

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

TUESDAY, MAY 11, 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

May 11, 2021 – 1:40 pm
(Remote Conferencing via Zoom)

- I. Adoption of the Agenda
- II. Approval of the Minutes of the April 8, 2021 College Council (Attachment A), **Pg. 3**
- III. Approval of the 2020-2021 Graduates (Attachment B) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos, **Pg. 8**
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C22) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- C1. Proposal to Revise the BS in Criminal Justice (Instit. Theory & Practice (CJBS), **Pg. 9**
- C2. Proposal to Revise the Minors in Africana Studies and Africana Studies Honors, **Pg. 19**
- C3. Proposal to Revise the BS in Fraud Examination, **Pg. 26**
- C4. Proposal to Revise the Minor in Fraud Examination, **Pg. 33**
- C5. Proposal to Revise the Certificate in Forensic Accounting, **Pg. 37**
- C6. Proposal to Revise the BS in Applied Math, **Pg. 41**
- C7. Proposal to Revise the BS in Computer Science and Info Security & Minor in Computer Science, **Pg. 47**
- C8. Proposal to Revise the Mathematics Minor, **Pg. 54**

New Courses

- C9. ECO 2XX Movements for Economic Justice (CO: JCI 200-level), **Pg. 58**
- C10. EDU 2XX (277) Education as Power to Heal, **Pg. 79**
- C11. HJS 2XX Race and Resistance (CO: LP), **Pg. 100**
- C12. ISP 2AA (237) Laughing at Ourselves: Comedy and Identity (CE), **Pg. 115**
- C13. ISP 2BB (215) Colorism: a Global Perspective on Colonial Violence (WC), **Pg. 131**
- C14. LIT 1XX Crime Stories (CE), **Pg. 145**
- C15. SSC 2XX Writing in Criminal Justice: Bridging Theory & Practice in Research (CO: Communications), **Pg. 160**
- C16. SSC 2YY Writing in the Social Sciences: Learning Powerful Authorship (CO: Communications), **Pg. 183**

Course Revisions

- C17. ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective), **Pg. 219**
- C18. CHS 310 Advanced Interpersonal Counseling Skills, **Pg. 229**
- C19. ECO 215 Economics of Regulation and Law, **Pg. 231**
- C20. ECO 235 Finance for Forensic Economics, **Pg. 241**
- C21. ECO 270 Urban Economics, **Pg.252**
- C22. ECO 280 Economics of Labor, **Pg. 263**

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

New Courses

- D1. Case Analysis in Forensic Toxicology (MS FOS), **Pg. 272**
D2. History of Genocide (MA ICJ), **Pg. 282**

Program

- D3. Proposal to Revise the MS in Forensic Science, **Pg. 305**

- VI.** Proposal from the Committee on Student Evaluation of Faculty to Adopt a New Form for Student Evaluation of Faculty (Attachment E) - Chair of the Committee on Student Evaluation of Faculty Keith Markus, **Pg. 309**

- VII.** Approval of Members of the College Council Committees (Attachment F), **Pg. 317**

Strategic Planning Subcommittee

- Poonam Latchman has been elected as the second student representative

Faculty Student Disciplinary Committee

- Student member Pedro Hernandez has resigned from the committee

- VIII.** New Business

- IX.** Administrative Announcements – President Karol Mason

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

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

- XII.** 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

April 8, 2021

The College Council held its eighth meeting of the 2020-2021 academic year on Thursday, April 8, 2021. The meeting was called to order at 1:48 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Dapia, Silvia; Delgado-Cruzata, Lissette; Gutierrez, John; Johnson, Veronica; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Park, Hyunhee; Paulino, Edward; Sheehan, Francis; Stone, Charles; Vrachopoulos, Thalia; Yu, Sung-Suk (Violet); Gordon-Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Rougier, Atiba; Wandt, Adam; Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Rivero, Amber; Tunkara, Fatumata; Seodarsan, Katelynn; Waronker, Tzvia; Qudusi, Aiisha; 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; *Concheiro-Guisan, Marta; *Lee, Anru; *Stone, Charles; *Caesar, Neil; *Grant, Heath; *Brooks, Devon; *Ramdat, Seema; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Daniel Matos, *Carpi, Anthony.

Absent: Jackson, Crystal; Parenti, Christian; Velotti, Lucia; Luna, Aileen; Solomon, Sharon; *Epstein, Jonathan; *Freiser, Joel;

Guests: Bolesta, Alexander; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Killoran, Katherine; Maria D'Agostino; Pease, Allison; Shapiro, David; Hines, DeCarlos; Szur, Kate; Davis, Raeanne; Singleton, Ronessa; McDougall, Sara; McKiever, Shavonne; Villanueva, Sumaya; Ferdinand, Wynne; Lecuna, Vicente.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously with the following change:

- Rename the title of Item VII from "Declaration of a Spring 2021 Academic Emergency" to "Adoption of Pass/No Credit Policy for Spring 2021".

II. Approval of the Minutes of the March 15, 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-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the Proposal to Revise the BA and Minor in Humanities and Justice Studies (C1). The motion was seconded and approved unanimously.

A motion was made to adopt the new CUNY Justice Academy Dual Admission Programs with BMCC - AA in Liberal Arts to JJ Humanities Majors (English, Global History, Humanities & Justice Studies, & Philosophy) (C2). The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on the adoption of new courses marked C3-C9 as a slate. The motion was seconded and approved unanimously.

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

A motion was made to adopt the new courses marked C3-C9. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C10-C15 as a slate. The motion was seconded and approved unanimously.

- C10. LIT 233 American Stories
- C11. Modern Languages 101-212 Bulk Course Revisions
- C12. Modern Languages SPA Literature Bulk Course Revisions
- C13. Modern Languages SPA Translation-Interpretation Bulk Course Revisions
- C14. POL 101 American Government & Politics
- C15. SPA 250 Spanish for Criminal Investigation

A motion was made to adopt the course revisions marked C10-C15. The motion was seconded and approved unanimously.

Curriculum

A motion was made to adopt the Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum (C16). The motion was seconded and approved unanimously.

Academic Standards

A motion was made to adopt the Proposal to Revise the Undergraduate Pass/Fail Policy (C17). 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. Organized Crime: An International Perspective (ICJMA). The motion was seconded and approved unanimously.

Academic Standards

A motion was made to adopt the Proposal to Revise the Graduate Pass/Fail Policy (D2). The motion was seconded and approved unanimously.

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

A motion was made to adopt the Commencement Awards Recommendations. The motion was seconded and approved unanimously.

VII. Adoption of Pass/No Credit Policy for Spring 2021 - Interim Vice President for Enrollment Management and Student Affairs Brian Kerr

Declaration of a Spring 2021 Undergraduate Academic Emergency (Attachment F1) was replaced by the Proposal for Spring 2021 Pass/No-Credit Undergraduate Policy [see Attachment A1 of the minutes].

Declaration of a Spring 2021 Graduate Academic Emergency (Attachment F2) was replaced by the Proposal for Spring 2021 Pass/No-Credit Graduate Policy [see Attachment A2 of the minutes].

A motion was made to approve the Proposal for Spring 2021 Pass/No-Credit Undergraduate Policy. The motion was seconded. The committee discussed the policy. The motion was approved unanimously.

A motion was made to approve the Proposal for Spring 2021 Pass/No-Credit Graduate Policy. The motion was seconded. The committee discussed the policy. The motion was approved unanimously.

VIII. New Business

No new business was presented.

The meeting was adjourned at 2:55p.m.

Proposal for Spring 2021 Undergraduate Pass-No Credit Policy

Rationale:

The COVID-19 pandemic is still greatly affecting our students. More than 4,000 John Jay students are essential front line workers, working around the clock to keep our city safe, clean and running. Many of our students are struggling with food and housing insecurity, and this policy allows provides flexible options for those who have had difficulty balancing the work of the semester with the challenges they are currently facing in life.

Proposed Policy:

For Spring 2021, due to the public health epidemic, the following changes are made to the undergraduate Pass/No Credit (P/NC) grading policy:

- 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 Provost shall coordinate the development and implementation of the required communication and advising plan to ensure informed decision making.

This policy has not yet been approved by CUNY's Committee on Academic Policy, Programs and Research (CAPPR) or the Board of Trustees. It will be implemented with clear disclaimers that the policy is subject to further approval.

Proposal for Spring 2021 Graduate Pass-No Credit Policy

Rationale:

The COVID-19 pandemic is still greatly affecting our students. More than 4,000 John Jay students are essential front line workers, working around the clock to keep our city safe, clean and running. Many of our students are struggling with food and housing insecurity, and this policy allows provides flexible options for those who have had difficulty balancing the work of the semester with the challenges they are currently facing in life.

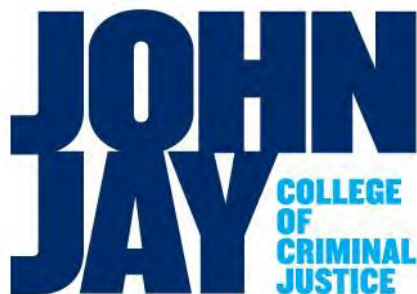
Proposed Policy:

For Spring 2021, due to the public health epidemic, the following changes are made to the graduate Pass/No Credit (P/NC) grading policy:

- 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 Provost shall coordinate the development and implementation of the required communication and advising plan to ensure informed decision making.

This policy has not yet been approved by CUNY's Committee on Academic Policy, Programs and Research (CAPPR) or the Board of Trustees. It will be implemented with clear disclaimers that the policy is subject to further approval.



Memorandum

TO: Alena Ryjov
College Council Secretary

FROM: Daniel Matos, Interim Assistant Vice President for Enrollment
Management and Senior Registrar

SUBJECT: Graduation List – Class of 2021

DATE: April 19, 2021

Please place the approval of the “Class of 2021” graduates on the College Council agenda.

Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

<http://inside.jjay.cuny.edu/apps/graduation/>

Thank you.

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

Undergraduate Academic Program Revision Form

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

- **Date submitted:** 03/25/2021
- **Department or program proposing these revisions:** LPS / CJBS Major
 - a. Name and contact information of proposer(s): Christopher Herrmann (LPS)
 - b. Email address of proposer: cherrmann@jjay.cuny.edu
 - c. Phone number: 917-847-5311 (cell); 212-393-6417 (office)
- **Name of major, minor or certificate program being revised:** CJBS Major
- **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 03/25/2021
 - b. Name of department chair or major/minor coordinators approving this proposal: Christopher Herrmann, CJBS Coordinator & Chair of LPS Curriculum Committee
- **Please describe the curriculum changes you are proposing:**

1. ADD an additional Part Two Diversity course requirement

This will increase (by 3 cr.) the credits required to earn the major to 45 cr. Students' electives will be reduced by 3 cr. (33 cr.). Gen ed remains stable at 42 credits.

