan to interview about the journey. See Final Project outline below.</p>
<p>Week Nine</p> <p>Oct 22</p>	<p style="text-align: center;"><u>Traveling II</u></p> <p><u>Comparative Global Migration: Stories of Travel from Around the World</u></p> <p>Readings: Phillis Wheatley, “On Being Brought from Africa to America” (1776); Sam Selvon, “Come Back to Grenada” (1956); Emine Sevgi Özdamar, “The Bridge of the Golden Horn” (2007); Edwidge Danticat, “Children of the Sea” (1991); Djamilia Ibrahim, “Heading Somewhere” (2018) (49 pages)</p> <p>Assignment Due: Writing Assignment #4: Pick a story from this week’s reading and write a response / analysis comparing the one of the stories to the journey you are researching for your final project. The aim of this project is to hopefully learn something about your own work by reading the work of others (2 pages)</p>
<p>Week Ten</p> <p>Oct 29</p>	<p style="text-align: center;"><u>Arrival I</u></p> <p><u>Latin American Migrants and the Bureaucracy of Entry</u></p> <p>Reading: Valeria Luiselli, <i>Tell Me How It Ends: An Essay in 40 Questions</i> (2017)</p> <p>Assignment Due, Step Four of your Final Project: Find an object that helps tell the story of your migratory journey. The object should ideally have been taken on the migratory journey, brought from one part of the world to another for a specific reason. Once you have chosen your object write a brief analysis of it along with an explanation of why you decided to use it. See Final Project outline below.</p>

<p>Week Eleven</p> <p>Nov 5</p>	<p style="text-align: center;"><u>Arrival II</u></p> <p><u>Comparative Global Migration: Stories of Arrival from Around the World</u></p> <p>Readings: Claude McKay, “The Tropics in New York” (1922); Shauna Singh Baldwin, “Montreal 1962” (1996); Marina Lewycka, “Strawberry Fields” (2004); Emine Sevgi Özdamar, “The Bridge of the Golden Horn” (2007); Warsan Shire’s “Conversations about Home” (2011); Deepak Unnikrishnan, “Temporary People” (2017) (48 pages)</p> <p>Assignment Due: Writing Assignment #5: Pick a story from this week’s reading and write a response / analysis comparing the one of the stories to the journey you are researching for your final project. The aim of this project is to hopefully learn something about your own work by reading the work of others (2 pages)</p>
<p>Week Twelve</p> <p>Nov 12</p>	<p style="text-align: center;"><u>Aftermath II</u></p> <p><u>The Impact of Migration on Receiving Countries and Cultures</u></p> <p>Reading: Massimo Livi Bacci, “The Settler Effect” from <i>A Short History of Migration</i> (2010) and Ian Goldin and Geoffrey Cameron, “The Impacts of Migration” from <i>Exceptional People: How Migration Shaped our World</i> (2012)</p> <p>Assignment Due: None: keep working on your final project!</p>
<p>Week Thirteen</p> <p>Nov 19</p>	<p style="text-align: center;"><u>Aftermath III</u></p> <p><u>The Impact of Migration on Individuals</u></p> <p>Reading: Isabel Wilkerson, <i>The Warmth of Other Suns: The Epic Story of America’s Great Migration</i> (pages 469-535) and selections from “Migrant Voices” in <i>The Nation</i> (https://www.thenation.com/content/migrant-voices/)</p> <p>Assignment Due: None: keep working on your final project!</p>
<p>Nov 26</p>	<p><u>No class (Happy Thanksgiving!)</u></p>
<p>Week Fourteen</p> <p>Dec 3</p>	<p><u>No Sense of Belonging: Migration and Exile</u></p> <p>Reading: Edward Said, “Reflections on Exile”</p> <p><u>Final Project: Feedback, Recap, Troubleshoot, and Discuss</u></p> <p>Assignment: Be sure to upload the first draft of your final project to google docs so we can troubleshoot, workshop and peer review them prior to you working on a final draft over the next two weeks.</p>
<p>Week Fifteen</p> <p>Dec 10</p>	<p><u>Final Projects!</u></p>

Course Requirements

Responsibility for all reading and writing assignments lies with the student. Please consult your syllabus at all times.

- 1) **Informed Class Participation:** Classes will be run as discussions, not lectures. You must attend class having completed all reading assignments. You will be expected to engage fully in class discussions. **The quality of your class participation will affect your final grade.**
- 2) **Writing Exercises:** Students are required to complete five writing assignments during the semester (Personal Reflection, Short Analytic and Photo). These are designed as low-stakes, informal exercises and are meant to get students to think about the ways travel changes and affects us. Details of these assignments are given in the course schedule. If you have any questions about these assignments, you should consult your professors. Please note: no late writing exercises will be accepted.
- 3) **Final Project:** All students will undertake a travel research project over the course of the semester. This will involve a final paper, a presentation, *and* some show-and-tell. The last week of class (**Week Fourteen, Dec 3**) is reserved for presentations and sharing. See below for full details.
- 4) **Academic Integrity:** Plagiarism is the presentation of somebody else's ideas as your own; this includes material taken from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating will result in a final course grade of D- and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors or the Writing Center. See John Jay statement on plagiarism:

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.” **From the John Jay College Bulletin.**
- 5) **Writing Tutors:** Students who want to take their writing to the next level and earn better grades are encouraged to consult the professors and visit the John Jay Writing Center. The Writing Center is a free tutorial service available to all students enrolled in the college. Appointments can be made online at <http://www.jjay.cuny.edu/writing-center>. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.**
- 6) **Vocabulary:** Students are expected to look up any words they are unfamiliar with. **Vocabulary building is an important part of any college course.** You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.
- 7) **Problems?:** If you have any difficulties with the course—big or small—please consult with either Professor Enciso Dominguez or Professor Haw. Please remember, ISP’s staff and faculty are here to ensure your academic success.

Final Project

All students will undertake a travel research project over the course of the semester. This will involve a final paper, a presentation, *and* some show-and-tell. The last week of class (**Week Fifteen, Dec 10**) is reserved for presentations and sharing.

A note before we get going. All of us are a part of history and our stories are valuable. We (and our friends and families) are all elements in a larger cultural narrative and it is the job of this project to try to both connect us *to* those larger narratives and stories but also to foster and convey the importance of our own lives *as a fitting subject for research*. The things we eat, the activities we get up to, where and how we live, and ... yes ... the journeys we take are all important because they tell us about the way individuals partake of and participate in the larger world of history. Each of us in the course has an important story to tell, one that helps illuminate and clarify the larger history of which it is a part.

This project is also constructed to have you practice a number of different academic skills: analyzing a photograph and an object, researching historical events and trends, interviewing people, planning and executing project work, synthesizing a variety of different types of information into a coherent final whole, producing a compelling and intellectually vibrant piece of writing, and public speaking (in the form of a presentation). We hope this project will be fun but we also hope it will be useful for you as a student moving through your academic career.

So, to complete this project successfully, you will need to follow the following steps:

Step One: Pick a migration that is somehow central to your or your family's history or both. Nearly every family has an important travel story. Perhaps your parents or your grandparents came to New York from a different part of the country or the world; perhaps *you* did. Professor Haw moved from a dead-end job in his hometown to go to college in London, forever changing his life, for example. And he subsequently moved to New York to start a new life there. Professor Enciso Dominguez moved from Mexico to Canada to Barcelona and then to New York City.

You should decide upon your research project / travel story by **Week Five (Sept 24)** and submit a brief description to your professors for approval and comment.

Step Two: Conduct research into that journey, both in terms of its actual history and its role in your or your family's history.

To do this successfully, you will need to gather several types of information:

1. The factual history of your journey
2. The place of that journey in its larger context (for example, Asian immigration to the USA; Afro-American migration from the south to the north, etc; also what was happening in the world at the time? And how did that influence both the decision to travel and the journey itself?). When looking for information about the broader context and history of your journey, it is hugely important that you find, rely on, and use *accurate* and *reliable* sources. Not all information on the internet is reliable. For a handy guide see: <https://guides.lib.jjay.cuny.edu/c.php?g=288333&p=1922550>
3. Information about that journey from its participants

This will involve you interviewing all the people who took the journey but also some people who were affected by the journey. For example, if your grandparents immigrated to the US then you should interview your parents about the impact on *them* of that journey. If your parents moved here from somewhere else, you should try to talk to their parents along with any brothers or sisters or other family members.
4. Your own thoughts about the journey. Its impact on you and its meanings and implications.

While conducting this research try to think of journeys as multi-faceted and multi-dimensional, and open to wildly different interpretations, even by different people who took the same trip. Journeys can be dated and traced simply and quickly: on November 10, 2001, for example: *a 33 year old man called Richard Haw boarded an airplane in Manchester England with a one-way ticket to New York; eight hours later he landed at JFK airport and made his way to Brooklyn to start a new life*. Yet journeys—especially important ones—are a lot more complex than this.

They often imply, involve or lead to massive changes. They can alter the trajectory of our lives in huge, unforeseen ways. They can change who we are—our identity—what we do and how we see the world (and ourselves). They involve leaving things behind and

You will also need to gather two artifacts from the journey:

1. A photograph. This can be of any part of the journey: from preparation to departure to arrival and settling in. It should be evocative and as with the object below, tell us (or capture) something vital about the journey.
2. An object, something that was part of the journey. It could be something someone brought with them from elsewhere or something acquired during the journey. The idea is to decide on something that helps us and you *understand* the journey.

You will need to have decided which photograph you will be using by **Week Seven (Oct 8)**

You will need to have identified 2-3 historical sources and 2-3 family members you plan to interview by **Week Eight (Oct 15)** and again will submit a brief description to your professors for approval and comment.

You will need to have decided which object you will be using by **Week Nine (Oct 22)**

Step Three: Prepare to submit your final project. A successful final project will include these elements:

1. A presentation about your journey, which you will deliver to the class via zoom on Dec 3. This should outline the specifics of the journey. Your presentation should include your two show-and-tell elements:
 - i. The photograph and
 - ii. The object.
2. A 5-6 page paper that both explains and analyzes your journey outlines the history of your food item and its place in your family's history; or, why it is meaningful to your family.

Due: Dec 3, 2020

Grading and Grading Policy

Final grades will be based upon the following:

1. Participation and Preparedness
2. Five Writing Assignments, including personal reflection, photo assignment and short analytic papers)
3. On time completion of all stages of the Final Project
4. Final Project

Grading Criteria

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

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F < 60
A = 93 – 96	B = 83 – 86	C = 73 – 76	D = 63 – 66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Sensitive Topics.

Gender, race, ethnicity, age, disabilities and sexuality are central to our sense of self. They are both deeply personal and deeply embedded in social norms. These characteristics are also highly policed and regulated in our society. Consequently, it is important that we be sensitive to each other and see that each individual is respected and supported. Please note that some of the topics that we will be studying may be personally sensitive and could spark

new or confusing thoughts, memories, or feelings. If you need our help in making discussion of any of the topics safe for you, please let us know in advance so that we can work out a way to make the course intellectually rewarding for you.

JJ Resources

John Jay have a lot of resources to support you, especially during this times. Take a look at the resources or ask us about them!

- **Counseling Center** is **available** for students and **free** of charge Room L.68.00, 212-237-8111.
- **Women’s Center for Gender Justice** also offers **free** counseling around issues of interpersonal violence (sexual assault, dating violence, domestic violence). Room L.67.10, (212) 237-8184.
- **Resources for students for whom English is their second language** (extra credit)
<http://www.jjay.cuny.edu/esl-support-services>
- **Wellness center** <https://www.jjay.cuny.edu/wellness-resources>
- **Health care:** <https://www.jjay.cuny.edu/wellness-health-services>
- **Foodbank:** <https://www.jjay.cuny.edu/john-jay-food-bank>
- **Counseling:** Personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression and grief. All of the services are FREE of charge and are available on a walk-in or appointment basis.
<https://www.jjay.cuny.edu/counseling>
- **Questions about tuition, financial aid, scholarships, emergency funding**
<http://www.jjay.cuny.edu/tuition-financial-aid>
<http://www.jjay.cuny.edu/scholarships>
<https://www.jjay.cuny.edu/emergency-funding>
- **Resources for undocumented students**
<http://www.jjay.cuny.edu/undocumentedstudent>
- **Immigrant Student Success Centered**
<https://www.jjay.cuny.edu/immigrant-student-center>



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

New Course Proposal Form

Date Submitted:

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:

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

Name: Nina Rose Fischer, Katie Gentile and Gerald Markowitz
Email address(es) nfischer@jjay.cuny.edu, kgentile@jjay.cuny.edu and gmarkowitz@jjay.cuny.edu
Phone number(s) 7187754485

2. a. **Title of the course:** White Supremacy: Constructions of Race and Institutionalized Racism

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

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 class will be a 200-level course satisfying the area U.S. Experience in its Diversity in the general education curriculum. Although there are courses on racism in the U.S., we are proposing this course as a way of articulating white supremacy and settler colonialism as the foundational structures undergirding racism. This course is at the 200 level as a way to introduce students to some basic historical, sociological and psychological frames for discussing and conceptualizing white supremacy and colonialism so they are able to use these ideas as they move into the 300 level justice core and advance within their majors.

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

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

Students at John Jay demonstrated through surveys that they want more classes about racial injustice. Mapping the origins of racism as emerging from structures of white supremacy and colonialism is critical to understanding the current racial inequalities nationally and internationally. As we saw with the attack on the U.S. capital, white supremacy is a separate but related system to racism and requires its own focus. For instance, it fueled the terrorists to attack the capital, it was also apparent in lack of police presence during the initial protest, the police response to the violence group, and the context – the paintings in the rotunda, depicting settler colonial violence, thus, in some ways coming full circle.

While there are a number of courses that take on race and racial justice, it is imperative we also focus on the institutional structures of white supremacy that shape racism in multiple contexts. Just as whiteness has become a field of study, this course aims to interrogate systems of white supremacy and the ways it fuels racism. An interdisciplinary approach allows the students to understand the social construct of white supremacy and that ways it operates in society and culture, from multiple perspectives and disciplines. In so doing, we will situate U.S. racism within the institutionalized structures of white supremacy, from the paintings of violence against indigenous peoples to the ways white-based hate groups are categorized by law enforcement, exploring hegemonic white privilege and how it continues to shape U.S. culture and its institutional systems.

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.)

White Supremacy: Constructions of Race and Institutionalized Racism is an interdisciplinary exploration of the construction of white supremacy and race, examining the impact of white supremacy on indigenous populations, as a foundation of slavery, and shaping people's experiences based on race, class, gender and sexuality. Tracing systems of white supremacy undergirding institutionalized racism, the class analyzes its impacts throughout U.S. history, the ways it has been justified, enacted, and some ways it has been resisted. Students will gain an understanding of the diversity of U.S. experiences and the ways they have been shaped by hegemonic white supremacy and racism.

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

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

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

___ No ___ Yes. If yes, then please provide:

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

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

Students will:

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

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

_____ No ___X___ Yes

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

Minor in Interdisciplinary Studies

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

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

Flexible Core:

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

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

This course fulfills the learning goals of the “U.S. Experience in its Diversity” section of the Flexible Core. It is an interdisciplinary exploration of the construction of white supremacy and race, examining the impact of white supremacy on indigenous populations, as a foundation of slavery, and shaping people’s experiences based on race, class, gender and sexuality. Tracing white supremacy as undergirding institutionalized racism, the class analyzes its impacts throughout U.S. history, the ways it has been justified, enacted, and some ways it has been resisted. Students will gain an understanding of the diversity of U.S. experiences and the ways they have been shaped by hegemonic white supremacy and racism.

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

Assessment in all ISP courses is formative, in other words, embedded into the pedagogies, and summative, examining the whole class content. Co-teachers meet weekly before and after class to evaluate student responses to in-class activities as well as on low and high stakes writing assignments. This provides weekly opportunities to adjust the content and approaches taken based on student progress. We map student achievements to our ISP assessment rubrics, which specifies criteria including formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

As per the learning goals of this course, students will:

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

Students will read, discuss, and compare/contrast differing interdisciplinary analyses of white supremacy. They will compare and contrast different strategies for resisting or reinforcing injustice through particular systems of white supremacy in their first and second papers. The first paper will ask students to take a particular point of view and support it based on the readings of the class at that point. The second asks them to identify systems of white supremacy and forms of resistance.

- **Evaluate evidence and arguments critically or analytically.**

Each week students will be asked to orally discuss the readings and they will submit low-stakes reflections on the readings. They will regularly be debating points of view in class as a way of evaluating the evidence for and logic of arguments. They will be asked to support a particular perspective in a debate about land and water rights of Indigenous communities. They will need to learn the evidence supporting their point of view and critically analyze that of the other students representing other stakeholders.

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

Through discussions, debates, class presentations, and written assignments, students will use evidence from their readings and research to devise and support their own arguments

about the systems of white supremacy and how these have supported racism in the U.S. Using readings from class and their own research, students will be asked to identify some of the ways these systems are represented in a particular book (*Citizen*). They will also use oral argument and visual evidence to show some of the ways these institutionalized systems have shaped their access to space, their language, and the ways they resist them on a day-to-day basis.

- **Analyze and explain one or more major themes of U.S. history from more than one informed perspective.**

Students will read articles and book chapters about white supremacy, racism and colonialism focusing on economics, religion, psychology, geography, science, medicine, and other disciplinary perspectives. Students will analyze the perspectives of the readings and compare and contrast them in weekly written reflections and in class through discussions, debates, and group activities.

- **Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.**

Students will read about the ways white supremacy has shaped policies impacting different populations. They will read about land-stealing and analyze a movie describing Indigenous women's actions to stop a pipeline crossing their land and water-supply. They will debate the different stakeholders in this movie to learn about how Indigenous people's claims to land are still threatened. Students will read about the ways science (eugenics) and religion were used to justify slavery and Jim Crow policies and how these have shaped the current systems of criminal justice. They will also read about the ways white supremacy have shaped a hegemonic view of the family and the ways this has been used to justify forced sterilizations of Latinx women, criminalization of pregnancy of women of color, and how child relocation/stealing destroyed Indigenous families and cultures. Students will learn how white supremacy has functioned on many different levels to shape all our experiences.

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

As discussed above, students will learn about the ways the common institutions of religion, science, medicine, and family structure have been shaped by white supremacy and used to justify racism, misogyny, and heteronormativity. They will be asked to use the readings and their own research to analyze the ways space and language are constructed in the Rankine book, *Citizen*, and how these reflect the histories they have learned about white supremacy, racism and justice. Then, reflecting on their own daily experiences, they will identify the ways these institutions have shaped their spaces, language, and opportunities and the ways they resist.

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

Yes No

- If yes, please state the librarian's name Kathleen Colins
- Are there adequate resources in the library to support students' work in the course
Yes No
- Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: Jan. 5, 2021

15. **Faculty** - Who will be assigned to teach this course?
Dr. Gerald Markowitz, Dr. Katie Gentile and Dr. Nina Rose Fischer

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

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

We had an email consultation with the chair of Africana Studies, Professor Teresa Booker. Professor Gentile sent her this version of the proposal and syllabus and she agreed it would be an important class that would be complementary to those offered in her department.

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

X No

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

19. Approvals:

Katie Gentile

Chair, Proposer's Department

CUNY Common Core

Course Submission Form

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

College	John Jay College
Course Prefix and Number	ISP 2xx
Course Title	White Supremacy: Constructions of Race and Institutionalized Racism
Department(s)	Department of Interdisciplinary Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites	N/A
Catalogue Description	White Supremacy: Constructions of Race and Institutionalized Racism is an interdisciplinary exploration of the construction of white supremacy and race, examining the impact of white supremacy on indigenous populations, as a foundation of slavery, and shaping people's experiences based on race, class, gender and sexuality. Tracing systems of white supremacy undergirding institutionalized racism, the class analyzes its impacts throughout U.S. history, the ways it has been justified, enacted, and some ways it has been resisted. Students will gain an understanding of the diversity of U.S. experiences and the ways they have been shaped by hegemonic white supremacy and racism.

Special Features	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p>current course revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition I</p> <p><input type="checkbox"/> English Composition II</p> <p><input type="checkbox"/> Mathematical & Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>

II. Flexible Core (18 credits)

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

B. U.S. Experience in its Diversity

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

<p>All 3 paper assignments in this class relate to this LO. For each assignment students are expected to adopt a viewpoint of a constituency and research a paper from that perspective (group paper/debate). Their final paper and project both involve students interrogating white supremacy from a geographic space perspective conducting research from a variety of sources from the class and through their library research.</p>	<ul style="list-style-type: none"> · Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will be writing weekly reflection papers on the readings based on prompts from the professor. Students will be expected to evaluate the arguments in the interdisciplinary readings and assess them based on the evidence provided. Oral quizzes in the form of the professor asking students direct questions about the readings will also be used to assess the ways they are reading and analyzing the evidence provided. Students will also be preparing for a debate for their first paper. This will require that they prepare evidence to support their assigned perspective and to critically analyze and respond to those arguments and evidence put forth by their peers.</p>	<ul style="list-style-type: none"> · Evaluate evidence and arguments critically or analytically.
<p>Students will participate in a debate, requiring them to adopt a particular point of view. Students will watch a film in class. Breaking into groups, students will explore a series of questions posed by the film about the tactics of resistance, the costs, and the tactics of control used. Students will describe the tactics used by their particular group and the strategies for resolution based on their identified perspectives. Using evidence from research they will have to argue orally in class in a debate and respond to each other. Students will also participate in discussion based active learning each week, where they are expected to discuss the main points of the readings and weigh the evidence and arguments of the authors.</p>	<ul style="list-style-type: none"> · Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Throughout the class students will read about some of the ways white supremacy has been justified in the history of the U.S. They will be reading scientific arguments, medical, religion,</p>	<ul style="list-style-type: none"> · Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

<p>economics, anthropology, political science, and law articles. They will examine the ways white supremacy shapes the criminal justice system, family structures, medicine, and capitalism. The theme of white supremacy will be used to help students situate current manifestations of colonialism and racism in different contexts.</p>	
<p>Students will be reading about and analyzing some tactics of settler colonial genocide of Indigenous populations through stealing land, kidnapping children, and imposing Western heteronormative nuclear family structures. They will be asked to apply their knowledge of these historical trends to current day disputes about land use and water rights in terms of gas pipelines. White supremacy and settler colonialisms is a focus throughout but in particular in weeks 3, 4, 5, 9. They will also trace the ways white supremacy shaped slavery (weeks 3, 5, 6, 7) , Jim Crow laws, our criminal justice system (6, 9, 10) and medical interventions conducted without consent (weeks 5, 9). (Students will read Claudia Rankine's <i>Citizen</i> and trace the ways white supremacy shapes space in her book. They will be asked to identify arguments from class to support their argument.</p>	<ul style="list-style-type: none"> · Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
<p>Students will be reading articles from different disciplines to trace the ways white supremacy has shaped the institutions of our current life. They will read the ways it was justified through religion (week 3), science, and medicine (weeks 2, 7, 9), and will analyze the ways it continues into our current day media, language, and justice system (weeks 7, 8, 10, 11). White supremacy will be analyzed through its intersectional effects including heteronormative family and gender configurations, sexuality, ethnicity, and class (weeks 5, 6, 7, 9, 10, 11, 14). By tracking the relationships between white supremacy, settler colonialism, slavery, and current day systems of justice, sports, media, and class, students will critically analyze the ways U.S. history is shaped by these forms of intersectional racisms. Through weekly class discussions, their assigned papers, and reflection papers they will apply the arguments from the readings to situations described by Claudia Rankine in <i>Citizen</i>, and to their own lives.</p>	<ul style="list-style-type: none"> · Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

SYLLABUS

ISP 2XX White Supremacy: Constructions of Race and Institutionalized Racism

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

Our preferred gender pronouns are:

Course Description:

White Supremacy: Constructions of Race and Institutionalized Racism is an interdisciplinary exploration of the construction of white supremacy and race, examining the impact of white supremacy on indigenous populations, as a foundation of slavery, and shaping people's experiences based on race, class, gender and sexuality. Tracing systems of white supremacy undergirding institutionalized racism, the class analyzes its impacts throughout U.S. history, the ways it has been justified, enacted, and some ways it has been resisted. Students will gain an understanding of the diversity of U.S. experiences and the ways they have been shaped by hegemonic white supremacy and racism.

Defining the Topic:

White supremacy is the belief that people identified as being "white" are inherently superior to all other people and should have control over all other people. These beliefs created and continue to shape the U.S. as a country through our social, economic, justice, and political systems. In this class, white supremacy will be deconstructed by exploring the ways some of the major institutionalized systems in the U.S. have been shaped by the values of white supremacy.

About the Class Process:

Given the fact that we will be examining and deconstructing the very foundation of many systems we rely on to make meaning of our selves and others, it is imperative to the class discussion and to upholding the ethics of social justice that we be respectful of each other as we hold each other to account.

Course Learning Objectives:

Throughout the course, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Required Texts for purchase/acquisition:

Students will need access to the book *Citizen* by Claudia Rankine.

All other readings are available on Blackboard. Blackboard will be used for a discussion assignment and to send announcements.

Assignments and Assessment:

- 30% of the grade is based on a final paper and presentation project.
- 20% of grade is earned through weekly reading reflections.
- 20% of the grade is earned through the group policy proposal
- 30% of the grade is earned from class participation

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

Weekly reflections

Students will hand in a weekly reflection, 1-2 pages double spaced, on the reading answering specific prompts. These reflections require you refer to at least one quote in the reading that you found interesting, confusing, moving, enraging. Explore the meanings of it in the context of the readings and describe how it impacts you. As we progress, the professors will provide prompts to help you deepen your reflection and analyses.

Group paper and presentation debate– The continuing practice of land-stealing and a model of resistance

Students will watch AWAKE in class. Breaking into groups, students will explore a series of questions posed by the film about the tactics of resistance, the costs, and the tactics of control used. Groups will write a policy paper from the perspective of the protesters, the law enforcement and the government, or the gas company. Groups will describe the strategies for resolution based on their identified perspectives. Each group will submit one co-authored proposal of 5 pages, outlining the issues at hand, the tactics used by each party, and the ideal shape of resolution.

Final paper and project – Geographies of white supremacy

Paper: Using supporting materials from our readings, write a 5 page paper tracing the ways space and place mark race in Rankine’s book. How do borders around space support white supremacy based on what you have read in this class? How does she resist white supremacy? Library research to identify and integrate at least 5 scholarly based articles will be required.

Project - How does race shape the spaces in your life? Create a short video or detailed illustration describing the ways white supremacy shapes the geographic spaces of your movements during an average day in your life. You will be asked to present this video/illustration and discuss it. We will discuss this in class.

Course Schedule by week:

Week 1	<p>Introducing and Defining White Supremacy – This week provides a definition and historical context for white supremacy as a collection of systems designed to support the domination of white people over all other people – understanding “white” itself is a changing category.</p> <p>Vann R. Newkirk, II, “The Language of White Supremacy: Narrow definitions of the term actually help continue the work of the architects of the post-Jim Crow racial hierarchy,” <i>The Atlantic</i>, October 6, 2017, https://www.theatlantic.com/politics/archive/2017/10/the-language-of-white-supremacy/542148/ 3 pages.</p> <p>Guess T.J. (2006). The social construction of whiteness. <i>Critical Sociology</i>, 32 (4): 649-673.</p>
Week 2	<p>Colonial explorations and the “science” of domination – This week introduces students to some of the ways science and imperialism shaped and supported the domination of white people in the U.S. historically.</p> <p>Gould, S. J. (1996). <i>The Mismeasure of Man</i>, Chapter 2, “American Polygeny and Craniometry before Darwin,” p. 62- 104.</p> <p>Saeed A. Khan, “‘Race’ and Difference: Orientalism and Western Concepts,” <i>Encyclopedia of the Human Genome</i>, 2003.pgs. 1-4.</p> <p>Yudell, M. (2014). <i>Race Unmasked: Biology and Race in the 20th Century</i>, Chapter 1, “A Eugenic Foundation,” pp. 13-30</p> <p>Painter, N. (2010). Intelligence testing of new immigrants. In <i>The history of white people</i>, pp. 278-290. New York: W.W. Norton & Company.</p>
Week 3	<p>White Supremacy as God’s will – This class builds on the theme of white supremacy as a collection of systems institutionalized to justify domination. This week focuses on the ways Christianity has worked in the U.S. to justify white supremacy.</p> <p>Luo, M. American Christianity’s white supremacy problem. <i>The New Yorker</i>, September 2, 2020 6 pages.</p> <p>Gordon, M.Y. (2012). “Midnight scenes and orgies:” Public narratives of Voodoo in New Orleans and Nineteenth-Century discourses of white supremacy. <i>American Quarterly</i> 64 (4): 767-786.</p>