2. Changes to Part Two. Diversity Courses

- Additions:
AFR 215 Police and Urban Communities
AFR 227 Community-based Approaches to Justice
LLS 250 Drugs, Crime and Law in Latin America
LLS 325 Latinx Experience of Criminal Justice
- Remove and Move to Part Three. Distribution Areas:
CRJ/ SOC 420 Women and Crime to Category A. Police
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organizations to Category B. Law and Courts

3. Additions to Part Three. Distribution Areas

Category A. Police:

- AFR 215 Police and Urban Communities
- AFR/ LLS 232 Comparative Perspectives on Crime in the Caribbean
- LLS 250 Drugs, Crime and Law in Latin America

Category B. Law and Courts

- AFR 220 Law and Justice in Africa
- AFR 320 Perspectives on Justice in the Africana World
- LAW 340 Employment Discrimination Law, Affirmative Action & Police Organizations
- LLS 325 Latinx Experience of Criminal Justice
- LLS 341 Immigrant Rights in the Americas
- LLS 356 Terror and Transitional Justice in Latin America

Category C. Corrections

- AFR 227 Community-based Approaches to Justice
- AFR 315 Community-based Justice in the Africana World

Please provide a rationale for the changes:

John Jay College has advanced a vision to promote a Culturally Responsive, Inclusive, and Anti-Racist Curriculum. If we are truly to encourage and promote these principles to our students, one of the most efficient ways is to revise the largest major on the John Jay campus, the CJBS Major. The LPS Curriculum Committee is requesting the opportunity to promote LLS and AFR courses by adopting numerous courses from the Department of Africana Studies and the Department of Latinx Studies into the CJBS Major. This would allow CJBS Majors, for the first time, to take AFR and LLS courses towards the fulfillment of their CJBS Major requirements.

First, LPS plans on expanding the Part Two Diversity requirement from ONE Diversity course to TWO Diversity courses. This will accomplish the task of promoting and expanding Diversity requirements for all future CJBS Majors. Next, after we expand our Diversity requirement to TWO courses, there will also be ONE CRJ course and ONE LAW course removed from the current list of approved Diversity courses. Next, FOUR new LLS and AFR courses will be added to the small list of approved Diversity courses. As such, 4 out of 8 approved Diversity courses will now be LLS and AFR courses. Doubling the Diversity requirement and making half of the approved Diversity courses AFR and LLS courses will greatly increase the prospect that our CJBS Majors will take AFR and/or LLS courses towards the fulfillment of their CJBS degree requirements.

In addition to expanding the CJBS Part Two Diversity requirements to 6-credits and adopting AFR/LLS courses towards the Part Two Diversity requirements, we are also adding five additional LLS courses and five additional AFR courses into the Part Three Distribution course lists. Again, this will greatly increase the prospect that our CJ BS Majors will take AFR and/or LLS courses while completing their CJBS Major requirements.

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

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

The other Departments that will be impacted include the Department of Africana Studies (Teresa Booker, Chair) and the Department of Latinx Studies (Jose Luis Morin, Chair). These two Departments and the list of courses above can expect increased enrollments in the above courses by CJBS Majors.

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

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

Provost Li called a meeting of the AFR, LLS, and LPS Chairs and Department representatives on Friday, 03/19/2021 at 2pm (on zoom). The CJBS Curriculum Initiative was discussed in depth and generally accepted by everyone at the meeting. Syllabi of courses that were of interest to the LPS Curriculum Committee were shared by both the LLS and AFR Departments.

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

CJBS Curriculum Initiative - Incorporating AFR & LLS Courses into the CJBS Major

AFR 215. Police and Urban Communities: All members of the community should have an expectation that they will be safe and protected as they go about their daily lives. In this course students will examine the widespread assumption that in exchange for effective policing residents of low income communities should have to give up their rights such as freedom from unreasonable surveillance, search, privacy and racial/ethnic profiling. Also explored is the ideal role of the police in low income communities in comparison to the reality of how they are actually policed. We will discuss theories of policing, the constitutional constraints on police actions, and the history of policing in these communities. Using case studies and student input we will discuss the critique of current community policing and will also discuss best practices in this area.

AFR 220 Law and Justice in Africa: Examination of the philosophical base of African customary law. Traditional theories of crime prevention, punishment, and the dispensation of justice in selected pre-colonial African societies. The enforcement of laws by the traditional community and traditional courts, and community involvement in the prevention of crime. African laws under colonialism and in contemporary independent nations.

AFR 227 Community-based Approaches to Justice: This course provides an introduction to community studies and the major components of community-based approaches to justice. The course first establishes a common understanding of critical concepts such as community, social capital, neighborhood effects, asset mapping, political economy, community economics, mediation, community courts, and restorative justice. In studying community institutions, organizations and practices, an interdisciplinary approach will be used that will draw on criminology, law, sociology, anthropology, political science, economics, family studies, international studies, Africana studies, and gender studies. Such an approach will provide students with the skills necessary to understand the interactions between and among factors such as race, ethnicity, and gender on the practice and the effectiveness of community development and community justice strategies.

AFR 232 / LLS 232 Comparative Perspectives on Crime in the Caribbean: This course will examine crime in the Caribbean with a particular focus on the differences and similarities among the Spanish-, English-, French- and Dutch-speaking nations of the Caribbean region. The course will study the trends in crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean. This course can be used to satisfy requirements for the International Criminal Justice major.

AFR 315 Community-based Justice in Africana World: The purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage or of relevance to Africana peoples. This course examines the assumptions behind community justice and restorative justice theories and their applicability to the Africana world. The course focuses on relationships between struggles for justice and experimentation

with alternative community-based justice strategies, particularly among people of color. Students will compare and analyze strategies and practices that have been used to establish meaningful justice and community wellbeing for groups who experience discrimination. Such practices include but are not limited to: mediation, youth courts, circle sentencing, truth and reconciliation panels, victim-offender reconciliation, and community conferences.

AFR 320 Perspectives on Justice in the Africana World: This course explores questions and topics related to justice in the Africana world, and how conceptions and applications of justice are shaped by these societies. Each course section may examine different case studies both contemporary and historical, investigating the customs and traditions, policies, legal reforms, and political or social responses of Africana populations to justice issues. Possible topics include the role of violence in law and justice in Africa, post-colonial legal history in the Caribbean, justice traditions both formal and informal in the Africana world, and the history of human rights as seen from Africana perspectives. Special attention will be paid to the interplay between western and Africana conceptions of justice.

LLS 232 Comparative Perspectives on Crime in the Caribbean: This course will examine crime in the Caribbean, with a particular focus on the differences and similarities among the Spanish-, English-, and Dutch-speaking nations of the Caribbean region. The course will study the trends and crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean. This course can be taken to satisfy requirements for the International Criminal Justice major.

LLS 250 Drugs, Crime and Law in Latin America: This course explores the problems facing Latin America in relation to drugs and crime. The course focuses on the conditions giving rise to crime, drug trafficking and drug addiction in Latin America. It offers a basic understanding of international legal and human rights standards and law enforcement efforts that apply in addressing the issues of drugs and crime. Particular emphasis is placed on hemispheric strategies to combat drug use and narcotics trafficking. This course can be taken to satisfy requirements for the International Criminal Justice major.

LLS 325 Latina/o Experience of Criminal Justice: This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of Latino/as and racial minorities in the criminal justice system; law and police-community relations; racial profiling; stop and frisk policies; immigration status; detentions and deportations; Latino/a youth; media representations; gangs; and access to education and employment and the school-to-prison-pipeline.

LLS 341 Immigrant Rights in the Americas: Globalization has increased the fear of foreigners, leading to debates on immigrant rights in all parts of the world and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations,

including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants' national origins, race, class, and gender shape and differentiate their experiences in U.S. society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.

LLS 356 Terror and Transitional Justice in Latin America: This course explores the field of transitional justice as it addresses past state violence and genocide. The course will move from an exploration of background material examining the Cold War years in Latin America to providing an in-depth analysis of the role played by truth commissions, and other strategies such as war tribunals, which seek justice and reconciliation in divided societies. We will question the root causes of violence, examine national and transnational actors, and conclude with a discussion of research methodologies used when documenting human rights abuses. The question of "forgiveness" will be also explored in the context of redress for wrongdoings.

Criminal Justice (Institutional Theory and Practice), Bachelor of Science (From UG Bulletin 2020-21with revisions)

The major is intended for students who seek a career in criminal justice and would like to explore the field from a broad perspective. It is devoted to understanding criminal justice institutional theory and practice in the context of diverse multicultural societies. The major underscores the rule of law as the glue which holds together the arenas of police, courts, and corrections that along with other social institutions and the public, are the co-producers of justice.

Learning outcomes. Students will:

- Understand the historical development, functions and roles of each component of the criminal justice system.
- Describe and critically examine the major criminological theories on crime causation and prevention and apply them to criminal justice practice.
- Critically analyze the social response to crime and the practice of criminal justice.
- Demonstrate the ability to access, conduct, interpret, and apply criminal justice research.

Credits Required.

Criminal Justice (Institutional Theory and Practice) Major	<u>45</u> 42
General Education	42
Electives	<u>33</u> 36
Total Credits Required for B.S. Degree	120

Baccalaureate/Master's Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's and a master's degree in criminal justice. For additional information, contact Dr. Janice Carrington, 212-237-8418, jcarrington@jjay.cuny.edu.

Study abroad. Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the coordinator for the major. For information about the College's Study Abroad Program, contact Mr. Kenneth Yanes (212.484.1339, kyanes@jjay.cuny.edu).

Additional requirement. As part of this major, students must take three courses in Part 3. Distribution Areas, one from each category A-C. At least two of those courses must be at the 300-level or above and must come from different categories.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2021 ~~2012~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2020-21 ~~2011-2012~~ Undergraduate Bulletin.

FOUNDATIONAL COURSES

SUBTOTAL: 6 CR.

Required

POL 101 American Government & Politics

SOC 101 Intro to Sociology

Advisor recommendations: Students are strongly urged to complete these courses during their first year in the College. SOC 101 can fulfill the Flexible Core: Individual and Society and POL 101 can fulfill the Flexible Core: U.S. Experience in its Diversity areas of the College's General Education requirements.

PART ONE. CORE REQUIREMENTS

SUBTOTAL: 24 CR.

CJBS 101 Introduction to The American Criminal Justice System

CJBS 250 Research Methods and Statistics for Criminal Justice

CJBS 300 Criminal Justice: Theory in Practice

CJBS 415 Capstone Seminar for BS in Criminal Justice

COR 101 Intro to Corrections

LAW 203 Constitutional Law

PSC 101 Intro to Police Studies

SOC 203 Criminology

PART TWO. DIVERSITY

SUBTOTAL: 6 3 CR.

Select two ~~one~~

COR 320 Race, Class and Gender in a Correctional Context

~~CRJ/ SOC 420 Women and Crime~~ (moves to Part 3, Category A)

LAW/ POL 313 The Law and Politics of Race Relations

~~LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization~~
(moves to Part 3, Category B)

PSC 202 Police and Diversity

PSC 235 Women in Policing

AFR 215 Police and Urban Communities

AFR 227 Community-based Approaches to Justice

LLS 250 Drugs, Crime and Law in Latin America

LLS 325 Latinx Experience of Criminal Justice

PART THREE. DISTRIBUTION AREAS

SUBTOTAL: 9 CR.