Week 4	<p>The land we live on as actions of white supremacy – This class looks at the land itself and the practices of indigenous genocide as a founding practice of white supremacy in the U.S.</p> <p>Roxanne Dunbar-Ortiz. <i>An Indigenous Peoples' history of the United States</i>. Boston: Beacon Press. Introduction pg. 1-14; , Chapter 2, 32-44.</p> <p>IN CLASS: Watch the film AWAKE, A dream from Standing Rock – 88 minutes</p>
Week 5	<p>Family structures and whiteness This class interrogates the ways the dominant white culture in the U.S. has sanctioned families that do not fit into the nuclear ideal. Here the family itself is situated as another system supporting white supremacy.</p> <p>Wilkerson, I. (2020). Eight pillars of caste, pp. 99-130. <i>Caste: The origins of our discontents</i>. New York: Random House.</p> <p>Kelly, H., Puig, M.E., Byers, S. R. Culture loss: American Indian family disruption, urbanization and the Indian Child Welfare Act. <i>Child Welfare</i>, 81 (2): 319-336.</p> <p>Hortense Spillers, Mama's baby, papa's maybe: An American grammar book. <i>Diacritics</i>, Vol. 17, No. 2, Culture and Counteremory: The "American" Connection. (Summer, 1987), pp. 64-81.</p>
Week 6 Group policy paper due	<p>Economics and capitalism of white supremacy – Economics and class are central to white supremacy. This class is an introduction to ways of looking at some of the economic systems supported by and undergirding white supremacy.</p> <p>Dorothy Roberts, <i>Fatal Invention: How Science, Politics and Big Business Re-Crete Race in the Twenty-First Century</i>, Biological Race in a Post-Racial America,” pp. 287-312</p> <p>Marvel Cooke and Ella Baker, “The Bronx Slave Market,” <i>The Crisis</i>, 42, #11, (1930), 330-332.</p> <p>Phoenix. A. (2014). Colourism and the politics of beauty. <i>Feminist Review</i>, 108: 97-105.</p>
Week 7	<p>White Supremacy and the Criminal Justice System – The next two classes look at the criminal justice system and the ways it contributes to white supremacy.</p> <p>Potter, G. (2013). <i>The History of Policing in the United States</i>, http://www.plsonline.eku.edu/sites/plsonline.eku.edu/files/the-history-of-policing-in-us.pdf 10 pages.</p> <p>Finnegan, W. (2021). Law enforcement and the problem of white supremacy. <i>The New Yorker</i>, February 27. https://www.newyorker.com/news/daily-comment/law-</p>

	enforcement-and-the-problem-of-white-supremacy
Week 8	<p>Khalil Gibran Muhammad, <i>The Condemnation of Blackness: Race, Crime and the Making of Modern Urban America</i>, Chapter 2, “Writing Crime into Race: Racial Criminalization and the Dawn of Jim Crow,” 35-87.</p> <p>Alexander, M. (2010). Introduction. <i>The New Jim Crow</i>, pp. 1-19.</p>
Week 9	<p>The medical “reproduction” of White supremacy - The second class looked at science and early eugenics as an outgrowth of white supremacy. This class looks at the ways current day medical practices around reproduction can be seen as continuing a form of modern day eugenics toward white supremacy.</p> <p>Lynn Paltrow and Jennifer Flavin, Arrests of and forced interventions on pregnant women in the United States, 1973-2005: implications for women's legal status and public health. <i>Journal of Health Politics Policy Law</i>, 38 (2): 299-343.</p> <p>Near, H., Risaker, M. Horan, J. (1975). Puerto Rican women fight back. <i>Off Our Backs</i>, 5 (9): p. 10.</p> <p>Davis, A. (1993). Historical context: Racism, birth control and reproductive rights. <i>Race, Poverty & the Environment</i>, 4 (2): 21-23.</p> <p>Ralstin-Lewis, M. (2005). The continuing struggle against genocide: Indigenous women’s reproductive rights. <i>Wicazo Sa Review</i>, 20 (1): Colonization/Decolonization, II, 71-95.</p>
Week 10	<p>Aggrieved whiteness This class examines the ways whiteness is constructed to justify its own supremacy now through privilege and the construction of grievance.</p> <p>Frankenberg, R. (1993). Introduction and Epilogue, <i>White women, race matters: The social construction of whiteness</i>, pp. 1-22; 236-244.</p> <p>Metzl, J.M. (2020). <i>Dying of whiteness: How the politics of racial resentment is killing America’s heartland</i>, Introduction, pp. 1-22. New York: Basic Books.</p>
Week11	<p>Fragility of white supremacy – This class looks at the fragility of whiteness and the ways it is dependent upon the myth of racial difference.</p> <p>Abby Ferber, The Construction of Black Masculinity White Supremacy Now and Then. <i>Journal of Sport & Social Issues Volume 31 Number 1 February 2007</i> 11-24</p> <p>Wilkerson, I. (2020). Tentacles of caste: The insecure alpha and the purpose of an underdog, pp. 202-207. <i>Caste: The origins of our discontents</i>. New York: Random House.</p>
Week 12	<p>Describing and resisting white Supremacy in prose pt. 1 The remaining classes look at narratives of resisting white supremacy.</p>

	Rankine, C. (2014). <i>Citizen: An American Lyric</i> _(Whole book)
Week 13	Describing and resisting white Supremacy in prose pt. 2 Rankine, C. (2014). <i>Citizen: An American Lyric</i> _(Whole book)
Week 14 Final paper due	Resisting supremacy Wilkerson, I. (2020). Epilogue: A world without caste, pp. 377-388. <i>Caste: The origins of our discontents</i> . New York: Random House. Villa-Nicholas, M. (2019). Latinx digital memory: Identity making in real time. <i>Social Media & Society</i> , pp. 1-11. https://doi.org/10.1177/2056305119862643
Week 15	Final project presentations

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: 3/8/21

1. Name of Department or Program: English Department

2. Contact information of proposer(s):

Name(s): Alexander Long
 Email(s): along@jjay.cuny.edu
 Phone number(s): 646-557-4420

3. Current number and title of course: **LIT 233: American Stories**

4. Current course description:

This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

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

Changing the title and description.

6. Rationale for the proposed change(s):

This course is pedagogically sound and already in the U.S. Experience in its Diversity category of Pathways. The current description is detailed but rather long as a result. It could be more engaging, and it could better capture how the course is taught, with

particular focus on historically marginalized voices. That sharper focus is also needed in the title, which right now is rather vague and feels incomplete.

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

a. Revised course description:

This country began as a story told by a select few, depicting a beacon of hope promising freedom and equality. Since then, the story has become one of freedom but also force, power and its abuses, diversity preceded and sustained by division. This course explores literary works that tell the complicated story of America, from its highest principles to its harshest truths, with a particular focus on voices too often excluded from the conversation.

b. Revised course title: **This is America: Stories of Promise, Power, and Protest**

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:

F18: 5 sections offered, 3 well-enrolled, 2 full

S19: 4 offered, 2 full

F19: 5 offered, almost all full

S20: 5 offered, 1 canceled, the rest full

F20: 6 offered, 1 canceled, the rest full

S21: 6 offered, 3 canceled, the rest full

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

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

This course has already been approved for the Flex Core: US Experience in its Diversity area.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/25/21

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

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: February 22, 2021

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

Name(s): Dr. Maria Julia Rossi
 Email(s): mrossi@jjay.cuny.edu
 Phone number(s): 212.237.8716

3. Current number and title of courses: All 100- and 200- Modern Languages courses (FRE 101, FRE 102, FRE 201, FRE 202, GER 101, GER 102, GER 201, ITA 101, ITA102, ITA 201, ITA 202, POR 101, POR 102, POR 201, SPA 101, SPA 102, SPA 111, SPA 112, SPA 201, SPA 202, SPA 211, SPA 212)

4. Current course descriptions: see second column in chart below (under question 7)

a. Number of credits: 3

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

c. Current prerequisites: Vary by language.

5. Describe the nature of the revision (what are you changing?): We are changing the course descriptions to reflect what this course is really about as it takes places in the classroom and to standardize course descriptions, using a common language that follows the terms used in recent literature on language acquisition.

6. Rationale for the proposed change(s): Some current course descriptions are outdated or incomplete, from both practical and theoretical point of views. As they are now, some course descriptions are misleading for students interested in taking these classes, as well as it is for the administration when interested in finding out specifics about the disciplines, topics, and issues being taught. All new course descriptions are accurate reflections of the courses as being currently taught, following the best practices in the field and revised in consultation with instructors teaching the courses.

a. Revised course descriptions:

Note: The Department of Modern Languages is currently revising all course descriptions to truly reflect what each course is really about. All changes are planned with students, instructors and administrators in mind and created with input from instructors teaching these courses. The following chart shows a comparison between current course descriptions (left) and revised course descriptions (right) for languages taught in our department.

Course	Current course description	Proposed course description
FRE 101	<p>Introductory French I</p> <p>A basic course in the French language with an emphasis on oral and written communication, reading, and the customs and cultures of French-speaking countries.</p>	<p><u>The is the first course in elementary French with emphasis on the five language skills: listening, speaking, reading, writing, and culture. The course is primarily in French.</u></p>
FRE 102	<p>Introductory French II</p> <p>Completion of FRE 102 enables the student to speak, comprehend, read, and write French on a basic level.</p>	<p><u>This second course in elementary French builds upon the reading, writing, speaking, comprehension, and cultural skills learned in French 101. The course is in French.</u></p>
FRE 201	<p>Intermediate French I</p> <p>An intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.</p>	<p><u>This first intermediate course in French language and cultures is designed to increase proficiency in the listening, reading, speaking, writing, and cultural/historical skills essential to communicative language use with diverse audiences. The course is in French.</u></p>
FRE 202	<p>Intermediate French II</p> <p>The second part of an intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.</p>	<p>This second intermediate course in French language <u>and culture</u> is designed to increase proficiency in the listening, reading, speaking, writing, and cultural/historical skills essential to communicative language <u>use with diverse audiences. The course is in French.</u></p>
GER 101	<p>Introductory German I</p> <p>This first semester German course is designed mainly for students who have not previously studied German. This course introduces students to the language and culture of the modern German-speaking world. Students use fundamental vocabulary and grammar structures to talk about daily life and gain insights into aspects of the cultures of German-speaking countries. This course</p>	<p>This is the first course in elementary German with emphasis on the five language skills: listening, speaking, reading, writing, and culture. <u>The course is primarily in German.</u></p>

	stresses the development of the five language skills (listening, speaking, reading, writing, and culture).	
GER 102	<p>Introductory German II</p> <p>German 102 builds on the student's proficiency in language and knowledge of culture acquired in German 101. It broadens linguistic and cultural abilities for basic communication in a German-speaking environment. Emphasis is on the progressive development of the five language skills—listening, reading, writing, speaking and culture. Students expand their communication skills to include travel, storytelling, personal well-being, and recent historical events.</p>	<p><u>The second course of elementary German builds upon the listening, speaking, reading, writing, and cultural skills learned in GER 101. The course is in German.</u></p>
GER 201	<p>Intermediate German I</p> <p>German 201 is an intermediate course in German language and cultures. It continues the sequence begun by German 101 and German 102. After a review of grammar and vocabulary, students will augment their knowledge of German by practicing the four language skills: speaking, reading, writing, and listening. In addition, students will be exposed to primary sources including news media, film, and short stories. Special attention will be given to developing conversational skills and exploring the culture of German-speaking countries.</p>	<p>This first intermediate course in German is designed to advance students' proficiency in speaking, reading, writing, listening, and cultural skills. <u>The course is in German.</u></p>
ITA 101	<p>Introductory Italian I</p> <p>A basic course in the Italian language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Italy. No credit will be given for ITA 101 if taken after the completion of ITA 102.</p>	<p><u>The first course in elementary Italian with emphasis on the five language skills: listening, speaking, reading, writing, and culture. The course is primarily in Italian.</u></p>
ITA 102	<p>Introductory Italian II</p> <p>This course will enable the student to speak, comprehend, read and write Italian on a basic level.</p>	<p><u>The second course of in elementary Italian builds upon the five language skills of listening, speaking, reading, writing, and culture learned in ITA 101. The course is in Italian.</u></p>
ITA 201	<p>Intermediate Italian I</p> <p>An intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative</p>	<p>The first intermediate course in Italian continues building proficiency in speaking and listening comprehension, reading, and writing skills, <u>and understanding of Italian</u></p>

	language learning.	<u>cultures. The course is in Italian.</u>
ITA 202	<p>Intermediate Italian II</p> <p>The second part of an intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.</p>	<p>The second intermediate course in Italian <u>advances</u> students' proficiency in speaking and listening comprehension, reading and writing skills, and understanding of Italian cultures. The course is in Italian.</p>
POR 101	<p>Elementary Portuguese I</p> <p>Portuguese 101 is a beginning-level integrated skills language course. This course helps students develop a basic ability to communicate in Portuguese. Class time is dedicated to interactive activities that allow students to acquire skills in speaking, listening, reading and writing at the novice low level. Through music, videos, and readings of authentic materials, students are also introduced to many aspects of Brazilian culture as well as of other countries where Portuguese is spoken. Class is conducted in Portuguese in order to maximize exposure to the language. Lab activities are also incorporated in order to develop students' listening, reading, and writing skills and pronunciation.</p>	<p>This first course in <u>elementary</u> Portuguese emphasizes development of the five language skills: listening, speaking, reading, writing, and culture. The course is conducted primarily in Portuguese.</p>
POR 102	<p>Elementary Portuguese II</p> <p>Portuguese 102 is the second half of a one-year course in Portuguese. This course will enable the student to speak, comprehend, read and write Portuguese at the novice midproficiency level. Emphasis is placed on some aspects of Luso and Brazilian cultures.</p>	<p>The second course in elementary Portuguese builds upon the listening, speaking, reading, writing, and cultural skills learned in POR 101. <u>The course is in Portuguese.</u></p>
POR 201	<p>Intermediate Portuguese I</p> <p>This is an intermediate course in the Portuguese language and cultures. It continues the sequence begun by Portuguese 101 and Portuguese 201. After a review of grammar and vocabulary, students will augment their knowledge of Portuguese by practicing the four language skills: speaking, reading, writing, and listening. In addition, students will be exposed to primary sources including news media, film, and short stories. Special attention will be given to developing conversational skills and exploring the culture of Portuguese-speaking countries.</p>	<p>This first intermediate course in Portuguese builds proficiency in speaking and listening comprehension, reading and writing skills, and understanding of Portuguese and Lusophone cultures. <u>The course is in Portuguese.</u></p>
SPA 101	<p>Introductory Spanish I</p>	

	<p>A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries.</p> <p>Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS requirements. Students cannot receive credit for SPA 101 if it is taken after SPA 102.</p>	<p>The first course in <u>elementary</u> Spanish emphasizes development of the five language skills: listening, speaking, reading, writing, and culture. <u>The course is primarily in Spanish.</u></p> <p><u>Note.</u> Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 101 must also take SPA 102 or an intermediate level course to satisfy the BA/BS requirements. Students cannot receive credit for SPA 101 if it is taken after SPA 102.</p>
SPA 102	<p>Introductory Spanish II</p> <p>This course will enable the student to speak, comprehend, read and write Spanish on a basic level.</p> <p>Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements.</p>	<p>This second course in elementary Spanish strengthens the skills of listening, speaking, reading, writing, and culture. <u>The course is conducted in Spanish.</u></p> <p><u>Note.</u> Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 101 must also take SPA 102 or an intermediate level course to satisfy the BA/BS degree requirements.</p>
SPA 111	<p>Introductory Spanish I for Heritage Students</p> <p>This is a basic course in the Spanish language with an emphasis on oral and written communication, reading, listening, and the culture of Spanish-speaking countries.</p> <p><u>Note:</u> Open only to heritage students. Students who take SPA 101 cannot fulfill the foreign language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112</p>	<p>This first course in Spanish <u>introduces heritage students to the simultaneous development</u> of listening, speaking, reading, writing, and cultural skills. <u>The course is in Spanish.</u></p> <p><u>Note:</u> Open only to heritage students. Students who take SPA 101 cannot fulfill the foreign language requirement by taking SPA 111. <u>Students who take SPA 101 must also take SPA 102.</u> Students who take SPA 111 must also take SPA 112.</p>
SPA 112	<p>Introductory Spanish II for Heritage Speakers</p> <p>The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world.</p>	<p>The second course in Spanish for heritage students builds upon the skills of listening, speaking, reading, writing, and culture learned in SPA 111. <u>The course is in Spanish.</u></p>
SPA 201	<p>Intermediate Spanish I</p> <p>An intermediate-level course in the Spanish</p>	<p><u>This first</u> intermediate course in Spanish develops students' proficiency in speaking</p>

	language to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning.	and listening comprehension, reading and writing skills, <u>and understanding of Spanish-speaking cultures. The course is in Spanish.</u>
SPA 202	Intermediate Spanish II The second part of an intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.	This second intermediate course in Spanish improves students' proficiency in speaking and listening comprehension, reading and writing skills, and understanding of Spanish. <u>The course is in Spanish.</u>
SPA 211	Intermediate Spanish I for Heritage Speakers An intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning. Open only to heritage students.	An intermediate course in Spanish language and cultures <u>designed for heritage speakers.</u> It advances students' proficiency in speaking and listening comprehension, reading and writing skills, <u>and the rich cultures of the Spanish-speaking world. The course is in Spanish.</u>
SPA 212	Intermediate Spanish II for Heritage Speakers This is the second half of the Intermediate Spanish sequence for Heritage Students. This course aims to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning.	This is the second intermediate course in Spanish language and cultures for heritage speakers. The course advances students' proficiency in speaking and listening comprehension, reading and writing skills, <u>and the rich cultures of the Spanish-speaking world. The course is in Spanish.</u>

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: N/A

8. Enrollment in past semesters: Varies by language but most language section fill.

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

These courses are already part of the Gen ed Program, either in the Flex Core: World Cultures area (usually the first half of a sequence) or the College option: Communications area (the second half of a sequence). These description changes **do not require changes** in regard to the general Education Program (CUNY Common Core or College Option).

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 24, 2021

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

Dr. Aída Martínez Gómez (Spanish Major Coordinator)

Dr. Vicente Lecuna (Department Chair)

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: February 24, 2021

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

Name(s): Dr. Maria Julia Rossi
 Email(s): mrossi@jjay.cuny.edu
 Phone number(s): 212.237.8716

3. Current number and title of course: Spanish Literature courses (SPA 308, SPA 309, SPA 321, SPA 322, SPA 331, SPA 332, SPA 335, SPA 336, SPA 354, and SPA 401)

4. Current course description: see second column in chart below (under question 7)

a. Number of credits: 3

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

c. Current prerequisites: Varies by course

5. Describe the nature of the revision (what are you changing?): We are changing the course descriptions in two main ways: 1. Minor changes to add missing information in our current course descriptions (308, 309, 335, 336 and 354); 2. Major changes proposed to course descriptions to reflect what courses are really about as they take place in the classroom (321, 322, 331, 332 and 401).

6. Rationale for the proposed change(s): Some current course descriptions are outdated, from both practical and theoretical point of views. As they are now, some course descriptions are incomplete or misleading for students interested in taking the class, as well as it is for the administration when interested in finding out specifics about the disciplines, issues and topics being taught. All proposed course descriptions are accurate reflections of the courses as being currently taught, following the best practices in the field and revised in consultation with instructors teaching the courses.

a. Revised course descriptions:

Note: The Department of Modern Languages is currently revising all course descriptions to truly reflect what each course is really about. All changes are planned with students, instructors and administrators in mind and created with input from instructors teaching these courses. The following chart shows a comparison between current course descriptions (left) and revised course descriptions (right) for literature and culture courses taught at our department.

#	Current description	New description
SPA 308	<p>The Theme of Justice in Spanish Literature</p> <p>How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course seeks to answer these questions as they apply to Spain through an exploration of the works of Spanish writers from the Middle Ages to the present. The works will be read in English translation but students with a reading knowledge of Spanish will be encouraged to read all materials in the original language.</p>	<p>How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course explores these questions—<u>along with examining issues of gender, race, ethnicity, and class</u>—as they apply to Spain through the works of Spanish writers, filmmakers, and artists. The course is taught in English.</p>
SPA 309	<p>The Theme of Justice in Spanish Literature (Taught in Spanish)</p> <p>How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course seeks to answer these questions as they apply to Spain through an exploration of the works of Spanish writers from the Middle Ages to the present. The course will be taught entirely in Spanish.</p>	<p>How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course explores these questions—along with examining issues of gender, race, ethnicity, and class—<u>as they apply to Spain through the works of Spanish writers, filmmakers, and artists. The course is taught in Spanish.</u></p>
SPA 321	<p>Spanish Literature I</p> <p>The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres. The</p>	<p><u>This course traces</u> the development of Spanish literature-until 1700 with special emphasis on major literary movements <u>and the historical, political, economic, and social contexts in which literary works were produced.</u> Selected</p>

	beginnings (11th century) to 1700.	readings include representative authors and genres, <u>as well as issues of gender, race, ethnicity, and class, among others.</u> <u>The course is taught in Spanish.</u>
SPA 322	Spanish Literature II The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present.	<u>This course traces the development of Spanish literature including the historical, political, economic, and social contexts in which literary works were produced.</u> Major literary movements are presented through representative authors and genres. <u>Issues of gender, race, ethnicity, and class, among others will be explored.</u> The course is taught in Spanish.
SPA 331	Latin-American Literature I The development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th century.	This course traces the development of Latin American literature <u>to 1900</u> including the historical, political, economic, and social contexts in which literary works were produced. Major literary movements are presented through selected readings of representative authors and genres. <u>Issues of gender, race, ethnicity, and class, among others will be explored.</u> The course is taught in Spanish.
SPA 332	Latin-American Literature II Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period.	This course studies the development of Latin American literature <u>beginning with the 19th century with emphasis on the historical, political, economic, and social contexts in which literary works were produced.</u> Major literary movements are presented through selected readings of representative authors and genres. <u>Issues of gender, race, ethnicity, and class, among others will be explored.</u> The course is taught in Spanish.
SPA 335	Themes of Justice in Latin American Lit & Film How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This	How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer

	<p>course seeks to answer these questions as they apply to Latin American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. Although the course is taught in English, students with a reading knowledge of Spanish are encouraged to read all materials in the original.</p>	<p>these questions as they apply to Latin American societies by exploring these themes—<u>along with issues of gender, race, ethnicity, and class</u>—in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. This course is taught in English.</p>
SPA 336	<p>Themes of Justice in Latin American Lit & Film (Taught in Spanish)</p> <p>How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. This course will be taught entirely in Spanish.</p>	<p>How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin American societies by exploring these themes—<u>along with issues of gender, race, ethnicity, and class</u>—in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. This course is taught in Spanish.</p>
SPA 354	<p>Hispanic Film</p> <p>This course explores the cinema of Latin America and Spain with emphasis on the historical, political, economic, and social context in which the films were produced, while remaining attentive to the construction of films (editing, sound, camera movement, etc.). Topics to be covered may include immigration and exile, globalization, collective memory and post-dictatorial societies, same sex relationships and gender issues. This course is taught in Spanish.</p>	<p>This course explores the cinema of Latin America and Spain with emphasis on the historical, political, economic, and social context in which the films were produced, while remaining attentive to the construction of films (editing, sound, camera movement, etc.). Topics to be covered may include immigration and exile, globalization, collective memory and post-dictatorial societies, same sex relationships and <u>issues of gender, race, ethnicity, and class, among others</u>. This course is taught in Spanish.</p>
SPA 401	<p>Contemporary Issues in Hispanic Literature</p> <p>This course analyzes contemporary philosophical, political, and social issues as reflected in the writings of modern authors of Spain and Latin America such as Unamuno, Ortega y Gasset, Lorca, Asturias, Neruda, and Octavio Paz. This course is taught in Spanish.</p>	<p><u>This course is an examination and theoretical discussion of Spanish and/or Latin American culture with special focus on one or more issues such as decolonialism; transnationalism; indigenism; gender studies; neoliberalism, racism and antiracism; the politics of emotions, etc. as manifested in a specific cultural form or forms including art, novel, essay, performances,</u></p>

	<u>television and photography. This is an advanced level course taught in Spanish.</u>
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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: N/A

8. Enrollment in past semesters: Varies by course. These are typically offered on a rotating basis once per year

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

Several of these courses are part of the College Option: Justice core 300-level areas. These revisions **do not require changes** in regard to the general Education Program (CUNY Common Core or College Option)

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 24, 2021

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

Dr. Aída Martínez Gómez (Spanish Major Coordinator)

Dr. Vicente Lecuna (Department Chair)

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: February 24, 2021

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

Name(s): Dr. Maria Julia Rossi
 Email(s): mrossi@jjay.cuny.edu
 Phone number(s): 212.237.8716

3. Current number and title of course: Spanish Interpretation and Translation courses (SPA 230, SPA 231, SPA 333, SPA 340, SPA 435, and SPA 440)

4. Current course description: see second column in chart below (under question 7)

a. Number of credits: 3

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

c. Current prerequisites:

5. Describe the nature of the revision (what are you changing?): We are changing the course descriptions in two main ways: 1. Relatively minor changes to add missing information in our current course descriptions (230 and 231, and really very minor in 435); 2. Major changes proposed to course descriptions to clarify scaffolding and reflect what courses are really about as they take place in the classroom (333, 340 and 440).

6. Rationale for the proposed change(s): After offering these courses for several semesters, some changes in course descriptions are needed based upon teaching and learning experiences. The new course descriptions are accurate reflections of the courses as being currently taught, following the best practices in the field and revised in consultation with instructors teaching the course. It is important both for students taking the class and instructors teaching it to have a precise and truthful course description to guide their academic work.

a. Revised course description:

Note: The Department of Modern Languages is currently revising all course descriptions to truly reflect what each course is really about. All changes are planned with students, instructors and administrators in mind and created with input from instructors teaching these courses. The following chart shows a comparison between current course descriptions (left) and revised course descriptions (right), where changes are signaled (by strike-through for deletions, red for additions and entire re-writings), for courses on translation and interpretation taught at our department.

#	Current description	Proposed description
SPA 230	<p>Translating I</p> <p>A basic course on the process of translation and the strategies that translators use to transform a text from one language into another. Extensive practice with a variety of representative passages from general, technical and literary language.</p>	<p>A basic course on the process of translation and the strategies that translators use to transform a text from one language into another. Extensive practice with a variety of representative passages from general, technical and literary language. <u>When pertinent, issues of gender, race, ethnicity, and class, among others, will be explored.</u></p>
SPA 231	<p>Interpreting I</p> <p>This introductory course in interpretation is oriented toward a variety of settings—legal, medical, business, immigration—with an emphasis on court interpreting. This course covers different aspects of interpreting as a profession and introduces students to all modes of interpretation: sight translation, consecutive interpretation and simultaneous interpretation. Particular attention will be paid to interpreting techniques and to incremental exercises for developing memory, accuracy, and speed. This course also provides a solid basis for training in interpreting, as well as translation.</p>	<p>This introductory course in interpretation <u>introduces students to all modes of interpretation and to basic aspects of interpreting as a profession.</u> Students get intensive hands-on practice in sight translation and consecutive interpretation in a variety of settings—legal, medical, business, immigration. Particular attention will be paid to interpreting techniques and to incremental exercises for developing memory, accuracy, and speed. <u>When pertinent, issues of gender, race, ethnicity, and class, among others, will be explored.</u></p>
SPA 333	<p>Interpreting II</p> <p>This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills</p>	<p>This is an intermediate course designed to develop interpreting proficiency in consecutive and simultaneous interpreting. <u>It offers intensive hands-on practice in a variety of settings (conference, medical, technical, business). Advanced interpreting techniques are developed, including memory, note-taking, simultaneous practice, and analysis and assessment of interpreting performance.</u> <u>When</u></p>

	through practice and analysis.	<u>pertinent, issues of gender, race, ethnicity, and class, among others, will be explored.</u>
SPA 340	<p>Legal Interpreting I</p> <p>Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. Interpreting in legal settings further requires the acquisition of highly specialized knowledge relating to the law, legal language and discourses. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings (courtroom, police), covering different court proceedings such as arraignments, preliminary hearings and pretrial motions. It also provides practice in simultaneous and consecutive interpretation as well as sight translation based on diverse simulated courtroom situations. Students will attend appropriate civil, criminal, and/or family court proceedings.</p>	<p><u>This intermediate course reinforces interpreting techniques and strategies acquired in previous courses to apply them to a variety of legal settings (police, courts, immigration). This course introduces students to the contextual knowledge of the law and legal language that they need to operate in diverse legal settings and promotes discussion and reflection regarding issues of social and linguistic justice in the legal system. Students engage in intensive hands-on practice in consecutive interpretation and sight translation based on diverse simulated courtroom situations, including pre-trial and trial proceedings. Students will have an opportunity to attend appropriate civil, criminal, and/or family court proceedings.</u></p>
SPA 435	<p>Legal Translating</p> <p>The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), and inheritance law (wills).</p>	<p>This <u>advanced</u> course provides students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), and inheritance law (wills).</p>
SPA 440	<p>Legal Interpreting II</p> <p>Legal Interpreting II is a course designed to further improve interpretation skills, accuracy and speed in all modes of interpretation. Modules of terminology related to court proceedings and criminology will be reviewed and expanded and new advanced terminology related to computer forensics will be introduced. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice.</p>	<p>This <u>advanced</u> course is designed to further improve interpretation skills, accuracy and speed, <u>as applied to legal settings</u>. All modes of interpretation are reviewed, but <u>special emphasis is made on simultaneous interpreting</u>. Legal concepts and terminology related to court proceedings and criminology will be reviewed and expanded, <u>accompanied by in-depth discussions of social and linguistic justice in the legal system</u>. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice, <u>as well as sample court interpreter certification exams</u>.</p>

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: N/A

8. Enrollment in past semesters: Varies by course, typically between 20-25.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? No, these courses are not part of the Gen Ed Program.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: February 24, 2021

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

Dr. Aída Martínez Gómez (Spanish Major Coordinator)

Dr. Vicente Lecuna (Department Chair)

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Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

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

3. Current number and title of course: POL 101, American Government and Politics

4. Current course description:

A study of American politics - its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic.

Notes: This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

a. Number of credits: 3

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

c. Current prerequisites: none

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

6. Rationale for the proposed change(s): This is a minor revision to make the description clearer.

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

a. Revised course description:

This course offers an introduction to American political ideas, institutions, processes, and behaviors. It examines the origins, development, and structure of American political institutions, including Congress, the presidency, and the courts. The course analyzes structures that connect people to government, such as political parties and interest groups. Students are introduced to key concepts in the field of political science, such as power, inequality, and social justice. Upon completion of the course, students will be able to assess the health of American democracy and evaluate potential opportunities for reform.

Note: This course already satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

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: n/a

8. Enrollment in past semesters: Approximately 20 sections are offered each semester.

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

No _____ Yes If yes, please indicate the area:

This course is already approved for the Flexible Core: U.S. Experience in its Diversity 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 5, 2020

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

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Date Submitted: February 24, 2021

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

Name(s): Dr. Maria Julia Rossi
 Email(s): mrossi@jjay.cuny.edu
 Phone number(s): 212.237.8716

3. Current number and title of course: **SPA 250 Spanish for Criminal Investigation**

4. Current course description: An intermediate Spanish course for bilingual students who wish to incorporate the content and vocabulary of criminal justice and police science courses in order to develop their language skills in Spanish. They will accomplish this by reading the text and other materials provided, as well as translating them. There will be extensive practice in the interview process through role-play from English to Spanish.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101; and SPA 202 or SPA 212 or placement exam

5. Describe the nature of the revision (what are you changing?): We are changing the course description and the title to reflect what this course is really about as it takes places in the classroom.

6. Rationale for the proposed change(s): The current course description and title are outdated, from both practical and theoretical point of views, displaying old notions and practices that need revisions. As it is now, the course description is misleading for students interested in taking the class, as well as it is for the administration when interested in finding out specifics about the disciplines, topics, and perspectives being taught. The new course description is an accurate reflection of the course as being currently taught, following the best practices in the field and

revised in consultation with instructors teaching the course.

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

a. Revised course description:

An intermediate course in Spanish to enhance students' ability to communicate within a criminal justice setting by employing the five language skills (listening, speaking, reading, writing, and cultural awareness). Through the analysis of texts and other artifacts, students also develop critical thinking skills regarding current topics of criminal justice including issues of gender, race, class, and ethnicity, among others. The course is conducted in Spanish.

b. Revised course title: **SPA 250 Spanish for Criminal Justice**

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: 17

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

This course is **not part of** the General Education Program (CUNY Common Core or College Option).