Select three courses, one from each category A-C (at least two of those courses must be at the 300-level or above and come from different categories)

Category A. Police

Select one

AFR 215 Police and Urban Communities**AFR/ LLS 232 Comparative Perspectives on Crime in the Caribbean**

CJBS 377 Internships for Criminal Justice, Law and Policing

CRJ 255 Computer Applications for Criminal Justice

CRJ/ SOC 420 Women and Crime (moved from Part 2 Diversity)

CRJ 425 Seminar on Major Works in Criminal Justice

LLS 250 Drugs, Crime and Law in Latin America

PSC 107 Intro to Criminal Investigations

PSC 201 Police Organization and Administration

PSC 203 The Patrol Function

PSC 216 Crime Mapping

PSC 227 Police Training Programs: Goals, Content & Administration

PSC/ COR 230 Sex Offenders in the Criminal Justice System

PSC/ PSY 271 Psychological Foundations of Police Work

PSC 300 Police Management & Administration in the U.S.

PSC 306 Police Work with Juveniles

PSC 309 Comparative Police Systems

PSC 321 Police Ethics

PSC 324 Police Use of Force: Legal, Theoretical & Practical Implications

PSC 337 Chinese Americans in Policing

PSC 340 Planning for Police Operations & Management

PSC 380 Selected Topics in Police Science

PSC 385 Faculty Mentored Research Experience in Police Science

PSC 405 Organized Crime in America

PSC 415 Seminar on Terrorism

Category B. Law and Courts

Select one

AFR 220 Law and Justice in Africa**AFR 320 Perspectives on Justice in the Africana World**

CJBS 377 Internships for Criminal Justice, Law and Policing

CRJ/PHI 322 Judicial and Correctional Ethics

EJS 240 Environmental Crime

LAW 202 Law and Evidence
 LAW 203 Criminal Law of New York
 LAW 206 The American Judiciary
 LAW 209 Criminal Law
 LAW 212 The Criminal Process and the Criminal Procedure Law
 LAW / COM 213 The Impact of the Mass Media on the Administration of Justice
 LAW/ POL 259 Comparative Criminal Justice Systems
 LAW 301 Jurisprudence
 LAW/PHI 310 Ethics and Law
 LAW 320 Seminar in the Law of Search and Seizure
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization (moved from Part 2 Diversity)
 LAW/ PSY 370 Psychology and the Law
 LAW 380 Selected Topics in Law
 LAW 401 Problems of Constitutional Development
 LAW/ PAD 420 Contemporary Administration and the Judiciary
LLS 250 Drugs, Crime and Law in Latin America
LLS 325 Latinx Experience of Criminal Justice
LLS 341 Immigrant Rights in the Americas
LLS 356 Terror and Transitional Justice in Latin America

Category C. Corrections

Select one

AFR 227 Community-based Approaches to Justice
AFR 315 Community-based Justice in Africana World
 COR 201 The Law and Institutional Treatment
 COR 202 The Administration of Correctional Programs for Juveniles
 COR/PSC 230 Sex Offenders in the Criminal Justice System
 COR 250 Rehabilitation of the Offender
 COR 282 Principles of Correctional Operations
 COR 303 Comparative Correction Systems
 COR 310 Fieldwork in Corrections
 COR 320 Race, Class and Gender in a Correctional Context
 COR 380 Selected Topics in Corrections
 COR 401 Evaluating Correctional Methods and Programs
 COR 402 Administration of Community-based Corrections Programs
 COR 415 Major Works in Corrections
 COR 430 Senior Seminar in Correctional Studies
 CRJ/PHI 322 Judicial and Correctional Ethics

Note: Courses can only be used to satisfy one area in the major.

TOTAL CREDIT HOURS: **45** 42

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** March 22, 2021
2. **Department or program proposing these revisions:** Africana Studies
 - a. Name and contact information of proposer(s): Charlotte Walker-Said
 - b. Email address of proposer: cwalker-said@jjay.cuny.edu
 - c. Phone number:
3. **Name of major, minor or certificate program being revised:**

Minors in Africana Studies and Africana Studies Honors
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: Africana Studies Departmental Curriculum Committee
 - a. Please provide the meeting date for approval: Fall 2020
 - b. Name of department chair or major/minor coordinators approving this proposal: Charlotte Walker-Said, Teresa Booker
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

The three courses that are to be added as electives in these minors are:

- AFR 255: Community Innovation and Social Entrepreneurship.
- SEI 101: Social Entrepreneurship: Past, Present, and Future
- SEI 102: Introduction to Business and Entrepreneurship

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

To fulfill the requirements of the Africana Studies or Africana Studies Honors Minor, students must take several required courses and some electives. The Governance Committee agreed to include AFR 255, SEI 101, and SEI 102 as electives in these minors to broaden the range of thematic options for students pursuing Africana Studies as a minor. The Africana Studies Department developed these courses and led them through their departmental governance process and sponsored their revision and integration through the undergraduate studies governance process in 2019-2020 and they approve of the course design of these courses.

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

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

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

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

N/A

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

See below

Minor in Africana Studies

(UG Bulletin 2020-21 w Revisions)

Description. The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

Learning Outcomes. Students will:

- Explain the core ideas (key concepts, theories and methodologies) of Africana Studies, especially as they relate to themes of justice.
- Acquire and hone their critical thinking skills as applied to problems around justice themes within Africana Studies and among people of color.
- Use high level written and oral communication skills to work effectively and collaboratively with others.
- Have a better understanding of themselves, and of their relationship(s) to the broader society, as a result of exposure to Africana Studies.

Rationale. The Africana Studies minor uses interdisciplinary studies to expose students to different ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences. With a focus on African people throughout the diaspora (people of color) this minor increases students' familiarity with themes of inequality and justice, and provides tools students can use to study and address historical and contemporary racial inequality. Students will also learn more about the accomplishments, cultural richness and uniqueness, and contributions to the past and present world of Africana. Through community-based projects offered in several of the courses, students will be more attuned to real-life application of Africana perspectives and methodology. This in turn contributes to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to their becoming well-rounded thinkers who will be attractive to employers and graduate schools.

Credits. 18

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

PART ONE. REQUIRED COURSES

Subtotal: 6 cr.

Required

AFR 140 Introduction to Africana Studies

Choose one.

AFR 310: Research Seminar in African-American Studies **OR**
 AFR 325: Research Methods in Human Services and Community Justice

Students who take AFR 390 McNair Research Methods, AFR 410 Independent Study or a 300 or 400-level "Experience Course" equivalent (such as one of the courses below indicated below with an asterisk) can use such a course in lieu of AFR 310, see Minor coordinator for more information).

PART TWO. ELECTIVES

Subtotal: 12 cr.

Select ANY 4 courses taught by the Africana Studies Department (AFR course prefix or SEI course prefix) or those from ICJ, LIT, LLS, MUS or SOC listed below

AFR 123 Justice, the Individual & Struggle in African American Experience

or

AFR 125 Race & Ethnicity in America

AFR 145 Introduction to Community Justice in Human Systems

AFR 215 Police and Urban Communities

AFR 220 Law and Justice in Africa

AFR 227 Community-based Approaches to Justice

AFR 229 Restoring Justice: Making Peace and Resolving Conflict

AFR 243 Africana Youth and Social Justice Struggles

AFR 255 Community Innovation and Social Entrepreneurship

AFR 315 Community-based Justice in the Africana World

AFR 317 Environmental Racism

AFR 320 Perspectives on Justice in the Africana World

AFR 377 Field Education in Community Organizing and Practice

ICJ 381 Internship in International Criminal Justice

SEI 101 Social Entrepreneurship: Past Present and Future

SEI 102 Introduction to Business and Entrepreneurship

SOC 381 Internship in Dispute Resolution

Total: 18 credits

Africana Studies Honors Minor

Description. The Honors Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora, and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

Learning Outcomes. Students will:

- Explain how and why selected methodologies of the social sciences and humanities differ, and are utilized in Africana Studies.
- Analyze the impacts of racial disparities as well as of Africana agency on the micro-, medial-, and macro-levels of society.
- Design a research project using at least two different research tools.
- Apply knowledge and academic resources using key concepts, theories and methodologies of Africana Studies, to themes of inequality, struggle, and justice.

Credits required. 21

Eligibility. Overall GPA of 3.3 or higher

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

Additional information. The curriculum presented here applies to students who started the minor in September 2020 or thereafter. If you declared the minor prior to that see the [Undergraduate Bulletin 2019-20](#).

Part One. Required Courses

Subtotal: 15 cr.

AFR 140	Introduction to Africana Studies
AFR 150	Origins of Contemporary Africa
AFR 270	Africana Social and Intellectual Thought
AFR 310	Research Seminar in African-American Studies
AFR 410	Independent Study

Part Two. Electives

Subtotal: 6 cr.

Select two.

AFR 227	Community-based Approaches to Justice
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AFR 229	Restoring Justice: Making Peace and Resolving Conflict
AFR 237	Institutional Racism
AFR 248	Men: Masculinities in the United States
AFR 255	Community Innovation and Social Entrepreneurship
AFR 267/LLS 267/HIS 267	History of Caribbean Migrations to the United States
AFR 315	Community-based Justice in the Africana World
AFR 317	Environmental Racism
AFR 319	Self, Identity & Justice: Global Perspectives
AFR 320	Perspectives on Justice in the Africana World
AFR 322	Inequality and Wealth
AFR 325	Research Methods in Human Services and Community Justice
AFR 340/LIT 340	The African-American Experience in America: Comparative Racial Perspectives
AFR 347/PSY 347	Psychology of Oppression
AFR 354/PHI 354	Africana Philosophy
HJS 310	Comparative Perspectives on Justice
LIT 344	Caribbean Literature and Culture
<u>SEI 101</u>	<u>Social Entrepreneurship: Past, Present and Future</u>
<u>SEI 102</u>	<u>Introduction to Business and Entrepreneurship</u>

HJS 310: Prerequisites: HJS 250 and junior standing or above.