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 24, 2021

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Dr. Aída Martínez Gómez (Spanish Major Coordinator)

Dr. Vicente Lecuna (Department Chair)

Seven Principles for A
**Culturally Responsive, Inclusive and
 Anti-Racist Curriculum**
 at John Jay College of Criminal Justice

PROPOSAL:

John Jay curriculum and teaching should reflect the following principles:

1. We center **Critical Engagement**
by forming learning communities that engage in critical (self) reflection, alongside empirical analysis, about how Anti-Black racism, institutional racism, and all forms of racism inform the subject matter of our courses and the interactions of members of our learning communities.
2. We grapple with evolving perspectives about **Criminal Justice Education**
by interrogating the origins, facts, and effects of institutional racism and individual acts of discrimination in the criminal justice system.
3. We normalize discussions about **Complex Social Challenges**
by anticipating and addressing the challenges of engaging with racism, institutional racism and exploitation, as well as social justice and racial equity in a diverse classroom through dialogue and reflection.
4. We practice **Embodied Learning**
by using trauma-informed pedagogy and strategies to incorporate the lived experiences of students and faculty, promote cultural competence, and increase social and emotional intelligence.
5. We use **Diverse Content**
throughout the learning experience through incorporating course materials that are diverse by author identity, form, medium, and/or voice.
6. We design for **Equitable Assessment**
by employing varied opportunities for students to demonstrate learning and self-assess their progress.
7. We promote **Democratic Education**
which affirms that education is participatory and non-hierarchical and that student learning is experiential, characterized by an on-going collaborative process of problem solving grounded in discussion, consultation, research, and debate as ways to engage in informed decision-making by people with diverse interests.

Implementation:

Spring 2021

- Get feedback on this drafted framework and incorporate into a final document
- Engage departments in identifying their priorities and timelines
- Adopt Principles and Framework as Curriculum Guide through formal governance

Fall 2021

- Develop learning goals that align with Principles and Framework
- Revise General Education description and course descriptions
- Create model syllabi that use inclusive language
- Create database of learning modules that demonstrate the 6 principles in action

Spring 2022

- Establish graduation requirements
- Each academic department maps programs of study to Principles and Framework
- Develop and launch OER anti-racist college course for GE

RATIONALE:

The curriculum is the fulcrum of the college – it is why students come to John Jay and what they take with them when they leave. To achieve our values of equity, diversity and inclusion and to educate for justice, John Jay faculty of all racial and ethnic backgrounds need to be explicit about developing a curriculum that acknowledges that anti-Black racist beliefs and structures are pervasive in all aspects of our lives—from education to criminal justice to climate change—and that it will take active and intentional work to tear down those beliefs and structures. To make our college mission real to the students we serve, we must first achieve equity and inclusion in their learning experiences at our institution.

A critical step toward this is building a set of shared principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum so that we can share a common understanding of the goals and techniques to educating for justice.

INSTITUTIONAL AND HISTORICAL CONTEXT FOR FRAMEWORK:

As an institution, John Jay College of Criminal Justice was founded in 1964 to educate criminal justice professionals, and by doing so, to create a fairer criminal justice system. If we are to be true to that mission, we must grapple with data that document the ways that the criminal justice system in the United States unfairly targets Black and Latinx and LGBTQ+ people, disproportionately uses deadly force on Black, Latinx and LGBTQ+ people, and routinely awards lengthier sentences for Black, Latinx and LGBTQ+ people, amongst many other documented indignities. It is clear that if we are a liberal arts college centered around criminal and social justice and which educates a justice-oriented student body, all faculty have a responsibility to create an educational experience that fully reflects the histories, the stories, and the concerns with the criminal justice system and the world at large.

Our student body of primarily Black and Brown students is richly diverse. But to fully center their experiences and knowledges we must depart from legacies of education in our country. To do this at all, we need to share a common understanding of what has long been experienced and known by non-whites: that U.S. culture and its institutions have been guided by a belief in white supremacy. White supremacy is not individual actions based in hate, but rather it is the ideological bedrock of U.S history – the assumed superiority of people defined and perceived as white and the beliefs, practices, and laws that have resulted from that belief.

As the only justice-focused college in the United States, we have a duty to reimagine public higher education, one that is not based in an unequal valuing of lives. To live up to this, a John Jay education will need to engage the lived and historical experiences of our students in order to help them become criminal justice leaders *AND* advocates for justice. What our students consistently tell us is that they still believe we can be both, not just one or the other. It should be our educational mission to show them how.

This framework has been in process for years and already exists in pockets across the college. The faculty in the departments of Africana Studies, Latin American and Latinx Studies, and SEEK have long advocated publicly at the college for these changes. In 2012 the [Report of the Latino/a Retention Initiative Committee](#) made the argument that:

What curriculum bestows, at its best, is a symbolic endowment, an inheritance authorizing students to project themselves into a given field or career of interest. As student recognizes himself or herself within the frame of a discipline, a psychic, cultural and historic association is established. The student then enters the field not as a stranger or nomad, but as an agent accredited by past participation with an injection to learn and build upon the contribution of his predecessors. A curriculum that widely includes Latina/o subjects, in effect, grants students symbolic permission to immerse themselves in what they learn. (24)

Five years later, in 2017, faculty in the Department of Latin American and Latinx Studies authored "[A Position Paper: John Jay as a Hispanic-Serving Institution, Meeting the Challenges and the Opportunities](#)," which recommended that most departments at the college offer courses with Latinx-relevant content: "the ideal model for an HSI is not to concentrate all those courses in one small department, but to offer students a broader exposure to curricula that are relevant to their history and identity" (16). As part of its social justice and equity mission and in response to the above paper, the Teaching and Learning Center began a series of [faculty seminars on teaching at an HSI](#) and creating inclusive syllabi, as well as developing [teaching and learning resources for racial justice](#). Through TLC efforts, dozens of faculty have participated in short and long-term development efforts towards culturally relevant and inclusive teaching.

Critiques from BIPOC faculty, such as the [public letter posted by outgoing English and Gender Studies Professor Carmen Kynard in 2019](#), however, indicate that while some parts of the college and its curriculum are "decolonized," there is a good deal of work to be done to make the college a place that educates students in a way that celebrates our students' identities, promotes their excellence, and is critically reflective of an anti-racist approach to white supremacy.

In the community-led process of creating a [2020-2025 strategic plan](#) for the college during academic year 2019-20, we agreed that one of our four priorities would be to "Embody and promote our values of equity, diversity and inclusion." As one of the objectives to achieving that goal, we committed to, "Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design." This project took on new urgency with the events of summer 2020.

In June 2020 faculty from Africana Studies and Latin American and Latinx Studies issued a joint statement to the John Jay community in response to the killings of George Floyd and others, the COVID pandemic, and in support of the Movement for Black Lives; and in part concluded:

Our college and our university should remain cognizant that, with every economic downturn and every health crisis, communities of color endure disproportionate burdens and setbacks to whatever gains have made over time. John Jay College and CUNY must resolve and take action to maintain diversity among students, advance diversity among the ranks of faculty and administrators, and support a diverse curricula and educational equity on our campus and campuses across the university.

Shortly thereafter, the [Black Student Union wrote](#) to President Mason and to all academic department chairs and demanded a "curriculum that reflects an equal and fair justice system" and asked each academic department adopt racial justice learning goals in their curriculum with measurable outcomes." Further the statement made the case that John Jay is "the leading institution of police education,....[and]

as a result, we have a responsibility to lead by making an impact. Which includes dismantling white supremacy, institutional racism and a curriculum that is anti-Black here at John Jay.” The BSU pointed out that with an education in racial injustice and institutional racism, John Jay students “would be able to analyze, understand, and intervene in systems of oppression in order to advance equity for all people.”

Individual departments and programs responded to the Black Student Union letter in solidarity or with promises to change curriculum. At the same time, Associate Provosts Dara Byrne and Allison Pease invited the entire faculty to a conversation called “The Curriculum IS the Institution: An Open Conversation with Faculty about What a John Jay Education Is and Might Be.” We framed the discussion around the email exchanges between the BSU, individual departments or programs, and Chairs, calling for greater racial accountability in our curriculum. With 83 faculty attending, we agreed that understanding a critical history of policing in the United States, especially as it relates to Black, indigenous, and people of color (BIPOC), is crucial to our mission and the way we educate the primarily Black and Latinx students who attend John Jay. Many faculty offered that all courses should incorporate a critical lens on their discipline’s history with racist ideas, incorporate more authors/thinkers of color (but not simply in a representative way), and that the college should consider incorporating college-wide learning objectives to this effect. Faculty from the Africana Studies Department, in particular, emphasized that narratives about race and racism should stress resistance and agency over victimization.

Additionally, Provost Yi Li spoke with each department chair in summer 2020 about the need to change. Each chair was given an evaluation letter that reiterated Provost Li’s commitment to faculty diversity, revising the curriculum to address systemic racism in all disciplines, including non-traditional viewpoints, and disrupting racism in the criminal justice system.

DEFINING TERMS:

Curriculum and Pedagogy:

The term curriculum refers to institutionally approved educational goals, strategies and resources/content presented to inspire and support student learning experiences in any given course. Pedagogy is the principles and methods instructors use to foster student learning of the curriculum. While these two concepts are frequently treated as separate – content vs delivery – our framework blurs the boundaries between these two ideas, and for good reason. An excellent curriculum without a thought toward pedagogy is as ineffective as brilliant pedagogy without a quality curriculum. Curriculum is both the pathway and the frame for a variety of pedagogies. So many of us, faculty and students alike, articulate curriculum as not just content, but encompassing pedagogy, that the principles outlined below toggle between curriculum and pedagogy. While only the curriculum is formally approved, we also want to embrace and endorse the following pedagogical approaches to curriculum.

Culturally Responsive:

Foundations/Perspectives: Culturally responsive teaching uses the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively ([Gay, 2000](#)). Based on an extensive body of research by educational pioneer [Gloria Ladson-Billings](#) in the 1990s, culturally responsive teaching has shown to improve the academic achievement of ethnically and racially diverse students of all socio-economic backgrounds, particularly when they are

taught through their own cultural and experiential filters. The 2017 [LLS position paper](#) explains that as a department they implemented culturally “relevant” educational practices as a way to boost their students’ academic success (12). A culturally responsive curriculum recognizes that students arrive at college with cultural beliefs, expectations, and norms of behavior that are not identical to those of their professors or the college. Professors of a culturally diverse group of students have a responsibility to understand their own cultural beliefs and biases, to develop connections between students’ cultures and John Jay’s educational cultural norms and expectations. To succeed, professors must recognize the various tenets of their students’ cultural orientations so that they can develop bridges to learning that provide students an equal opportunity to learn.

In our [Fall 2020 podcast discussions](#) with faculty and students, this style of teaching was repeatedly referenced as the gold standard for meeting John Jay students where they are and taking them to the next level of learning. In [Episode 2 “What is a Culturally Affirming Curriculum”](#) Professor Henry Smart III noted the importance of students bringing their identities into course discussions and submitted work, without fear of repercussion, while also assigning materials that address the critical empowerment of marginalized groups who attend his courses (e.g., Black and Latinx feminists). Professor Nina Rose Fischer has students relate and map out their own lives in relation to the theories studied in a course, grounding the proliferation of ideas in plurality of experiences. Professor Lissette Delgado-Cruzata is mindful of how her STEM curriculum is frequently silent about issues of relevance to her students, so brings in culturally relevant materials that speak to the effects of biological research on Black and Latinx populations – a task she admits is difficult and requires a lot of work on her part as she is in part inventing curriculum. Professor Monika Son brings in work by authors who represent her Afro-Latina culture, and the cultures of her students; she is particularly alert to different ways that knowledge is produced outside of Western cultural and academic norms, and honors those different bodies of knowledge that students bring to their education, but may not recognize as knowledge. Allowing students to write reflective or personal pieces using their English dialect is another way that allows students’ cultural knowledge to be relevant to their learning. [Research confirms](#) that drawing on learners’ background knowledge boosts comprehension; learners process new information best when it is linked to what they already know.

These John Jay faculty agreed that culturally responsive teaching and learning in their classes is about co-creating knowledge with the students; it is a dialogic process. Several professors pointed out that creating one’s own class culture via a shared agreement on class norms of behavior, or a community agreement, that lists the rules for learning and behaving in the semester is a valuable and productive way to co-create a shared culture predisposed to learning.

As Professor Silvia Mazzula emphasized in [episode 3](#), all culturally responsive teaching starts with understanding one’s own culture and biases. For white-privileged faculty who have not been trained to see themselves as having a specific culture, this may require understanding the white privilege embedded in geographic, educational, historical and white cultural influences as leading to one’s assumptions and biases about the educational experience one delivers; these expectations may differ from the many and diversely experienced students in one’s courses. Further, as students pointed out in our discussions with them, if one is teaching something about a specific culture, one should not focus solely on negative examples and events (e.g., teaching the Holocaust as representative of Jewish experience, or slavery as representative of African American experience). Seeing one’s culture reflected in a balanced way that emphasizes achievements and contributions instead of stereotypes and negative examples is important to having one’s full humanity recognized.

Being seen and understood as fully human is critical to student success.

Central Elements of Culturally Responsive Curriculum:

- We understand ourselves as **culturally shaped humans** whose expectations may be grounded in cultural mores, and as such are **not inherently right or good**
 - We **develop a knowledge base** about the cultural tenets of our **students' national and ethnic groups** in our courses but do not presume to know more than students, and **ask appropriate open-ended** rather than leading questions when necessary
 - We see our students' backgrounds as **assets and opportunities** rather than deficits and barriers to their learning
 - Course materials include content by authors/creators of **multiple racial, ethnic, and religious backgrounds** as well as sexual orientations and genders.
-

Inclusive:

Foundations/Perspectives:

The idea of inclusive education comes out of the 1948 [Universal Declaration of Human Rights, Article 26](#), which proclaims the right of everyone to an education. This concept was broadened in the 1990 World Declaration on Education for All, which recognized that particular groups were excluded and that “an active commitment must be made to removing educational disparities...groups should not suffer any discrimination in access to learning opportunities” (19). Much of the literature on inclusive education addresses the needs of [learners with disabilities](#) as those frequently excluded from educational opportunities. Within the United States, research on inclusive education centers around K-12 schools. We believe, however, that enacting the principles of inclusive education is of primary relevance to John Jay. As a Minority-Serving and Hispanic-Serving college with students from economically and racially marginalized populations and a majority white faculty, fostering an inclusive environment is central to our success. This means recognizing that Western and white concepts of cultural superiority and a Western-oriented focus on individualism may be harmful to the students we serve. At John Jay, many students find that their experiences and the histories of people like them – such as transgender, international, Asian, Black, Jewish, Latinx, Muslim or disabled, and often intersectional – are not routinely found in their courses; students tell us that some professors demonstrate ignorance or blatant hostility towards their large group identities. This cannot be who we are: educating for justice means breaking barriers to equity that stand between our students and their success, and this may mean breaking down our own biases, white privilege, and assumptions in order to include experiences and ways of knowing that do not accord with how we have been taught.

In a group setting, there is a difference between being tolerated, passively left alone to make our way, and being included, actively sought out and celebrated because of who we are. The ideal is to make every John Jay student feel included in each of their courses. To do this, we need to be aware of differences that commonly trigger experiences of exclusion, such as learning or physical disabilities or assumptions about gender/sexual/racial/cultural identity that alienate rather than include people. Equally, however, we should be aware that learning is an inherently social activity that itself *constructs* identities ([Wenger 2010](#)). What kinds of identities can our classes construct? The process of creating

these positive learning identities depends on students' sense of belonging and inclusion. A sense of belonging and the experience of inclusion directly effects the very qualities we educators value in students: motivation, valuation of school work, effort, and academic achievement.