TOTAL CREDIT HOURS: 21

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** [March 18, 2021](#)
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): [Randall LaSalle \(David Shapiro\)](#)
 - b. Email address of proposer: rlasalle@jjay.cuny.edu (dshapiro@jjay.cuny.edu)
 - c. Phone number: [212-484-1308 \(212.393.6882\)](#)
3. **Name of major, minor or certificate program being revised:**
[Fraud Examination and Financial Forensics \(FEFF\) Major \(BS degree\)](#)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: [Feb. 23, 2021](#)
 - b. Name of department chair or major/minor coordinators approving this proposal:
[Warren Eller, Department Chair](#)
[David Shapiro, Major Coordinator](#)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

[A course in data analytics is added to the requirements \(Part Three: Fraud and Financial Forensic Courses\) to stay current in field of anti-fraud professionals. The total number of required credit hours increases from 54 credits required for the major to 57 credits. The additional credit hours are necessary to include the much-needed data analytics course. The additional credit hours also bring the program closer to the credit hours required in many other professional undergraduate degrees. While the FEFF major is not an accounting program, the following sample set includes, among other programs, all CUNY colleges that offer BS accounting degrees:](#)

College	Degree	Credits
Utica College	BS Criminal Justice - Economic Crime Investigation	Minimum 64-71 credits
Franklin University	BS Forensic Accounting	Minimum 68 credits
Carlow University	BS Forensic Accounting	Minimum 72 credits
Baruch College – CUNY	BS Accounting	Minimum 57 credits
York College – CUNY	BS Accounting	Minimum 60 credits
Brooklyn Collage – CUNY	BS Accounting	Minimum 64 credits
Hunter College – CUNY	BS Accounting	Minimum 64 credits
Lehman College – CUNY	BS Accounting	Minimum 63 credits
Queens College – CUNY	BS Accounting	Minimum 64 credits
College of Staten Island –	BS Accounting	Minimum 76-82 credits
Medgar Evers College - CUNY	BS Accounting	Minimum 78 credits
Average		Minimum 66 credits

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

The analysis of data in the context of fraud examination and financial forensics is an essential means of accomplishing the ends; i.e., identifying and proving materially misleading statements and assessment of the effects of reliance on erroneous / fraudulent information comprise the primary activities of the practitioner in the FEFF field. The addition of the data analytics course enhances knowledge and skills introduced in lower-level courses; students would learn new tools (e.g., the data visualization software Tableau) and redevelop old tools (e.g., spreadsheet configuration with Excel). The addition of the data analytics course at the 400-level timely empowers and energizes the students as they prepare to leave academia for professional practice or graduate study. The emphasis on data analytics vis-à-vis auditing, financial reporting, and taxes should well serve students as they navigate into their next endeavors.

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

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

No other programs or departments will be affected.

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

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

Not applicable.

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

See below.

Fraud Examination and Financial Forensics, Bachelor of Science (from UG Bulletin 2020-21 w Revisions)

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

Learning outcomes. Students will:

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

Credits Required.

Fraud Examination Major (or more depending on math placement 57 54)	
General Education	42
Electives	21 24
Total Credits Required for B.S. Degree	120

~~Prerequisites. Depending on math placement, students may need to take [MAT 105](#) and/or [MAT 108](#) (or [MAT 141](#)) as prerequisites for the required statistics course, [STA 250](#).~~

Part One. Foundations**Subtotal: 12 cr.****Required**

PHI 102 Ethical Foundations in Just Society

OR

PHI 210 Ethical Theory

ECO 101 Introduction to Economics and Global Capitalism

SOC 101 Introduction to Sociology

STA 250 Principles and Methods of Statistics

Note: PHI 102: Limited to Freshmen only.

Part Two. Core Accounting Courses**Subtotal: 15 cr.****Required**

ACC 250 Introduction to Accounting

ACC 260 Accounting Information Systems

ACC 270 Intermediate Accounting I

ACC 271 Intermediate Accounting II

ACC 308 Auditing

Part Three. Fraud and Financial Forensic Courses**Subtotal: 18 ~~15~~ cr.****Required**

ACC 265 Digital Forensics for the Fraud Examiner

ACC 307 Fraud Examination and Financial Forensics I

ACC 309 Fraud Examination and Financial Forensics II

ACC 4XX Data Analytics for the Fraud Examiner

ACC 410 Seminar in Forensic Financial Analysis

Select one

ECO 360/SOC 360 Corporate and White-Collar Crime

OR

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

Part Four. Electives

Subtotal: 12 cr.

Select four courses from the two areas below Category A Liberal Arts Electives and Category B Applied Electives. At least two courses must be from Category A.

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

Category A. Liberal Arts Electives

Select 2-4 courses

ANT 230 Culture and Crime

ART 230 Issues in Art and Crime

COM 113 Oral Communication

COM 218 Managerial Communication

ECO 315/PSC 315 An Economic Analysis of Crime

ECO 360/SOC 360 Corporate and White-Collar Crime

LAW 206 The American Judiciary

PHI 231 Big Questions: Introduction to Philosophy

PHI 310/LAW 310 Ethics and Law

PSY 101 Introduction to Psychology

PSY 372	Psychology of Criminal Behavior
SOC 203	Criminology
SOC 206	The Sociology of Conflict and Dispute Resolution

Category B. Applied Electives

Select 0-2 courses

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

Total Credit Hours: 57 54

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** [March 18, 2021](#)
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): [Randall LaSalle \(David Shapiro\)](#)
 - b. Email address of proposer: rlasalle@jjay.cuny.edu (dshapiro@jjay.cuny.edu)
 - c. Phone number: [212-484-1308](tel:212-484-1308) ([212.393.6882](tel:212.393.6882)).
3. **Name of major, minor or certificate program being revised:**
[Fraud Examination Minor](#)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: [TBD](#)
 - b. Name of department chair or major/minor coordinators approving this proposal:
[Warren Eller, Department Chair](#)
[David Shapiro, Minor coordinator](#)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

[The new digital analysis course, ACC 4XX Data Analytics for the Fraud Examiner, is to be included as a Part One required course for the Fraud Examination minor. It will replace ACC 264 / LAW 264 \(business law\), which will become an elective for the minor.](#)
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

[Data analysis in the context of fraud examination comprises a primary practitioner activity. Students seeking to enhance their knowledge and skills in software applications such as Excel and Tableau will have the opportunity to do so with the introduction of this course as a required part of the minor. It is necessary for the student minoring in fraud examination to obtain a valuable academic opportunity to enhance his/her readiness to apply and learn from commonly used computer-based tools in the practice of fraud examination and financial forensics. While the minor does not strive to prepare the student as broadly and deeply as the major, this course in data analytics is necessary for both programs as practitioners from novice to intermediate to expert regularly use the computer-based tools and techniques studied and applied in the course.](#)

7. **How do these proposed changes affect other academic programs or departments?**
- a. Which program(s) or department(s) will be affected?
The digital analysis course will not affect any other programs or departments.
8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

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

The digital analysis course will not affect any other programs or departments.

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

See below.

Fraud Examination Minor

(from UG Bulletin 2020-21 with revisions)

The Fraud Examination minor considers the following areas: financial transactions and fraud schemes, civil and criminal law related to fraud, investigations, and fraud prevention and deterrence. Topics such as corruption, asset misappropriation and fraudulent financial statements are central to the minor.

Rationale. The required sequence of courses is beneficial for anyone who wants to help reduce the cost of fraud in business, government or non-profit organizations. The minor also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in business, government and non-profit organizations. The courses also cover the educational material necessary to become a Certified Fraud Examiner and other professional certifications associated with financial crime. The minor will also help prepare students for graduate studies in White Collar Crime and/or Financial Crime.

Learning outcomes. Students will:

- Identify symptoms of fraud and design and conduct procedures to proactively search for fraud and develop programs to prevent such fraud.
- Conduct fraud risk assessments, including brainstorming for particular settings and obtaining a sufficient knowledge of internal controls to identify opportunities for fraud, the risk of management override and the possibility of collusion.
- Develop necessary well-written working papers and other documentation appropriate for the matters under investigation.
- Communicate effectively, both orally and in writing. This includes oral communications for case presentation, deposition and courtroom testimony. It also includes written communication; report writing skills and techniques.
- Evaluate the design of antifraud techniques and controls and test their operating effectiveness; make recommendations for improvements and assist in the implementation of fraud prevention programs.

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

Additional information. Students earning the B.S. in Economics with the Specialization in Financial Analysis (C.) or the B.S. in Fraud Examination and Financial Forensics are **not eligible** for this minor.

Students who enrolled for the first time at the College or declared this minor in September 2021 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2020-21 Undergraduate Bulletin.

Part One. Required Courses**Subtotal: 15 cr.**

ACC 250 Introduction to Accounting

~~ACC 264/LAW 264 Business Law~~ (moves to Part two)

ACC 265 Digital Forensics for the Fraud Examiner

ACC 307 Fraud Examination and Financial Forensics I

ACC 309 Fraud Examination and Financial Forensics II

ACC 4XX Data Analytics for the Fraud Examiner

Subtotal: 15

Part Two. Elective**Subtotal: 3 cr.****Select one**

ACC 380 Selected Topics in Fraud Examination & Financial Forensics

ACC 381 Accounting Internship

ACC 383 Accounting Internship Intensive (6 cr.)

ACC 410 Seminar in Forensic Financial Analysis

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

Total Credit Hours: 18

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** [March 18, 2021](#)
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): [Randall LaSalle \(David Shapiro\)](#)
 - b. Email address of proposer: rlasalle@jjay.cuny.edu (dshapiro@jjay.cuny.edu)
 - c. Phone number: [212-484-1308 \(212.393.6882\)](#)
3. **Name of major, minor or certificate program being revised:**
[Forensic Accounting Certificate](#)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: [Feb. 23, 2021](#)
 - b. Name of department chair or major/minor coordinators approving this proposal:
[Warren Eller, Department Chair](#)
[David Shapiro, Major Coordinator and minor coordinator and certificate coordinator](#)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
[This data analytics course \(ACC 4XX Data Analytics for the Fraud Examiner\) will replace Introduction to Business Law \(ACC 264/LAW 264\) as a required course.](#)
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)
[The data analytics course is more specifically tailored to student success than the business law course vis-à-vis the forensic accounting certificate. While knowledge of business law is necessary to the practice of forensic accounting, this knowledge may be obtained through other courses under the certificate program \(e.g., ACC 307 and ACC 309 – fraud examination and financial forensics I and II\). The study required under the data analytics course imparts specific necessary knowledge and skill in the art and science of assessment of financial information \(e.g., hands-on familiarity with the effectiveness of software tools such as Excel and Tableau\). The revised certificate would better prepare the successful holder to perform and manage tasks commonly encountered in practice \(e.g., understanding and drawing inferences from large datasets\).](#)
7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected?

The digital analysis course will not affect any other programs or departments.

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

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

The digital analysis course will not affect any other programs or departments.

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

See attached file, named Forensic Accounting Certificate - current bulletin information.

Forensic Accounting, Certificate

(from UG Bulletin 2020-21 with revisions)

Description: Forensic accounting is the application of general theories and methodologies of accounting for purpose of resolving financial issues in a legal setting. The Forensic Accounting Certificate provides in-depth learning opportunities to advance students' knowledge of fraud examination and to develop skills in the use of investigative and analytical techniques to resolve allegations of fraud and other potential white-collar and financial crimes. The certificate provides comprehensive coverage of all types of financial crimes, but concentrates on fraud prevention, fraud detection, fraud investigation and remediation. The types of fraud schemes studied include corruption schemes, asset misappropriation, and fraudulent financial statements.

Rationale: The required sequence of courses is beneficial for anyone who wants to help reduce the cost of fraud in business, government or non-profit organizations. The certificate also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in both the private and public sectors. The certificate covers the four main sections of the professional certification in fraud examination offered by the Association of Certified Fraud Examiners. These sections include: (1) financial transactions and fraud schemes, (2) law, (3) investigation, and (4) fraud prevention and deterrence.

Credits required: 24

Please note: Students completing the BS in Economics with Specialization in Financial Analysis (Specialization C.) or students completing the BS in Fraud Examination and Financial Forensics CANNOT earn this certificate.

Required Courses 24 cr.

Students must complete all eight courses listed below. A maximum of two courses can overlap with a student's major, other minors or programs.

ACC 250	Introduction to Accounting
ACC 251	Introduction to Managerial Accounting
ACC 264/LAW 264	Business Law
ACC 265	Digital Forensics for the Fraud Examiner
ACC 307	Fraud Examination and Financial Forensics I
ACC 308	Auditing

ACC 309 Fraud Examination and Financial Forensics II

ACC 4XX **Data Analytics for the Fraud Examiner**

ACC 410 Seminar in Forensic Financial Analysis

Total Credit Hours: 24

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 03/22/21
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Samuel Graff
 - b. Email address of proposer: sgraff@jjay.cuny.edu
 - c. Phone number: 1-845-325-0144 (cell)
3. **Name of major, minor or certificate program being revised:**
Applied Mathematics Major
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 11/18/2020
 - b. Name of department chair or major/minor coordinators approving this proposal:
Samuel Graff
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Add MAT 385 and CSCI 385 Faculty Mentored Research as free electives for the Applied Mathematics Major.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

The intent of the course is to nurture budding research interest so as to build the pool of Mathematical talent in the New York Metro Region. Indeed, Applied Mathematics majors have shown interest in participating in research projects that are under the purview of department faculty members. The experience gained from participating in a suitably mentored undertaking goes far beyond what is gained from a single topic focused course. Students are compelled to synthesize concepts across several courses and they gain a perspective of Mathematics that is global. A summary thesis or paper is often required which hones the writing skills necessary to explain abstract concepts to both a general audience and mathematicians, teaches the library skills required for a literature review, and how to organize a logical argument to validate a conjecture. Whatever an individual's intended future plans, whether immediate employment upon graduation or continuing on to graduate school, the capabilities attained prove invaluable. Therefore, students should be offered the opportunity to earn credit for their research experience.

7. **How do these proposed changes affect other academic programs or departments?**
- a. Which program(s) or department(s) will be affected?
None
8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

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

Not applicable.

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

See below.

Applied Mathematics: Data Science and Cryptography, Bachelor of Science (from UG Bulletin 2020-21 with revisions)

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

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

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

Learning Outcomes. Students will:

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

Credits Required.

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

General Education: 42

Electives: 24-27

Total Credits Required for B.S. Degree 120

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2020 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 2019-20 Undergraduate Bulletin.

FOUNDATIONAL COURSES

SUBTOTAL: 0-3 CR.

May be required depending on mathematics placement
MAT 141 Pre-Calculus

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

PART ONE. CORE COURSES

SUBTOTAL: 12 CR.

Required

CSCI 271 Introduction to Computer Science
CSCI 272 Object-Oriented Programming
MAT 241 Calculus I
MAT 242 Calculus II

PART TWO. MATHEMATICS CORE COURSES

SUBTOTAL: 21 CR.

Required

MAT 243 Calculus III
MAT 244 Calculus IV
MAT 250 Elements of Mathematical Proof
MAT 301 Probability & Mathematical Statistics I
MAT 310 Linear Algebra
MAT 351 Introduction to Ordinary Differential Equations
CSCI 373 Advanced Data Structures

PART THREE. CONCENTRATIONS

SUBTOTAL: 6 CR.

Students must choose one concentration and complete four courses

Concentration A. Data Science

Data Science plays a critical role in analyzing large data sets which may have valuable information that is obscured by the sheer volume of the data itself. In the Data Science concentration, students will learn the principles of data representation, big data

management, and statistical modeling. They will also be able to use computers to reveal hidden causal and temporal relationships in large data sets.

Learning outcomes for Data Science Concentration. Student will:

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

Required

CSCI 362 Databases and Data Mining
 MAT 302 Probability and Mathematical Statistics II
 MAT 367 Multivariate Analysis
 MAT 455 Data Analysis

Concentration B. Cryptography

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

Learning outcomes for the Cryptography Concentration. Students will:

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

Required

CSCI 360 Cryptography and Cryptanalysis
 MAT 341 Advanced Calculus 1
 MAT 410 Abstract Algebra
 MAT 460 Mathematical Cryptography

PART FOUR. ELECTIVES

SUBTOTAL: 6 CR.

Choose two

MAT 323 Operations Research Models I
 MAT 324 Operations Research Models II
 MAT 352 Applied Differential Equations
 MAT 354 Regression Analysis

MAT 365 The Mathematics of Signal Processing

MAT 371 Numerical Analysis

MAT 380 Selected Topics in Mathematics

MAT 385 Faculty Mentored Research Experience in Mathematics

MAT 442 Advanced Calculus II

CSCI 385 Faculty Mentored Research Experience in Computer Science

CSCI 421 Quantum Computing

TOTAL CREDIT HOURS: 51-54

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 4/8/2021
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Kumar Ramansenthil
 - b. Email address of proposer: kramansenthil@jjay.cuny.edu
 - c. Phone number: 732-672-0112
3. **Name of major, minor or certificate program being revised:**

Computer Science and Information Security Major and Computer Science Minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 11/18/2020
 - b. Name of department chair or major/minor coordinators approving this proposal:
Kumar Ramansenthil.
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Adjusting the credit totals for the major due to the changes in the Calculus sequence. The minimum credits to earn the major will increase by 1 credits due to Calculus I being 4 credits now.

Add CSCI 385 Faculty Mentored Research Experience in Computer Science and MAT 385 Faculty Mentored Research Experience in Mathematics as electives for Computer Science and Information Security Major and Minor.

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

Computer Science majors will be taking this course to engage in faculty mentored research project. In this course students are expected to complete a major thesis project, an honors thesis project, a fieldwork project, or a faculty research project in which students participate in research activities which can include literature reviews, data collection, data analysis, research design and methods, etc. The purpose of this course is to develop research talent and skilled cyber experts. Adding this course as an elective allows students to make progress in the major as they conduct research in their field.

7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected? None

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

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

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

Computer Science and Information Security, Bachelor of Science (2020-21 UG Bulletin w Revisions)

The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity.

Learning Outcomes. Students will:

- Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science and Information Security.
- Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.
- Analyze the quality of the programs in Computer Science and Information Security.
- Communicate effectively through integrating theory, research and policy in written reports and presentations.
- Understand the ethical considerations and statutory requirements computer professionals encounter as care takers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

Credits Required.

Computer Science and Information Security Major ~~58-63~~ 57-60

General Education 42

Electives ~~15-20~~ 18-21

Total Credits Required for B.S. Degree 120

Experiential learning opportunities. Students in the Computer Science and Information Security major can participate in a variety of experiential learning opportunities over the course of their studies. During their junior and senior years, students typically engage in hands-on cybersecurity labs and internship experiences related to cybersecurity and cybercrime. The senior capstone courses lead to multiple opportunities to present their work at a departmental poster session. Recent students have interned with the Federal Reserve Bank, collaborated in NSF-funded research with faculty, and participated in local and national computer security contests.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2015 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 2014-15 Undergraduate Bulletin.

FOUNDATIONAL COURSES

SUBTOTAL: 0-3 CR.

Depending on mathematics placement, students may need to complete pre-calculus.

MAT 141 Pre-Calculus

Advisor recommendation: MAT 141 can fulfill the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program depending on students' math placement test score. Additionally, students may have to take MAT 105 College Algebra to meet the prerequisites for MAT 141 Pre-Calculus.

PART ONE. CORE COMPUTER SCIENCE COURSES

SUBTOTAL: 33 CR.

Required

CSCI 271 Introduction to Computer Science
 CSCI 272 Object-Oriented Programming
 CSCI 274 Computer Architecture
 CSCI 360 Cryptography and Cryptanalysis
 CSCI 373 Advanced Data Structures
 CSCI 374 Programming Languages
 CSCI 375 Operating Systems
 CSCI 377 Computer Algorithms
 CSCI 379 Computer Networking
 CSCI 411 Computer Security and Forensics
 CSCI 412 Network Security & Forensics

PART TWO. REQUIRED MATH COURSES

SUBTOTAL: 10 CR.

Required

MAT 204 Discrete Structures
 MAT 151 Calculus I (3 cr.) – formerly MAT 241
 MAT 301 Probability & Mathematical Statistics I

PART THREE. ELECTIVES

SUBTOTAL: 6-8 CR.

Category A. Computer Science Electives

Select one

CSCI 275 Linux System Administration and Security
 CSCI 362 Databases and Data Mining
 CSCI 376 Artificial Intelligence
 CSCI 380 Selected Topics in Computer Science
CSCI 385 Faculty Mentored Research Experience in Computer Science
 CSCI 404 Internship in Management Information Systems
 CSCI 421 Quantum Computing

Category B. Mathematics Electives

Select one

MAT 152 Calculus II (4cr.) – formerly MAT 242
 MAT 253 Calculus III (4 cr.) – formerly MAT 243
~~MAT 244 Calculus IV~~
 MAT 310 Linear Algebra
 MAT 351 Introduction to Ordinary Differential Equations
 MAT 371 Numerical Analysis
 MAT 380 Selected Topics in Mathematics

MAT 385 Faculty Mentored Research Experience in Mathematics

PART FOUR. ETHICS

SUBTOTAL: 3 CR.

Required

PHI 216 Ethics and Information Technology

PART FIVE. CAPSTONE COURSES

SUBTOTAL: 6 CR.

Required

CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I

CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II

TOTAL CREDIT HOURS: 58-63 ~~57-60~~

Computer Science Minor

Rationale. Computers are the future. By learning to use a computer, students are securing their tomorrows. Good computer skills will build self-confidence and increase students' marketability and competence in their chosen fields. Computers also allow users to work quickly and efficiently with data and information in a way that no other devices do.

Learning Outcomes. Students will:

- Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science.
- Use and critically evaluate the variety of practical hands-on research approaches that are relevant to Computer Science.
- Communicate effectively through integrating theory, research and policy in written reports and presentations.
- Understand the ethical considerations and statutory requirements computer professionals encounter as care takers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

Credits required. 18

Requirements. The minor requires the completion of 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in electives. In selecting the four elective courses, students should consult with a minor advisor. Advisors can suggest courses that will help students be prepared for career opportunities or graduate study.

A maximum of two courses can overlap with a student's major, other minors or programs.

Additional information. Students who started the minor in September 2020 or after must follow the curriculum listed here. For students who enrolled prior to that, please see the Undergraduate Bulletin 2019-2020 for the older curricular requirements.

PART ONE. REQUIRED COURSES

SUBTOTAL: 6 CR.

CSCI 271 Introduction to Computer Science

CSCI 272 Object-Oriented Programming

PART TWO. ELECTIVES

SUBTOTAL: 12 CR.