Inclusive courses involve students in meaning-making. As Professor Alexandra Moffet-Bateau expressed in [Episode 3](#) "What Is An Inclusive Curriculum?" an inclusive curriculum understands the complexity of the adult lives of her students and so designs an accessible curriculum that can support their growth. She spends the first two weeks making sure students understand their role as active participants in their learning and that what she teaches can and should be challenged. By doing so she shares in the meaning-making process with her students. By opening up the discipline and ideas for criticism, Professor Moffet-Bateau understands the goal to be that everyone feels seen and everyone has the capacity to break the ideas apart. Professor Silvia Mazzula (Episode 3) explains an inclusive curriculum as starting first from self-awareness, knowing where one is coming from, and understanding of the cultural context of one's educational expectations and then second, addressing the curriculum itself to be inclusive of students' identities. She distinguishes inclusion from "diversity work" which often sprinkles a curriculum with representative types from various group. Inclusion is broader and deeper and all professors we interviewed described this work as new and challenging, and that few have mastered it.

Central Elements of Inclusive Curriculum:

- We are **self-aware and engage** in critical self-reflection of ourselves as **raced and cultured beings**, understanding **pedagogy and education are grounded** in a culturally exclusive context, one that is predominantly Western, patriarchal, individualized and **based implicitly in white supremacy**.
 - We explicitly **share and explicate our identities** with our students. By doing so, we make room for other identities and **model difference and inclusion** as a norm.
 - We reframe how we understand and **include students as people** and how we reward their success; we are alert to, and **challenge, tendencies to reward** those who look like ourselves or replicate our behaviors.
 - We make clear **who is and who is not advantaged** and included by the systems at work in our world, including white supremacy. We **help students develop tools** to succeed in those systems while understanding those systems as constructs and not an essential reality or **reflection of their worth**.
-

Anti-Racist:

Foundations/Perspectives:

The first step to eradicating racism is acknowledging that it lives in all of us. Anti-racist education is explicit about the fact that the presumed supremacy of those believed to be white has shaped at least the past four-hundred years of history, including educational institutions, of which John Jay is one. Some of the strongest early voices for anti-racist education, [James Baldwin](#) and [bell hooks](#), acknowledge that the challenge of anti-racist teaching is how profoundly steeped in white supremacy we all are, such that education itself perpetuates untruths about Black history and Black genius. Anti-racist curriculum is not simply "not racist," but actively challenges the theories, histories, and practices that have

perpetuated these injustices. As with all forms of social justice education, a critical step for instructors and students alike is [reflexivity](#) – considering one’s own social location and racial socialization to become aware of biases. From there, we should acknowledge the ways that we have benefitted from, or been deprived by, the power and privileges of white supremacy.

As a Hispanic-Serving Institution, it is important that we focus on anti-Black racism. After all, anti-Black racism is both significant and critical to Latinx identity, and is of deep concern to Latinx communities both at the College and more generally in our society. Thus, it is specifically as a Hispanic Serving Institution that we seek to address anti-Black racism, because these are overlapping concerns. Further, white supremacy creates a hierarchy of oppression at the bottom of which is Blackness. As a liberal arts college centered on criminal justice, we should have a shared understanding of the overwhelming evidence that the U.S. criminal justice system is unjust with regard to its treatment of Black and Latinx people. These problems are historically rooted, pervasive, and ongoing and will continue to be until we disrupt our own institutionalized ways of knowing and teaching, look for and interrogate racism in its many forms, and work to confront it.

In [episode 4 of the podcast series](#), Professor Demis Glasford explains that racism is dynamic across time and place; it will be contextual and happen between people and groups in different ways. One way to approach our teaching and racism, he suggests, is to question what is considered normal. We should try to bring a variety of perspectives, not just one’s own, to the topic at hand. Equally, we should introduce content that acknowledges why people in one’s courses might bring a different perspective to a topic. Professor Shreya Subramani sees anti-racist work as practices, a way of making relations, rather than a static thing or form. If white supremacy is based on hierarchical oppression, what might a course and professor-student relationship not based similarly look like? Professor Virginia Diaz approaches anti-racist curriculum as what students identify as racist in current teaching practices: that students are missing from the curriculum. Thus she includes content that reflects the students she teaches. Professor Ray Patton emphasizes understanding the historical aspects of racism, how it changes over time, the ways it shapes and reforms societies. He says it is also important to tell the stories of those who struggled against oppression, triumphed, created alternatives and different ways of being. Critical histories are important to teach, but equally important are the intellectual traditions and histories of liberation struggles. The more specific and diverse histories we teach the better.

One of the challenges, Professor Ray Patton acknowledges, are the emotions that arise in discussions about racism, from all sides. Professor Alexandra Moffet-Bateau understands this as an attempt to push back against the ways that white supremacy has shaped both how we know and what we know. Here it may be helpful to normalize difficulty. It is hard to challenge previously held beliefs, and all parties, instructor included, may experience discomfort when addressing issues of race. Instructors may feel vulnerable and it can be useful to examine what fears of exposure one may have. For students, allowing time for self-reflective writing and peer-to-peer learning can be essential before opening up to class-wide discussion. Additionally, allowing for non-cognitive, non-text based forms of learning that are embodied and affective can be helpful. Finally, pre-established norms or course contracts can help support a positive classroom environment and reduce inappropriate behaviors.

Central Elements of Anti-Racist Curriculum:

- We **name race and racism**, and acknowledge that we are all raced subjects with specific histories and experiences, and that Western history, and the history of the United States is one

in which the **ideology of white supremacy**, a belief that non-whites are inferior to whites, has enabled a **multitude of injustices** that continue to be perpetuated.

- We allow **experiential knowledge** to destabilize established scholarship; our students know things that may **counter what we teach**, which can be productive, especially as a way to decolonize knowledge and to recognize multiple ways of knowing.
 - We provide a **multiplicity of perspectives** for any given topic and allow students to challenge them.
 - We teach **diverse histories and histories** of those who have been excluded from power and privilege **without demeaning them**.
 - We **accept our vulnerability and discomfort** in discussions about race, institutional racism and white supremacy.
 - We **hold up examples of resistance and agency** by those who are oppressed and their allies, and acknowledge their achievements despite oppression, the alternative systems, structures, and communities the oppressed build.
 - We respectfully acknowledge the **many emotions learning about race**, racism, and white supremacy can raise. We ask **non-judgmental questions** that can help students identify those emotions.
 - We share with students the understanding that **not one of us created or is responsible for the systems in which we exist**, but that we cannot change them without identifying and understanding them.
-

FIRST STEPS, SELF-REFLECTION: A NOTE ABOUT OUR NAMESAKE, JOHN JAY

The foundational step to each of the curricular and pedagogical approaches outlined above is self-reflection. As an institution, we must grapple with the complicated legacy of our namesake, John Jay.

John Jay (1745-1829) was a slaveholder; he [owned at least 17 slaves](#). He also founded the New York State Society for Promoting the Manumission of Slaves, which entered lawsuits on behalf of slaves and organized boycotts. He was a fervent believer in the power of education to equalize and helped to found and support New York's African Free School in 1787. In a [letter written in 1785](#) he asserted, "I wish to see all unjust and unnecessary discriminations everywhere abolished, and that that time may soon come when all our inhabitants of every colour and denomination shall be free and equal partakers of our political liberty." Through the 1799 Gradual Abolition of Slavery Act, then Governor of New York John Jay ended slavery in New York State. John Jay was thus a privileged white man of his time who both benefitted from and awakened to the conditions in which he was living and fiercely advocated for more justice.

Revision of the Undergraduate Pass/Fail Policy

Pass/Fail Option (from the Undergraduate Bulletin, 2020-2021)

Upon completion of 60 credits, students with a grade point average of 2.0 and higher may take one course a semester under a Pass/Fail Option, for a total of four such courses. The Pass/Fail Option may be applied to all courses except courses satisfying the College's general education requirements and courses in the student's major. Students can take one third of courses for a minor using the pass/fail option as per the Requirements for Minors in this undergraduate bulletin. Application for the Pass/Fail Option must be made at the Jay Express Services Center before the conclusion of the second week of classes during the fall and spring semester, at the end of the first week of classes for summer session, and by the third class for winter session. Once granted, this option is irrevocable.

The grades of P received for courses taken under the Pass/Fail option are not computed in the grade point average. Grades of F are computed as a zero in student grade point averages.

<http://jjay.smartcatalogiq.com/2020-2021/Undergraduate-Bulletin/Academic-Standards-and-Policies/Grades/Pass-Fail-Option>

Proposed Revision

Substitute the current policy with the following.

Upon completion of 18 credits, students with a grade point average of 2.0 and higher may elect to take courses with a Pass/No Credit (P/NC) option. The grades of Pass "P" and No Credit "NC" received for courses taken under the P/NC option are not computed in the grade point average. In courses where students earn a P grade, credits will be awarded. In courses where students receive an NC grade, no credits will be awarded. All students, but especially those with veteran, international or other student statuses with specialized enrollment regulations, or those receiving financial aid, are strongly advised to consult with an academic advisor and financial aid specialist before selecting the P/NC option for a course.

The Pass/No Credit (P/NC) option may be applied to at most one course per semester, and at most four throughout a student's matriculation. The P/NC option may be applied to any course except courses satisfying the College's general education requirements and courses in the student's major. Students may take up to one third of courses for a minor using the P/NC option as per the Requirements for Minors in this undergraduate bulletin. Application for the P/NC option must be made through the Jay Express Services Center before the end of the second week of classes during the fall and spring semester, before the end of the first week of classes for summer session, and before the end of the third class for winter session. Once granted, this option is irrevocable.

During periods in which external conditions require emergency measures to be enacted at the college, such as in the event of a natural disaster, public health crisis, or other emergency, the College Council, after consultation with the Undergraduate Committee on Curriculum and Standards, and if permitted by CUNY under the circumstances, may enact temporary policies such as a revised Pass/No Credit (P/NC) grading option. Whenever implemented, such a temporary policy serves as the college's only policy with respect to the topic, because only one such policy can be in place at a time. When a temporary policy is enacted, the College Council Executive Committee is authorized to approve deadlines and processes for implementation of the policy, designed in consideration of the circumstances. The Provost shall coordinate the development and implementation of a communication and advising plan for the temporary policy to ensure informed decision making and implementation by students, faculty and staff.

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

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies.

Date submitted to the Office of Graduate Studies:

Date of Program Approval: [February 16, 2021](#)

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Yuliya Zabyelina	yzabyelina@jjay.cuny.edu	n/a

2. Course details:

Program Name	International Crime & Justice MA
Course Prefix & Number	ICJXXX
Course Title	Organized Crime: An International Perspective
Catalog Description	The course provides a comprehensive overview of organized crime taken from an international perspective. It presents students with the historical background of organized crime and its contemporary forms. The course covers various criminal organizations worldwide with the focus on highly organized and immensely violent mafia-type groups. Students will discuss issues of race and ethnicity as an organizing principle of criminal organizations, the social embeddedness of organized crime groups, and their ability to control societies and entrepreneurship. Additionally, there will be a review of control measures and policies for mitigating the threats posed by organized crime in the United States and globally.
Pre- and/or Co-requisites (specify which are pre, co, or both)	n/a
Credits	3
Contact Hours (per week)	2
Lab Hours	n/a

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

The ICJ MA program is expanding its elective course offerings to give the students enrolled in the program a broad range of ICJ-prefixed courses to select from. Almost all ICJ-prefixed elective courses are also listed as approved electives for the Advanced Certificate in Transnational Organized Crime Studies. This course will also be listed as such.

4. Degree requirements satisfied by the course:

This course will be offered as an ICJ MA elective course on a regular basis, both on-campus and online.

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

Yes _____ No _____

If yes, please provide the following:

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

6. Learning Outcomes:

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

By the end of the course students will be able to accomplish the following learning outcomes:

- develop an advanced understanding of organized crime, its origins, growth and persistence;
- gain knowledge about the causes and consequences of organized crime;
- become familiar various measurements of organized crime;
- learn about the impact of organized crime on public and private institutions; and
- conduct comparative research on criminal organizations across countries.

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

The students will improve critical thinking and expand their substantive knowledge of the international criminal justice literature. They will practice theory-informed and evidence-based comparative research and will advance their academic writing skills.

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

The students will:

- upload weekly discussion board posts;
- submit four short essay assignments; and
- complete midterm and final exams.

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

Von Lampe, K. (2016). *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage. <https://us.sagepub.com/en-us/nam/organized-crime/book237245>

This textbook is supplemented with an array of scholarly articles and policy reports available through the JJ library.

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

8. Identify and assess the adequacy of available library resources

a. Databases

The library is in possession of all databases used in this course.

b. Books, Journals and eJournals

The library is in possession of all books, journals and ejournals used in this course.

9. Identify recommended additional library resources

n/a

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

n/a

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

n/a

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

Yes _____ X _____ No _____

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

13. Proposed instructors:

Yuliya Zabyelina
Jana Arsovska
Gohar Petrossian
Mangai Natarajan

14. Other resources needed to offer this course:

n/a

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

This course may have some overlap with the CRJ-prefixed organized crime course, however a significant proportion of the course focuses on international organized criminal organizations, which is less of a focus of the CRJ-prefixed class. This course is unique in the topics it covers and its overall focus.

16. Syllabus

(SEE BELOW)



**Master of Arts Degree Program in International Crime and Justice
& Advanced Certificate in Transnational Organized Crime Studies**

ICJ XXX Organized Crime: An International Perspective

Professor: Yuliya Zabyelina, Ph.D.

E-mail: yzabyelina@jjay.cuny.edu

Phone: (212) 393-6829

Office: New Building, 524 W 59th St, NY 10019, Room # 9.65.36

COURSE DESCRIPTION

The course provides a comprehensive overview of organized crime taken from an international perspective. It presents students with the historical background of organized crime and its contemporary forms. The course covers various criminal organizations worldwide with the focus on highly organized and immensely violent mafia-type groups. Students will discuss issues of race and ethnicity as an organizing principle of criminal organizations, the social embeddedness of organized crime groups, and their ability to control societies and entrepreneurship. Additionally, there will be a review of control measures and policies for mitigating the threats posed by organized crime in the United States and globally.

LEARNING OUTCOMES

The objectives of the course are as follows:

- master an advanced understanding of organized crime, its origins, growth and persistence;
- study the causes and consequences of organized crime;
- understand various measurements of organized crime;
- explore the impact of organized crime on public and private institutions;
- compare criminal organizations across countries; and

- gain knowledge about existing legal frameworks designed to prevent and control organized crime.

COURSE FORMAT & ORGANIZATION

This is a 100% asynchronous online course that consists of eight modules:

Module 1: History and Definitions of Organized Crime

Module 2: Organized Criminal Groups, Activities, and Structures

Module 3: Race, Ethnicity and Organized Crime Groups as Associational Structures

Module 4: The Social Embeddedness of Organized Crime and its Quasi-Governmental Structures

Module 5: Organized Crime and Legitimate Business

Module 6: Organized Crime and Government

Module 7: Countermeasures (Part I)

Module 8: Countermeasures (Part II)

BLACKBOARD (BB) (<https://bbhosted.cuny.edu/>), a Web-based and password-protect learning management system, is used to distribute course materials, communicate, and collaborate online, disseminate assignment instructions, and post grades, among other course-related activities. The instructor will post announcements, reminders, and other relevant information on BB. The instructor will also participate in online discussions and provide feedback on submitted assignments. It is imperative that you check BB regularly. You will be responsible for checking BB regularly for coursework and announcements.