Select any four courses

CSCI 273 Graphics and Interface Programming

CSCI 274 Computer Architecture

CSCI 275 Linux System Administration and Security

CSCI 360 Cryptography and Cryptanalysis

CSCI 362 Databases and Data Mining

CSCI 373 Advanced Data Structures

CSCI 374 Programming Languages

CSCI 375 Operating Systems

CSCI 377 Computer Algorithms

CSCI 379 Computer Networking

CSCI 380 Selected Topics in Computer Science

CSCI 385 Faculty Mentored Research Experience in Computer Science

CSCI 389 Independent Study 300-level

CSCI 411 Computer Security and Forensics

CSCI 412 Network Security & Forensics

CSCI 421 Quantum Computing

CSCI 489 Independent Study 400-level

MAT 385 Faculty Mentored Research Experience in Mathematics

PHI 216 Ethics and Information Technology

TOTAL CREDIT HOURS: 18

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 3/05/2021
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s):
Hunter Johnson
 - b. Email address of proposer:
hujohnson@jjay.cuny.edu
 - c. Phone number:
301.706.5654
3. **Name of major, minor or certificate program being revised: Mathematics Minor**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval:
3/3/2021
 - b. Name of department chair or major/minor coordinators approving this proposal:
Hunter Johnson, Math Minor Coordinator
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
 - * MAT 151-Calculus I (4 cr) and MAT 152-Calculus II (4 cr) are required.
 - * MAT 253-Calculus III (4 cr) will be moved to the elective category.
 - * Students will be required to take four (4) additional courses from the elective category for a total of six (6) courses altogether.
 - * Therefore, the total number of credits required for the Math Minor is either 20 or 21 depending upon whether MAT 253-Calculus III (4 cr) is chosen as an elective or not.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

In response to a CUNY directive, the Calculus sequence at John Jay has moved from 3 credit hours per class to 4. This means that the MAT courses 241,242,243 and 244 are being replaced with the MAT courses 151,152 and 253.

The content of the three credit courses Calc I, Calc II and Calc III is largely contained in the new four credit versions of Calc I and Calc II. The new credit structure also implies a substantial increase in the credit burden of the minor. To address these issues, we would like to adjust the minor in the way described above.

To flesh out the changes in greater detail, we would like the structure of the minor to be Calculus I and Calculus II plus a free choice of four upper-level courses. The old structure was Calculus I, II and III plus a free choice of three upper-level courses.

We are also adding MAT 385 Faculty Mentored Research Experience to the elective choices.

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

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

Only the Mathematics Minor will be affected.

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

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

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

Mathematics Minor

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

Learning Outcomes. Students will:

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

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

Part One. Required Courses

Subtotal: **8 9 cr.**

MAT 151 Calculus I (4. cr.)

MAT 152 Calculus II (4 cr.)

MAT 241-Calculus I

MAT 242-Calculus II

MAT 243-Calculus III

Note: [MAT 151](#) and [MAT 152](#) are prerequisites for most courses in Part Two.

Part Two. Elective Courses

Subtotal: **12-13 9-cr.**

Select **four** ~~three~~

CSCI 360 Cryptography and Cryptanalysis 3

MAT 253 Calculus III (or MAT 243) **4**

MAT 244 Calculus IV 3

MAT 250 Elements of Mathematical Proof 3

MAT 301 Probability & Mathematical Statistics I 3

MAT 302	Probability and Mathematical Statistics II	3
MAT 310	Linear Algebra	3
MAT 323	Operations Research Models I	3
MAT 324	Operations Research Models II	3
MAT 330	Modern Geometry	3
MAT 351	Introduction to Ordinary Differential Equations	3
MAT 352	Applied Differential Equations	3
MAT 354	Regression Analysis	3
MAT 361	Functions of a Complex Variable	3
MAT 371	Numerical Analysis	3
MAT 380	Selected Topics in Mathematics	3
<u>MAT 385</u>	<u>Faculty Mentored Research Experience</u>	<u>3</u>
MAT 410	Abstract Algebra	3

Total Credit Hours: 18

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 8, 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: **Economics**

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

Name: Jay Hamilton, Geert Dhondt and Zhun Xu

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

Phone number(s) _____

2. a. **Title of the course: Movements for Economic Justice**

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

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

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

This course serves as a general education requirement for the college's 200 level Transfer Student Seminar. Students are expected to have experience in college classes but are not expected to have disciplinary prerequisites.

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

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

This course is an introduction to economic literacy through the examination of movements for justice. The course emphasizes the need for economic community building as a vital tool of social change and as a means by which to help cement students' connection to the college. It will help students find their passion for activism while providing them with the knowledge of the larger economic issues at stake for their communities and the planet. The course will help them make the connection between local action and global consequences so they can discover these connections on their own in future settings.

Many colleges offer general education economics options built around “Economic Issues” where students get an understanding of both macro and micro economic issues in one semester by examining the issues of the day. This course will provide a similar option at John Jay College with three notable improvements. First, the course will serve sophomore level transfer students as part of a larger program. Second, the course will develop students’ understanding of the economic arguments behind social movements. Third, the course will emphasize the role of collective action in social movement and through experiential collaborative projects.

The topics and case studies will vary by instructor so the course can remain contemporaneous and individual instructors can use their specialized knowledge. Three social movements will be required in every section: the movement for an eight-hour workday, the 1963 March on Washington for Jobs and Freedom, and current movements to save the planet from global warming. Other social movements may include: Occupy Wall Street, Menstruation Equity, Free Silver Movement of the 1890s, Movement for Marriage Equality, Anti-globalization movement, Movement for Student Debt Forgiveness, bail reform movements, Women’s suffrage, Earth Day Movement (1960-70s), Consumer Protection Movements, Abolition Movements, Religious based economic justice movements, and Farm Workers Movements.

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

At the heart of every justice movement lies an economic argument. This course helps students to act locally and think globally about economic issues that affect their lives, their communities, and their planet. To experience the power of collective economic action students will work cooperatively to accomplish shared goals. Topics and case studies will include historic and contemporaneous social movements including the Labor Movement for an Eight Hour Workday, The Civil Rights Movement embodied by the 1963 March on Washington for Jobs and Freedom, and the Movement to Reverse Global Warming.

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

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

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

No Yes. If yes, then please provide:

- a. Semester(s) and year(s):
 - b. Teacher(s):
 - c. Enrollment(s):
 - d. Prerequisites(s):
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Learning Outcomes for 200 level Social Justice Transfer Seminars

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

In *Movements for Economic Justice* students will demonstrate an understanding of the economic arguments supporting social justice movements.

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

In *Movements for Economic Justice* students will practice professional journaling to record their contributions to cooperative work.

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

In *Movements for Economic Justice* students will experience working collectively by forming groups to complete projects.

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

In *Movements for Economic Justice* students will demonstrate a knowledge of their place in the community by documenting opportunities for community engagement.

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):

The BS and Minor in Economics, this course will be an elective choice.

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

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

College Option:

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

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

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

Final Exam

The Final Exam will test student's ability to identify and explain the economic goals of the historical and contemporaneous social movement. Exam details to be announced.

This exam counts toward 25% of the final grade.

This exam assesses student achievement for Learning Outcome 1: *Inquiry*.

Journal of the Collective Project Experience.

The Journal format and instructions will be announced. The journal will be graded on quantity and quality of written answers to specific entry prompts.

The journal counts toward 20% of the final grade.

The journal assesses student achievement for Learning Outcome 2: *Habits of Mind*.

Collective Project

Students will be assigned into "Collectives." Each Collective will decide on a social justice movement and prepare a presentation exploring the economic arguments behind the movement.

The Group Project counts toward 25% of the final grade.

The Collective Project assesses student achievement for Learning Outcome 3: *Collaboration*.

Community Engagement Survey

Student will conduct a survey (exploration, inquiry, inspection, review) of the opportunities for student engagement with the wider John Jay Community. The survey will be graded on quantity and quality of written answers to specific entry prompts.

The journal counts toward 20% of the final grade.

The journal assesses student achievement for Learning Outcome 4: *Community Awareness*.

Reflection Report

Students will submit edited and annotated portions of their Collective Project Journals and Community Engagement Surveys at the end of the semester.

The Reflection Report counts toward 10% of the final grade.

The Reflection Report assesses student achievement for Learning Outcome 2: *Habits of Mind*

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

No _____ Yes X

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

We are working with Vee Herrington to qualify the course as a low-cost OER course and produce a new libguide for the course.

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

No _____ Yes X

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

X OneSearch (the library discovery tool)

X eBooks

Subject specific library databases:

X Academic Search Complete

_____ Gale Reference Sources

_____ NexisUni

_____ PsycInfo

_____ Criminal Justice Abstracts

X Sociological Abstracts

Other (list them here) _____

Are there existing library Research Guides to support your class?

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

No _____

Yes X

"Social Activism, Civil Disobedience and Anti-Racism Movements: Anti-Racism"

If you have any acquisitions suggestions (print/electronic/media) for the library list

them here (or attach a separate compilation).

Strike! 50th Anniversary Edition by Jeremy Brecher. PM Press, 2020
The electronic edition would be great.

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: **March 5, 2021**
15. **Faculty** - Who will be assigned to teach this course? Jay Hamilton, Geert Dhondt
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: Geert Dhondt, Chair, Department of Economics

John Jay General Education College Option Course Submission Form

Course Prefix & Number	ECO 2XX
Course Title	Movements for Economic Justice
Department or Program	Economics
Discipline	Economics
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	
Course Description	At the heart of every justice movement lies an economic argument. This course helps students to act locally and think globally about economic issues that affect their lives, their communities, and their planet. To experience the power of collective economic action students will work cooperatively to accomplish shared goals. Topics and case studies will include historic and contemporaneous social movements including the Labor Movement for an Eight Hour Workday, The Civil Rights Movement embodied by the 1963 March on Washington for Jobs and Freedom, and the Movement to Reverse Global Warming
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

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

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

<p>In <i>Movements for Economic Justice</i> students will demonstrate an understanding of the economic arguments supporting social justice movements.</p> <p>Every week students will engage in discussions of reading material. The discussion are designed to demonstrate and cultivate a critical analysis of the issues that give rise to movement for economic justice. Students will receive guidance about how to analyses readings through the discussion and their ability to analyze such texts will be assessed in the final exam.</p> <p>The reading material is deigned to provoke students. The main text, <i>Strike!</i>, is an accessible but thought-provoking history of labor movements in the U.S. It is paired with readings from a variety of sources that focus mainly on racial movements including authors such as W.E.B. Dubois and William Darity and video documentaries about A. Phillip Randolph.</p>	<ul style="list-style-type: none"> • Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.
<p>In <i>Movements for Economic Justice</i> students will practice professional journaling to record their contributions to cooperative work.</p> <p>Students will be completing a Reflection Report at the end of the semester which takes self-selected entries from both their Collective Project Journal and their</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>Community Engagement Survey and places those entries into the context of the class as a whole. The Reflection Report will require students to think about their experiences and write new passages to synthesis those experiences.</p>	
<p>In <i>Movements for Economic Justice</i> students will experience working collectively by forming groups to complete projects.</p> <p>Nearly every week students will have some class time devoted to working in their Collective Project Groups. To assess their progress in working with others from diverse backgrounds students will submit individual Collective Project Journals where they reflect on the process. The journals will have prescribed formats to make the process easier for students unfamiliar with journaling. They will submit the journals several times throughout the semester so the instructor can monitor for progress and potential problems.</p>	<ul style="list-style-type: none"> • Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
<p>In <i>Movements for Economic Justice</i> students will demonstrate a knowledge of their place in the community by documenting opportunities for community engagement.</p> <p>Students will be completing a Community Engagement Survey where they document their searches for ways to engage in their community and reflect on the opportunities. The surveys will follow a prescribed format and be collected a couple of times in the semester.</p>	<ul style="list-style-type: none"> • Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

John Jay College of Criminal Justice
524 West 59th Street, New York
ECO 2XX.00
Movements for Economic Justice
Semester
Instructor Name

Room location and meeting times

Contact Information & Office Hours

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

Course Description

At the heart of every justice movement lies an economic argument. This course helps students to act locally and think globally about economic issues that affect their lives, their communities, and their planet. To experience the power of collective economic action students will work cooperatively to accomplish shared goals. Topics and case studies will include historic and contemporaneous social movements including the Labor Movement for an Eight Hour Workday, The Civil Rights Movement embodied by the 1963 March on Washington for Jobs and Freedom, and the Movement to Reverse Global Warming.