Please note that the course is organized by weeks. The course calendar provides a brief overview of the learning goals and deliverables in each week. The weekly folders contain all assignment details, including deadlines and additional resources (if applicable). It is your responsibility to keep up with all deliverables and due dates.

All deadlines announced in this course are **Eastern Standard Time (EST)**. Should you happen to travel in a different time zone you are still required to meet the deadline in EST. You will not be granted additional time due to a difference in a time zone. Details on each assignment will be provided on BB at least seven days in advance of the due date. Make sure to plan ahead.

ATTENDANCE & WORKLOAD

The attendance will not be graded in this course. Yet, just as in a face-to-face class, schedule a time for yourself when you will “attend” the online course. You are more likely to be successful and not have an overload towards the end if you follow a routine. Over the course of the semester, each session/topic will run 1 week, from Monday, 12:00am of the week through to Sunday 11.59pm.

Were this course meeting on campus, it would meet for 150 minutes per week over 14 weeks. We are using only half (8 weeks) that number of weeks, so you are expected to be spending about 300-400 minutes (6-7 hours) on the course each week. Also, since you would be expected

to spend hours outside the classroom reading, studying, and writing, the actual attention each week for this course is probably closer to 10 hours per week.

REQUIRED TEXTS

We are going to use the following textbook:

Von Lampe, K. (2016). *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage. <https://us.sagepub.com/en-us/nam/organized-crime/book237245>



Please purchase the course textbook before the start of the course.

TECHNOLOGY REQUIREMENTS

It is essential that you have a reliable computer/laptop and reliable Internet service to complete this online course successfully. In the event that you have a computer malfunction you are expected to make alternate arrangements (for example, use a public computer at your local library). If you experience Internet service interruptions you are expected to find a place that has Internet access (e.g., a café or coffee shop).

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in a PDF format. If you do not have Adobe Acrobat Reader software on your computer, you can download it from <http://get.adobe.com/reader/>.

Please note that as with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Blackboard scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

COMMUNICATION PROTOCOL

I. Announcements

Announcements will be posted on BB on a regular basis. They will appear on your BB dashboard when you log in and/or will be sent to you directly through your preferred method of notification from BB. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

II. Questions

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post your questions in the **QUESTION FORUM (QF)** which you can access by clicking the **DISCUSSIONS** button

in the course navigation links. This is an open forum and you are encouraged to give answers and help each other. For each clear and comprehensive answer you give you can receive 1 extra credit point for the course (up to 3 points maximum).

III. Virtual office hours

In addition to regular presence on BB, the instructor will be available in Zoom for virtual office hours in real-time once per week.

IV. General guidelines for online communication

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication;
- Always use your professors' proper title: Dr. or Prof. Do not start your message with "Hey!";
- Always indicate your name in the email;
- Use clear and concise language;
- Remember that all college level communication should have correct spelling and grammar;
- Use formal writing style and avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you". If professional jargon is used, please take a moment to explain its meaning;
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font;
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING;
- Limit and possibly avoid the use of emoticons like :);
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive;
- Be careful with personal information (both yours and other's);

COURSE REQUIREMENTS

I. Reading assignments

It is your responsibility to complete the required reading assignments in a timely manner. In an online course you are expected to be self-motivated and self-driven. It is suggested that you set aside a specific day each week to read the required literature (for example, make Sunday or Monday your reading day).

II. Discussion Board (DB)

Discussion Board (DB) is the main "virtual" classroom. Each week you are expected to participate in online discussions. These are the tasks that you will be asked to complete:

- Compose at least one original and substantive response (min. 250 words) to one of the Discussion Questions (DQs) offered each week. The response must be posted by each Wednesday @ 11:59 pm at the latest. Earlier posts are welcome.
- Read your classmates' posts and compose two responses (min. 150 words each) to your classmates' original post. The responses must be posted by Sunday at 11:59 pm (except for the last module which ends on a Friday at 11:59pm).

- Continue reading original posts and comments. Any additional posts are encouraged. When posting on DB, you should:
 - Make posts that are on topic and within the scope of the course material;
 - Take your posts seriously and review and edit your posts before sending;
 - Be as brief as possible while still making a thorough comment;
 - Always give proper credit when referencing or quoting another source;
 - Be sure to read all messages in a thread before replying. Do not repeat someone else’s post without adding something of your own to it;
 - Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point;
 - Always be respectful of others’ opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-insulting way.

III. Special assignments

There will be 4 special assignments in this course. These assignments are commonly essays of approx. 1000 words each. All assignments must be submitted as a MS Word (.doc or .docx) file (Times New Roman 12, single or double-spaced, 1-inch margins) unless instructed otherwise.

Once you submit the assignment, it will be automatically checked for plagiarism by *SafeAssign*—an anti-plagiarism tool within BB. It then reports a percentage of similarity and provides links to those specific sources if identified. Do not send assignments as email attachments unless there is a technical problem that can be confirmed with the college’s IT department and the assignment deadline has not yet passed. You will ultimately be responsible for making sure that the correct assignment is submitted in a timely manner. Please note that I will also not be able to grade assignments if I cannot locate them or cannot open the file.

Assignment 1 [to be submitted by XXX]:

Choose one of the questions provided below and write an analytical essay on the topic in the range of 700-1000 words. In your essay make sure to use at least three academic sources.

- What is the oldest known organized crime group? How different (or similar) is it to contemporary criminal organizations?
- Compare sociological and legal definitions of organized crime. How are they different and similar? What is the utility of each of them?
- Review the formation of the definition of organized crime in the US? What milestones contributed to the criminalization of organized crime in the US?

Assignment 2 [to be submitted by XXX]:

Choose one of the questions provided below and write an analytical essay on the topic in the range of 700-1000 words. In your essay make sure to use at least three academic sources.

- What type of crime (market based, predatory, illegal governance) is the most desirable for organized crime groups to be engaged in?
- Is it possible for criminals to collaborate over an extended period of time without a common basis of trust? How is trust established in organized crime groups?
- Analyze an organized crime group with a view to the importance of the threat and use of force of this organization in the perpetration of its activities.
- Collect information on a street gang and determine to what extent it is an associational structure.
- Does it make a difference if a criminal association is organized as a secret society, such as a Chinese triad, or as a legally registered organization, where members are publicly recognizable as such through openly worn symbols such as in the case of an outlaw motorcycle club?
- Does it make a difference for the success and continuity of a criminal organization whether or not a criminal association uses elaborate initiation ceremonies?

Assignment 3 [to be submitted by XXX]:

Choose one of the questions provided below and write an analytical essay on the topic in the range of 700-1000 words. In your essay make sure to use at least three academic sources.

- Discuss the risks posed by organized crime to a particular industry of the private sector (e.g., tobacco industry; pharmaceutical industry; manufacturing industry; tourism; etc.). What responses has the industry of your choice developed to respond to such risks?
- Analyze the autobiography of an organized crime figure with a view to criminal influence on government.
- Find cases when senior public officials protected with legal immunity (e.g., as members of parliament, judges, diplomats, etc.) committed or facilitated organized crime activities. What could be done to prevent such conduct?
- Under what conditions do organized crime groups choose to openly and violently confront the government instead of bribing it?

Assignment 4 [to be submitted by XXX]:

Choose one of the questions provided below and write an analytical essay on the topic in the range of 700-1000 words. In your essay make sure to use at least three academic sources.

- What type of countermeasure is most effective against organized crime?
- Should informants and undercover agents be allowed to commit crime?
- Can investigative tools such as electronic surveillance and undercover agents be used as effectively against organized corporate criminals as against drug trafficking or the Mafia?
- Explore the existence of special units against organized crime in a particular policy agency.
- Select a local organized crime-related problem and devise a comprehensive prevention strategy.
- How can other stakeholders (e.g., civil society, private sector, mass media, etc.) contribute to an effective response to organized crime?

IV. Midterm exam

A midterm exam will be administered in the end of Module 4. The exam will cover the chapters assigned from the course textbook (see textbook information above) in Modules 1-4 (inclusive) and will consist of true or false, multiple choice, and short essay questions. Altogether, there will be 25 questions and students will have 90 minutes of allocated time.

V. Final exam

There will be a final exam administered at the end of the course. The format of the final exam will be similar to that of the midterm exam. The final exam will be noncumulative and will cover the chapters assigned from the course textbook (see textbook information above) in Modules 5-8 (inclusive).

LATE SUBMISSIONS & MAKE-UP WORK

All assignments must be turned in on time. Late assignments will be accepted with a penalty of 5% per each day submitted after the deadline.

CITATION STYLE

The American Psychological Association (APA) citation style must be used for all written assignments. Further details about this citation style can be found in the APA Style Manual available here: <http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429>

THE WRITING CENTER

The Writing Center (<http://jjweb.jjay.cuny.edu/writing/homepage.htm>) is a service that provides free tutoring to students of John Jay College both face-to-face and remotely. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and students are encouraged you to use it.

GRADING CRITERIA

Final grades will be determined as follows:

Item	Due Date	Weight	Description
Discussion Board	Each Wednesday @ 11:59pm for at least one substantive post Each Sunday @ 11:59pm for at least two follow-up posts	24%	3% per each Module
Personal Introduction	XXX @ 11:59pm	1%	Upload your resume and record a brief video (max. 3 minutes).
Assignment 1	XXX @ 11:59pm	10%	Details in the respective Module; See Blackboard
Assignment 2	XXX @ 11:59pm	10%	Details in the respective Module; See Blackboard
Assignment 3	XXX @ 11:59pm	10%	Details in the respective Module; See Blackboard
Assignment 4	XXX @ 11:59pm	10%	Details in the respective Module; See Blackboard
Midterm	XXX @ 11:59pm	15%	True/false, multiple choice, and short essay questions
Final Exam	XXX @ 11:59pm	20%	True/false, multiple choice, and short essay questions
TOTAL		100%	

Grading will follow the standards of the College. The table below indicates the index values and the suggested numerical values as a guide for students to understand their grades:

Grade points:

93.0-100.0 =	A
90.0-92.9 =	A-
87.1-89.9 =	B+
83.0-87.0 =	B
80.0-82.9 =	B-
77.1-79.9 =	C+
73.0-77.0 =	C
70.0-72.9 =	C-
67.1-69.9 =	D+
63.0-67.0 =	D
60.0-62.9 =	D-
below 60.0 =	F

THE CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited at The City University of New York and is punishable by penalties, which may include failing grades, suspension, and expulsion.

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is the list exhaustive:

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

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

The following are some examples of plagiarism, but by no means is the list exhaustive:

- Copying another person's actual words without the use of quotation marks and without attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Be aware of self-plagiarism. Students are not allowed to submit assignments or parts of assignments for this course if they have been or are being used in other courses.

PLAGIARISM SANCTION

The detection of intentional or unintentional plagiarism (15% or more) will cause the student to get: (a) first instance of plagiarism, an F first in the assignment; (b) second instance of plagiarism, an F in the course. In the event of each plagiarism case, the professor is required to submit an Academic Integrity Violation Form to the Office of the Provost.

LATE SUBMISSIONS & MAKE-UP WORK

All assignments must be turned in on time. Late assignments will be penalized by 3% of a grade for every day they are turned in late. Should you need an extension, talk to the instructor in advance. No extensions will be given after the due date.

COURSE SCHEDULE

MODULE 1

History and Definitions of Organized Crime

Assigned readings:

Von Lampe, K. (2016). Chapter 1: Organized Crime as a Construct and an Object of Study. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Von Lampe, K. (2016). Chapter 2: The Concept of Organized Crime. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Fijnaut, C. (2014). Chapter 3: Searching for Organized Crime in History. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 53-95). Oxford: OUP.

Additional readings:

Critchley, D. (2008). *The Origin of Organized Crime in America: The New York City Mafia, 1891-1931*. London and New York: Routledge.

Finckenauer, J. (2005). Problems of Definition: What Is Organized crime? *Trends in Organized Crime*, 8(3), 63-83.

Varese, F. (2010). General Introduction. What is Organized Crime? In: F. Varese (ed.), *Organized Crime*, vol. 1. London and New York: Routledge.

Hagan, F. (2006). “Organized Crime” and “Organized Crime”: Indeterminate Problems of Definition. *Trends in Organized Crime*, 9, 127–137.

Von Lampe, K. (2001). Not a Process of Enlightenment: The Conceptual History of Organized Crime in Germany and the United States of America. *Forum on Crime and Society*, United Nations. <https://www.unodc.org/documents/treaties/publications/forum1vol2.pdf#page=106>

Albini, J. et al. (2012). *Deconstructing Organized Crime: A Historical and Theoretical Study*. McFarland & Company Inc.

Paoli, L., and Vander Beken, T. (2014). Chapter 1: Organized Crime: A Contested Concept. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 13-31). Oxford: OUP.

Websites:

FBI. History of Cosa Nostra. <https://www.fbi.gov/investigate/organized-crime/history-of-la-cosa-nostra>

Lucky Luciano. <https://www.britannica.com/biography/Lucky-Luciano>

Definitions of Organized Crime: <http://www.organized-crime.de/organizedcrimedefinitions.htm>

MODULE 2

Organized Criminal Groups, Activities, and Structures

Assigned readings:

Von Lampe, K. (2016). Chapter 4: Organized Criminal Activities. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Von Lampe, K. (2016). Chapter 5: Criminal Structures – An Overview. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Von Lampe, K. (2016). Chapter 6: Illegal Entrepreneurial Structures. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Morselli, C., Giguere, C. (2006). Legitimate Strengths in Criminal Networks. *Crime, Law and Social Change*, 45, 185–200. <https://doi.org/10.1007/s10611-006-9034-4>

Additional readings:

Kenney, M. (2007). The Architecture of Drug Trafficking: Network Forms of Organisation in the Colombian Cocaine Trade. *Global Crime*, 8(3), 233-259.

Bright, D. et al. (2012). Illuminating Dark Networks: A Social Network Analysis of an Australian Drug Trafficking Syndicate. *Crime, Law and Social Change*, 57, 151–176.

Bright, D.A., and Delaney, J.J. (2013). Evolution of a Drug Trafficking Network: Mapping Changes in Network Structure and Function across Time. *Global Crime*, 14(2-3), 238-260.

Morselli, C., and Petit, K. (2007). Law-Enforcement Disruption of a Drug Importation Network. *Global Crime*, 8(2), 109-130.

Morselli, C. (2009). *Inside Criminal Networks*. New York, NY: Springer.

MODULE 3

Race, Ethnicity and Organized Crime Groups as Associational Structures

Assigned readings:

Von Lampe, K. (2016). Chapter 7: Associational Structures. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Von Lampe, K. (2016). Chapter 8: Illegal Market Monopolies and Quasi-Governmental Structures. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Arsovska, J., and Craig, M. (2006). “Honourable” Behaviour and the Conceptualisation of Violence in Ethnic-Based Organised Crime Groups: An Examination of the Albanian Kanun and the Code of the Chinese Triads. *Global Crime*, 7(2), 214-246.

Decker, S.H., and Pyrooz, D.C. (2014). Chapter 13: Gangs: Another Form of Organized Crime? In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 270-287). Oxford: OUP.

Bovenkerk, F., Siegel, D., and Zaitch, D. (2003). Organized Crime and Ethnic Reputation Manipulation. *Crime, Law and Social Change*, 39, 23–38.

Taylor Greene, H., and Gabbidon, S. (2011). Chapter I: Overview of Race, Ethnicity and Crime. https://www.sagepub.com/sites/default/files/upm-binaries/40396_1.pdf. In *Race and Crime*, Sage.