Learning Outcomes for 200 level Social justice Transfer Seminars

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

In *Movements for Economic Justice* students will demonstrate an understanding of the economic arguments supporting social justice movements.

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

In *Movements for Economic Justice* students will practice professional journaling to record their contributions to cooperative work.

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

In *Movements for Economic Justice* students will experience working collectively by forming groups to complete projects.

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

In *Movements for Economic Justice* students will demonstrate a knowledge of their place in the community by documenting opportunities for community engagement.

Texts

Strike! 50th Anniversary Edition by Jeremy Brecher, PM Press 2020 978-1-62963-800-3

Additional Reading and alternative media available in the course's Blackboard site and The Lloyd Sealy Library LibGuide: <https://guides.lib.jjay.cuny.edu/c.php?g=1128922&p=8239041>.

Grading

Final Exam

The Final Exam will test students' ability to identify and explain the economic goals of the historical and contemporaneous social movement. Exam details to be announced.

This exam counts toward 25% of the final grade.

This exam assesses student achievement for Learning Outcome 1: *Inquiry*.

Journal of the Collective Project Experience.

The Journal will be due every few weeks, for each submission students will answer prompts about their experience working with others on the Collective Project. Journal entries will not be shared with other students. The instructor will use the journal entries as a means to oversee the Collectives to mitigate any problems. The journal will be graded on quantity and quality of written answers to the prompts. About a page per submission is expected (including bullet lists), but these should be thought of as drafts. Students will draw upon their journal entries when crafting their Reflection Report.

The Journal counts toward 20% of the final grade.

The journal assesses student achievement for Learning Outcome 2: *Habits of Mind*.

Collective Project

Students will be assigned into "Collectives." Each Collective will decide on a social justice movement and prepare a presentation exploring the economic arguments behind the movement.

The Group Project counts toward 25% of the final grade.

The Collective Project assesses student achievement for Learning Outcome 3: *Collaboration*.

Community Engagement Survey

Student will conduct a survey (exploration, inquiry, inspection, review) of the opportunities for student engagement with the wider John Jay Community. The survey will be graded on quantity and quality of written answers to specific entry prompts.

The Community Engagement Survey counts toward 20% of the final grade.

The journal assesses student achievement for Learning Outcome 4: *Community Awareness*.

Reflection Report

Students will submit edited and annotated portions of their Collective Project Journals and Community Engagement Surveys at the end of the semester.

The Reflection Report counts toward 10% of the final grade.

The Reflection Report assesses student achievement for Learning Outcome 2: *Habits of Mind*

Collective Project

Your Collective's goal is to explain the economic argument behind an historical social movement that is not already covered in the class. Your Collective will make a presentation to the class (and possibly for a showcase of undergraduate research). Collectives will have class time over the first three weeks to organize and more group time in class throughout the semester. However, Collectives are expected to form external communication systems. Blackboard has several options. Students should not feel pressured into giving away private contact information.

Activities:

- Get to know fellow students.
- Forming groups of 4 or 5 (preferably 4).
- Organize roles such as communications leader, note taker, reporter, lead writer, lead editor, fact checker, joke maker (but not insensitive jokes), presentation czar, or chief cynic. At the end of the second week Collectives will report their groups organization. The instructor may recommend changes to help the Collective work more efficiently and equitably.
- Brainstorm ideas.
- Make a collective decision on a movement.
- Research the chosen movement using a variety of sources including breaking news media (like the New York Times) and long form journalism (like The New Yorker), books and Internet sources. Be wary of Internet sources. If an Internet sources has a print analogue cite the print analogue. The Library has excellent tutorials on evaluating Internet sources. My advice is to examine the "about" section of a web sources and "follow the money."
- Prepare a 10-minute presentation of the collective's findings that includes a visual aid.

Collective Projects Suggested Movements

Religious Based Economic Justice Movements: Poor People's Campaign

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

Movements to Save the Planet from Global Warming: Sunrise Movement

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

Movement for Marriage Equality

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

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

Occupy Wall Street

Bail Reform

Free Silver Movement of the 1890s

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

Women's Suffrage

Cooperative Farms

Earth Day 1960-70s

Anti-Globalization Movements

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

Transfer Peer Success Coach

Your coach is a well-accomplished John Jay student dedicated to supporting your success this semester (and beyond). They will keep you informed about upcoming events and opportunities, college policies and deadlines, and is knowledgeable about the services and resources available at the college. They can assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, and help you deal with challenges. You should schedule a half hour meeting for some time in the first half of the semester.

Policies

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

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

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

Definitions and Examples of Academic Dishonesty

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

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty

- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

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

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

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

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

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

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

Attendance (copied from the 2020-2021 Undergraduate Bulletin)

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

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

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Americans with Disabilities Act (ADA) (copied from the 2020-2021 Undergraduate Bulletin)

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or Provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision.

Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Carrie Dehls is the Human Resources Benefits Coordinator. Employees may reach her at cdehls@jjay.cuny.edu or at 212.237.8504.

Malaine Clarke is the Director of Accessibility Services. Students may reach her at maclarke@jjay.cuny.edu or at 212.237.8185.

Silvia Montalban is the College's 504/ADA Compliance Coordinator, She can be reached at smontalban@jjay.cuny.edu or at 646.557.4409.

Additional information about this CUNY policy can be accessed at:

<http://www.jjay.cuny.edu/accessibility-services-appeal-process>

Course Schedule

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

Week 1: Introductions

Readings:

Strike! Preface, Foreword, & Introduction

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

<https://cuny->

[jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756](https://cuny-)

In-Class Activities:

Introduction to the course, the book: *Strike!*, the college, Economic Justice Movements, and each other. [Inquiry]

Readings Discussion [Inquiry]

Forming Collectives [Collaboration]

You will be placed into Collective Working Groups. While group work can be frustrating, it is also a vital skill for the workplace. It is also important for transfer students to form connections early in their careers at John Jay. You may find someone in your group that you can relate to , or you may bond with others while griping about having to do group work.

Assignments Due:

None

Week 2: Exploration of Current Social Movements

Readings:

New York Times, Gothamist, ProPublica and other news media. You are looking for articles about Economic Justice Movements. [Community Awareness]

In-Class Activities:

Readings Discussion [Inquiry]

Organizing Collectives, Choosing Projects, & Selecting a Reporter [Collaboration]

Assignments Due:

Group Reports on Collective’s Organization. Due 2 days after last class meeting by email. One email from each group. [Collaboration]

Week 3: Abolition Movement

Readings:

Chapters 1 and 7 from *The Economic Aspect of the Abolition of the West Indian Slave Trade and Slavery* by Eric Williams, Dale W. Tomich, and William, Jr. Darity [Inquiry]

<https://cuny->

[ji.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewshotls_vlebooks_9781442231405](https://cuny-ji.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewshotls_vlebooks_9781442231405)

In-Class Activities:

Readings Discussion [Inquiry]

Collective Organization: dividing tasks. [Collaboration]

Assignments Due:

Collective Journal [Habits of Mind] Due two days after last class meeting of the week.

Week 4: Labor Movements in America

Readings:

Strike! “Prologue” & Chapter 1 “The Great Upheaval” [Inquiry]

In-Class Activities:

Readings Discussion [Inquiry]

Assignments Due:

Community Engagement Survey. [Community Awareness]

Week 5: Movement for an Eight-Hour Workday

Readings:

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

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

<https://www.pbs.org/livelihood/workday/weekend/8hourday.html> [inquiry]

In-Class Activities:

Readings Discussion [Inquiry]

Collective Project Meeting Time [Collaboration]

Assignments Due:

Group Report on Topic selection. Due 2 days after last class meeting by email. One email from each group. [Collaboration]

Week 6: Race & Class before World War I

Readings:

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

In-Class Activities:

Readings Discussion [Inquiry]

Assignments Due:

Collective Journal [Habits of Mind] Due two days after last class meeting of the week.

Week 7: Early 20th Century

Readings:

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

John Jay and CUNY websites including the CUNY Commons. You are looking for ways your college and university enable you to engage with your communities. This will help you complete your Community Engagement Survey. [Community Awareness]

In-Class Activities:

Readings Discussion [Inquiry]

Collective Project Meeting Time [Collaboration]

Assignments Due:

None!

Week 8: Race Between the World Wars

Readings:

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

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

<https://cuny->

[jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756)

Let freedom ring! : a manual adapting to use in classroom and assembly, and in the local broadcasting station, the radio series, Let freedom ring, presenting dramatically our civil rights

under the Constitution, as broadcast from coast to coast under the auspices of the Office of Education by Harry A Jager, U.S. govt. print. off., 1938. [Inquiry]

<https://cuny->

[jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_hathitrust_hathifiles_osu_32435063123343](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_hathitrust_hathifiles_osu_32435063123343)

In-Class Activities:

Readings Discussion [Inquiry]

Discussion of Community Engagement [Community Awareness]

Assignments Due:

Community Engagement Survey. [Community Awareness] Due two days after last class of the week.

Week 9: Mid-20th Century Labor Action

Readings:

Strike! Chapter 6 “The War and Post-war Strike Wave” [Inquiry]

In-Class Activities:

Readings Discussion [Inquiry]

Collective Project Meeting Time [Collaboration]

Assignments Due:

Group Report Presentation progress. [Collaboration]

Week 10: 1963 March on Washington for Jobs and Freedom

Readings:

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

<https://cuny->

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

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

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

In-Class Activities:

Readings Discussion [Inquiry]

Assignments Due:

Collective Journal [Habits of Mind] Due two days after last class meeting of the week.

Week 11: Labor’s Role in Other Activism

Readings:

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

In-Class Activities:

Readings Discussion [Inquiry]

Collective Meeting Time [Collaboration]

Assignments Due:

Group Report on draft of presentation. [Collaboration] Due two days after the last class of the week.

Week 12: Labor Diminished

Readings:

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

In-Class Activities:

Readings Discussion [Inquiry]

Sharing of community engagement opportunities [Community Awareness]

Assignments Due:

Final Community Engagement Opportunity Journal Due [Community Awareness] Due two days after last class of the week.

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

Readings:

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

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

<https://cuny->

[jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/152na4r/cdi_askewsholts_vlebooks_9781136274756)

In-Class Activities:

Readings Discussion [Inquiry]

Collective Presentations [Collaboration]

Assignments Due:

None!