Additional readings:

Arsovska, J. (2016). Culture, Migration and Transnational Crime: Ethnic Albanian Organized Crime in New York City. NIJ report. <https://www.ojp.gov/pdffiles1/nij/grants/249671.pdf>

Calderoni, F., and Superchi, E. (2019). The Nature of Organized Crime Leadership: Criminal Leaders in Meeting and Wiretap Networks. *Crime, Law and Social Change*, 72, 419–444.

Sergi, A. (2018). Widening the Antimafia Net: Child Protection and the Socio-Cultural Transmission of Mafia Behaviours in Calabria. *Youth Justice*, 18(2), 149–168.

Paoli, L. (2003). *Mafia Brotherhoods: Organized Crime, Italian Style*. Oxford: Oxford University Press.

von Lampe, K., and Ole Johansen, P. (2004). Organized Crime and Trust: On the Conceptualization and Empirical Relevance of Trust in the Context of Criminal Networks. *Global Crime*, 6(2), 159-184.

Varese, F. (2018). *Mafia Life: Love, Death, and Money at the Heart of Organized Crime*. Oxford: Oxford University Press.

Zabyelina, Y., 2017. Russia’s Night Wolves MC: From 1%ers to Political Activists. *Trends in Organized Crime*, 22(1), 51-65.

Hill, P. (2014). Chapter 11: The Japanese Yakuza. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 234-253). Oxford: OUP.

Chin, K-L. (2014). Chapter 10: Chinese Organized Crime. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 219-233). Oxford: OUP.

Williams, P. (2014). Chapter 12: Nigerian Criminal Organizations. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 254-269). Oxford: OUP.

MODULE 4

The Social Embeddedness of Organized Crime and its Quasi-Governmental Structures

Assigned readings:

Von Lampe, K. (2016). Chapter 9: The Social Embeddedness of Organized Crime. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Campana, P., and Varese, F. (2018). Organized Crime in the United Kingdom: Illegal Governance of Markets and Communities. *The British Journal of Criminology*, 58 (6), 1381–1400.

Aziani, A., Favarin, S., Campedelli, G.M. (2020). A Security Paradox. The Influence of Governance-Type Organized Crime over the Surrounding Criminal Environment. *The British Journal of Criminology*, 60(4), 970–993.

Lo, T.W., Kwok, S.I. (2017). Triad Organized Crime in Macau Casinos: Extra-legal Governance and Entrepreneurship. *The British Journal of Criminology*, 57(3), 589–607.

Additional readings:

Van de Bunt, H., and Siegel, D. (2014). Chapter 16: The Social Embeddedness of Organized Crime. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 321-342). Oxford: OUP.

Van Dijk, J. (2007). Mafia Markers: Assessing Organized Crime and Its Impact upon Societies. *Trends in Organized Crime*, 10, 39–56.

Skaperdas, S. (2001). The Political Economy of Organized Crime: Providing Protection when the State Does Not. *Economic Governance*, 2, 173–202.

Sung, H.-E. (2004). State Failure, Economic Failure, and Predatory Organized Crime: A Comparative Analysis. *Journal of Research in Crime and Delinquency*, 41(2), 111–129.

Pansters, W.G. (2018). Drug Trafficking, the Informal Order, and Caciques. Reflections on the Crime-Governance Nexus in Mexico. *Global Crime*, 19(3-4), 315-338.

MODULE 5

Organized Crime and Legitimate Business

Assigned readings:

Von Lampe, K. (2016). Chapter 10: Organized Crime and Legitimate Business. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Savona, E., et al. (2016). Organized Crime Infiltration of Legitimate Businesses in Europe: A Pilot Project in Five European Countries. Milan: Transcrime.
https://www.bra.se/download/18.62c6cfa2166eca5d70e212b/1547108244645/2015_Project-ARIEL_Final-report.pdf

Kruisbergen, E.W., Kleemans, E.R. & Kouwenberg, R.F. (2015). Profitability, Power, or Proximity? Organized Crime Offenders Investing Their Money in Legal Economy. *European Journal of Criminal Policy Research*, 21, 237–256.

Additional readings:

McKeon, T. J. (1971). The Incursion by Organized Crime into Legitimate Business. *Journal of Public Law*, 20(1), 117-142.

O'Brien, T. R., & Flaherty, M. (1985). Regulation of the Atlantic City Casino Industry and Attempts to Control Its Infiltration by Organized Crime. *Rutgers Law Journal*, 16(4), 721-758.

Weinstein, L. (2008). Mumbai's Development Mafias: Globalization, Organized Crime and Land Development. *International Journal of Urban and Regional Research*, 32(1), 22-39.

MODULE 6

Organized Crime and Government

Assigned readings:

Von Lampe, K. (2016). Chapter 11: Organized Crime and Government. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Decoeur, H. (2018). Chapter 1: The Phenomenon of State Organized Crime in *Confronting the Shadow State: An International Law Perspective on State Organized Crime* (pp. 15-41). Oxford: OUP.

Karstedt, S. (2014). Chapter 15: Organizing Crime: The State as Agent. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 303-320). Oxford: OUP.

Additional readings:

Godson, R. (2003). *Menace to Society: Political-Criminal Collaboration around the World*. London: Routledge.

Kupatadze, A. (2018). *Organized Crime, Political Transitions and State Formation in Post-Soviet Eurasia*. London: Palgrave.

Gounev, P., and Ruggiero, V. (2012). *Corruption and Organized Crime in Europe: Illegal partnerships*. London: Routledge.

Pimentel, F. (2000). The Nexus of Organized Crime and Politics in Mexico. In J. Bailey and R. Godson, *Organized Crime and Democratic Governability: Mexico and the U.S. -Mexico Borderlands* (pp. 33-57). Pittsburg, PA: University of Pittsburg Press.

Bailey, J., & Taylor, M. M. (2009). Evade, Corrupt, or Confront? Organized Crime and the State in Brazil and Mexico. *Journal of Politics in Latin America*, 1(2), 3–29.

Kelman, J. (2015). States Can Play, Too: Constructing a Typology of State Participation in Illicit Flows. *Crime, Law and Social Change*, 64(1), 37-55.

MODULE 7

Countermeasures (Part 1)

Assigned readings:

Von Lampe, K. (2016). Chapter 14: Countermeasures against Organized Crime. In K. von Lampe, *Organized Crime: Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance*. Thousand Oaks, CA: Sage.

Jacobs, J.B., and Dondlinger Wyman, E. (2014). Chapter 26: Organized Crime Control in the United States of America. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 529-544). Oxford: OUP.

Beare, M., and Woodiwiss, M. (2014). Chapter 27: U.S. Organized Crime Control Policies Exported Abroad. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 545-571). Oxford: OUP.

La Spina, A. (2014). Chapter 29: The Fight against the Italian Mafia. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 593-611). Oxford: OUP.

Additional readings:

Woods, J.B. (2012). Systemic Racial Bias and RICO's Application to Criminal Street and Prison Gangs, *Michigan Journal of Race and Law*, 17, 303- 352.

Lavorgna, A. (2018). Analysis and Prevention of Organised Crime. In R. Wortley, A. Sidebottom, N. Tilley, and G. Laycock (Eds.), *Routledge Handbook of Crime Science*. London: Routledge.

Kleemans, E.R., Soudijn, M.R.J. & Weenink, A.W. (2012). Organized Crime, Situational Crime Prevention and Routine Activity Theory. *Trends in Organized Crime*, 15, 87–92.

Bullock, K., Clarke, R. V. G., & Tilley, N. (Eds.). (2010). *Situational prevention of Organised Crimes*. London and New York: Taylor & Francis.

Hancock, G., & Laycock, G. (2013). Organised Crime and Crime Scripts: Prospects for Disruption. In *Situational prevention of organised crimes* (pp. 190-210). Willan.

Fijnaut, C. (2014). Chapter 28: European Union Organized Crime Control Policies. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 572-592). Oxford: OUP.

Ayling, J., and Broadhurst, R. (2014). Chapter 30: Organized Crime Control in Australia and New Zealand. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 612-632). Oxford: OUP.

Broadhurst, R., and Farrelly, N. (2014). Organized Crime “Control” in Asia: Experiences from India, China, and the Golden Triangle. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 634-655). Oxford: OUP.

Wagley, J. (2006). Transnational Organized Crime: Principal Threats and U.S. Responses. CRS Report for Congress. Washington, DC. <https://apps.dtic.mil/sti/pdfs/ADA458271.pdf>

MODULE 8

Countermeasures (Part 2)

Assigned readings:

Kilchling, M. (2014). Chapter 32: Finance-Oriented Strategies of Organized Crime Control. In L. Paoli (ed.), *The Oxford Handbook on Organized Crime* (pp. 655-674). Oxford: OUP.

Naylor, R. (1999). Wash-out: A Critique of Follow-the-Money Methods in Crime Control Policy. *Crime, Law and Social Change* 32, 1–58.

von Lampe, K. (2011). The Application of the Framework of Situational Crime Prevention to “Organized Crime.” *Criminology & Criminal Justice*, 11(2), 145–163.

Additional readings:

Reitano, T. et al. (2018). *Militarised Responses to Transnational Organised Crime: The War on Crime*. London: Palgrave Macmillan.

Gottschalk, P. (2009). *Policing Organized Crime: Intelligence Strategy Implementation* (Advances in Police Theory and Practice). CRC Press.

Phil Williams and John T. Picarelli, 'Combating Organized Crime in Armed Conflict', in Karen Ballentine and Heiko Nitzschke (eds), *Profiting from Peace: Managing the Resource Dimensions of Civil War*, Boulder, CO: Lynne Rienner, 2005, pp.123–52.

Victoria K. Holt & Alix J. Boucher (2009) Framing the Issue: UN Responses to Corruption and Criminal Networks in Post-Conflict Settings, *International Peacekeeping*, 16(1), 20-32.

Mitchell, C., Bell, P., and Lauchs, M. (2013). Chapter 6: Communication Interception Technology. In *Policing Transnational Organized Crime and Corruption: Exploring the Role of Communication Interception Technology* (pp. 69-95). Basingstoke: Palgrave Macmillan.

Revision of the Graduate Pass/Fail Policy

Pass/Fail Option (from Graduate Bulletin, 2020-21)

Graduate students taking undergraduate courses to meet conditions of matriculation, such as [STA 250](#) or [PSY 311](#), may take them on a Pass/Fail basis. Application for the Pass/Fail Option for a class must be made at the Office of the Registrar before the conclusion of the second week of classes or before the end of the first week of classes in summer session. Once granted, this option is irrevocable. Pass/Fail option grades are not computed in the grade point average. <http://jjay.smartcatalogiq.com/2020-2021/Graduate-Bulletin/Academic-Requirements/Grades>

Proposed Revision

Substitute the current policy with the following.

Graduate students taking undergraduate courses to meet conditions of matriculation, such as [STA 250](#) or [PSY 311](#), may take them on a Pass/No Credit (P/NC) basis. Application for the P/NC option for a class must be made through the Jay Express Services Center before the end of the second week of classes during the fall and spring semester, before the end of the first week of classes for summer session, and before the end of the third class for winter session. Once granted, this option is irrevocable. P/NC option grades are not computed in the grade point average.

During periods in which external conditions require emergency measures to be enacted at the college, such as in the event of a natural disaster, public health crisis, or other emergency, the College Council, after consultation with the Committee on Graduate Studies, and if permitted by CUNY under the circumstances, may enact temporary policies such as a revised Pass/No Credit (P/NC) grading option. Whenever implemented, such a temporary policy serves as the college's only policy with respect to the topic, because only one such policy can be in place at a time. When a temporary policy is enacted, the College Council Executive Committee is authorized to approve deadlines and processes for implementation of the policy, designed in consideration of the circumstances. The Provost shall coordinate the development and implementation of a communication and advising plan for the temporary policy to ensure informed decision making and implementation by students, faculty and staff.

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

Memorandum

Date: March 16, 2021

To: Alena Ryjov
Secretary to the College Council

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

Re: Commencement Awards 2020 - 2021

The Committee on Honors, Prizes and Awards met on Tuesday, March 16, 2021 to vote on the Commencement Awards. With quorum present, the committee recommends the following award recipients:

1. Graduate Veteran Award – **Cassandra Rodriguez**
2. Undergraduate Veteran Award – **Estefania Solis**
3. Graduate Achievement Award (2 Winners nominated) – **Rondell Holland and Martyna Wegryznowska**
4. Graduate Peer Mentoring Award (2 Winners) – **Peter Mets and Vicky Qiu**
5. Graduate Student Service Award – **Tami Eisenreich**
6. Howard Mann Humanitarian Award – **Musarrat Lamia**
7. Leonard E. Reisman Medal – **Avijit Roy**
8. Scholarship & Service Award – **Melissa Ceren**
9. Distinguished Service Award (5 Winners) –
 - a. **Camilla Broderick**
 - b. **Reine Pink**
 - c. **Katherine Salazar**
 - d. **Jasmine Chung**
 - e. **Jeffrey Culbertson**

Declaration of Undergraduate Academic Emergency for Spring 2021

For Spring 2021, due to the public health epidemic, the College Council declares an academic emergency, and adopts the following changes to the undergraduate Pass/No Credit (P/NC) grading policy: The current policy remains in effect but is changed in the following ways. First, there is no one-course-per-semester cap. Second, P/NC grades earned during the Spring 2021 semester do not count towards the four-course limit that applies throughout a student's matriculation. Third, students can choose the P/NC option even for courses satisfying the College's general education requirements and courses in the student's major *but* students may not apply the P/NC option for courses identified as ineligible for the P/NC option by academic department chairs and program directors. The College Council Executive Committee shall adopt deadlines and processes for implementation of the policy, including the list of ineligible courses (if any) and the Provost shall coordinate the development and implementation of the required communication and advising plan to ensure informed decision making.

Declaration of Graduate Academic Emergency for Spring 2021

For Spring 2021, due to the public health epidemic, the College Council declares an academic emergency, and adopts the following changes to the graduate level Pass/No Credit (P/NC) grading policy: The current policy remains in effect except that students have the option to apply the P/NC credit option to any graduate course, and to any undergraduate course taken by graduate students as prerequisites to graduate courses, except for any courses or categories of courses identified as ineligible for the P/NC grade by the directors of each graduate program. The College Council Executive Committee shall adopt deadlines and processes for implementation of the policy, including the designated list of ineligible courses or categories of courses (if any) and the Provost shall coordinate the development and implementation of the required communication and advising plan to ensure informed decision making.

John Jay College of Criminal Justice
The City University of New York

College Council Calendar 2021-2022

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Tuesday, August 31, 2021	Thursday, September 9, 2021	Thursday, September 23, 2021
Tuesday, September 21, 2021	Tuesday, October 5, 2021	Tuesday, October 19, 2021
Wednesday, October 20, 2021	Monday, November 1, 2021	Thursday, November 11, 2021
Monday, November 15, 2021	Monday, November 22, 2021	Tuesday, December 7, 2021
Thursday, January 20, 2022	Monday, February 7, 2022	Thursday, February 24, 2022
Wednesday, February 23, 2022	Tuesday, March 8, 2022	Wednesday, March 23, 2022
Monday, March 21, 2022	Wednesday, March 30, 2022	Tuesday, April 12, 2022
Wednesday, April 13, 2022	Monday, April 25, 2022	Tuesday, May 10, 2022

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

Additional meetings if needed:

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Wednesday, November 24, 2021	Wednesday, December 8, 2021	Thursday, December 9, 2021
Wednesday, April 27, 2022	Wednesday, May 11, 2022	Thursday, May 12, 2022