Week 14: Reparations**Readings:**

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

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

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

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

In-Class Activities:

Readings Discussion [Inquiry]

Collective Presentations [Collaboration]

Assignments Due:

None!

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

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

In-Class Activities:

Readings Discussion [Inquiry]

Collective Presentations [Collaboration]

Assignments Due:

Reflection Paper Due [Habits of Mind]

Final Collective Journal Due [Habits of Mind]. Due two days after the last class of the week

Final Exam TBA

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

New Course Proposal Form

Date Submitted: Nov 18, 2020

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: SEEK

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

Email address(e): gcuesta@jjay.cuny.edu

Phone number(s): 212-393-6857

2. a. **Title of the course:** Education as Power to Heal and Take Action

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Education as Power

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 will build on the knowledge and concepts students gain through a 100-level Justice and the Individual course, requiring a more in-depth analysis of the self, positionality in society as it relates to justice, and greater independence in learning. Students will further examine how this injustice plays a role in upholding oppressive structures through the “banking” method, which results in passivity in learning. Students will be encouraged to take on an active role in the classroom, serving as both student and teacher in a reciprocal approach to learning with the professor, preparing them for higher independence and greater critical thinking that will enhance their skills to be successful in a 300-level course. This course will utilize scaffolding through analyses of scholarly articles, poetry, song, activist commentary, and current events to advance their comprehension of power and oppression overall and specifically, how it relates to education and the building or inhibiting of societal awareness. Being a 200-level course, students will have the theoretical foundation from their 100 Freshman Seminar course to complete field observations at local CBO/NGO’s for their Mid-Term project. This project will encourage students to apply a critical analysis of the work being done towards justice, the skills/tools required to do this work, and the challenges encountered. Here, students will start the process of connecting their own interests, strengths, and passions to a possible career. In addition, facilitation of the class will include a dialogical approach and consistent self-

evaluation, along with community building that commences in a larger group social action practice; this will challenge students to be uncomfortable with added support and guidance, leading to the growth and confidence that will enable them to be successful in a 300-level course.

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

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

John Jay College is an environment that draws students who desire to be “advocates for justice in their community and wider world”. The SEEK program has historically been a model of social justice education and products of this education through student involvement and activism in the larger world. And, we are consistently evolving to meet the desires of our students (as well as John Jay students overall), utilizing their feedback as a mechanism for transformation and strengthening our ability to be student centered. SEEK students continue to express their desire for more courses centered around experiential learning, education and justice, and activism. Additionally, as seen through qualitative evaluations taken at the end of the course EDU 100, Education and Justice, many SEEK students adeptly identify social justice issues on a theoretical level; however, they demonstrate a lack of confidence in individual power to make substantive societal change or confusion on what to do with this increased knowledge and awareness. Hence, EDU 100 is currently showing success in stimulating growth in critical consciousness yet there is a gap in students’ understanding of how to take action to transform unjust systems; EDU 277 will take steps to fill that gap. This course will be addressing students’ desire for more tools that they can bring to their communities, work to build their belief in the “power within” and “power with others” towards justice work, and serve as an impetus to bring their unique gifts and talents to a movement for social change and/or their individual career goals.

Overall, this course will be structured utilizing a Freirean method of seeing, analyzing, and acting (praxis). Through the use of what Freire calls “codification”, the class will engage in drawing, body movement, role playing, song, poetry, etc. to learn about their world (to see), use sources to critically reflect on their experience (analyze), and participate in experiential learning through their field visit research as well as an activism project (act) to engage in popular education. Here, students will largely learn about Freire by fully engaging in and practicing his methodology. First, this course will challenge students to “unlearn” past experiences of education, such as the mere receiving/regurgitating of information (banking education) and strengthen their ability to critically analyze information from an historical, cultural, political, and economic perspective. Students will be encouraged to be active learners in the classroom where all knowledge and voices of the class community are valued and needed for the success of everyone. As this course is founded on anti-racist, liberatory praxis and pedagogy, there will be an emphasis on forming a class culture that demonstrates the theories being learned. The hierarchical structure of the traditional classroom will be explored along with power dynamics that typically place the professor as the bearer of knowledge and the student as the receiver. Through critical dialogue and facilitation to connect student experience

and knowledge to class material, this power dynamic will be transformed to provide greater student power while still acknowledging the power differential that exists between student and professor. Further connections will be made to power dynamics that are present in student field observations of NGO's and CBO's or service departments at John Jay College.

Second, the community will work to form a brave space for students to start exploring the impact of power and oppressions on marginalized groups, including themselves. Students will gain the ability to see themselves as a *part of* the quantitative and qualitative research they investigate; by not separating the academic knowledge they gain from their reality, this allows for greater "embodied learning" where education is expanded beyond readings, papers, and discussions and into their own lives. Specific attention will be paid to internalized oppression which can result in feelings such as shame, lack of self-worth, and/or unconscious belief of stereotypes as truth; this is often unexplored as a potential cause of students' struggles with mental health, lower confidence in ability, and discomfort with asking for help, which are issues identified by SEEK counselors as very common roadblocks to student success. At the same time, there can be a lack of time devoted to acknowledging students' pride in their various identities and how this provides a tool in overcoming systems of oppression. By supporting students in the examination of themselves and equipping them with restorative anti-racist tools through contemplative practices, community exercises, and wellness techniques, students will have a greater ability to see their capacity to create change. By targeting motivation and belonging, connection to their own lives, and confidence in their own power, students will be better prepared to take social action/participate in activist work addressing current justice issues, which will serve as the third step in filling the gaps previously acknowledged. If uninterested in participating in traditional activist work, students will be guided through an analysis of activist work that occurs through everyday resistance to oppression in all workplaces. They will also explore the various tools/skills used by activists in their specific organization that can be applied to any career field of their choice.

Finally, through their participation in field visits, observations, and interviews within an NGO/CBO or service department at John Jay College, students will gain first-hand experience in actions toward justice. As such, activism will appear in practice. The field experience, along with the methodology of community organizing tools, such as a problem tree analysis, action plan/timeline, and "direct hit" action will support students' ability to be advocates for justice not only in the course, but beyond. This course will be fully in line with John Jay's vision including the new strategic plan which outlines the goal of advancing "justice education, public awareness, and civic engagement."

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

This course examines the role education can play as both a tool of oppression and also a tool of liberation. By using a process of critical inquiry into what we learn, how we learn it, and what knowledge is traditionally valued in society, this course will focus on student knowledge and

experience as a foundation for understanding larger social issues and theories. Particular attention will be made to personal identities (i.e. - race, class, gender, sexual orientation, immigration status, etc.) and individual experiences of power, privilege, and oppression to examine different worldviews and how these are either muted or amplified. This course will build critical consciousness while providing tools to take practical social action (praxis) in tandem with self and community healing. A project at a local community-based, non-profit organization, or service department at John Jay College will be utilized to gain valuable hands-on experience and an insider view on careers working towards social change.

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

ENG 101; Sophomore standing or above and/or Permission of the Instructor.

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

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

 x No Yes. If yes, then please provide:

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

8. **Learning Outcomes** (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?

By the end of the course, students will be able to:

- 1) Connect one's experience in the education system to larger ideologies of oppression, such as white supremacy, patriarchy, and capitalism.
- 2) Articulate individual experiences of power, privilege, and oppression and the impact of same on social, personal, and mental wellbeing (positive and/or negative).
- 3) Present a variety of ways social activism organizations are currently impacting communities and distinguish career paths associated with this type of work.
- 4) Demonstrate the ability to collaborate with others in analyzing a social justice issue, creating an effective plan, and carrying out a practice social action within a team through praxis.

5) Engage with restorative and anti-racist tools and practices to develop personal and community power in fighting for social justice.

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

No Yes

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

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

No Yes If yes, please indicate the area:

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

Student learning will be assessed through **ongoing journal reflections** where they critically analyze readings, film clips, podcasts and to connect these materials to their lived experience. This will assess outcomes 1 and 2. Students will engage in "**The Activism in the World or Work**" **project** where they will visit a Community Based Organization/ Non-Profit engaged in social activism to learn about this work and interview an employee of the organization and will present their findings to the larger group. This assignment will assess outcomes 1 and 3. Students will write a **critical analysis paper** where they will pose possible solutions to any challenges discovered through their site visit. The critical analysis will connect theory, research, and practice. This will assess outcomes 3 and 4. Students will practice using community organizing tools, participate in a direct social action project and write a **personal reflection essay** connecting what they have learned in the course with a possible career of interest. These activities will assess outcomes 4 and 5.

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

Yes (via email) No

- If yes, please state the librarian's name: Barbara Carrel
- 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.

The library catalog, CUNY+

EBSCOhost Academic Search

Complete

Electronic encyclopedia collections
(e.g. from Gale; Sage; Oxford Uni Press)

LexisNexis Universe

- Criminal Justice Abstracts _____ and through blackboard/John Jay library
- PsycINFO _____ online. They will be required to consult with
- Sociological Abstracts _____ a librarian for research connected to their
- JSTOR _____ Community Social Action Project and
- SCOPUS _____ Reflection Paper
- Other (please name): All articles
required for the course are available online

13. **Syllabus-** *See addendum at end of course proposal*

14. Date of **Department curriculum committee** approval: Nov 2020

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

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: Monika Son, Chair, SEEK Department

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

Education as Power, EDU 277

Professor: Gabrielle Cuesta, MSW

Supplemental Instructor (SI):

Peer Mentor:

Office Phone: 212-393-6857

E-mail (best way to reach me): guesta@jjay.cuny.edu

Office Location: Haaren Hall, Room 43214

Office Hours: By appointment

Class Meeting Times: Tuesdays & Thursdays, 3:05pm – 4:20pm

Room:

Welcome to “Education as Power to Heal and Take Action”

“The paradox of education is precisely this - that as one begins to become conscious, one begins to examine the society in which he is being educated” James Baldwin

“The most common way people give up their power is by thinking they don’t have any.” Alice Walker

“The true focus of revolutionary change is never merely the oppressive situations that we seek to escape but that piece of the oppressor which is planted deep within each of us” Audre Lorde

“No one is going to give you the education you need to overthrow them” Assata Shakur

Course Description:

Prerequisites: ENG 101 and Sophomore Standing and/or Permission from the Instructor

This course examines the role education can play as both a tool of oppression and also a tool of liberation. By using a process of critical inquiry into what we learn, how we learn it, and what knowledge is traditionally valued in society, this course will focus on student knowledge and experience as a foundation for understanding larger social issues and theories. Particular attention will be made to personal identities (i.e. - race, class, gender, sexual orientation, immigration status, etc.) and individual experiences of power, privilege, and oppression to examine different worldviews and how these are either muted or amplified. This course will build critical consciousness while providing tools to take practical social action (praxis) in tandem with self and community healing. A project at a local community-based, non-profit organization, or a service department at John Jay College will be utilized to gain valuable hands-on experience and an insider view on careers working towards social change.

Course Objectives and Learning Outcomes:

By the end of the course, students will be able to -

- Connect one's experience in the education system to larger ideologies of oppression, such as white supremacy, patriarchy, and capitalism.
- Articulate individual experiences of power, privilege, and oppression and the impact of same on social, personal, and mental wellbeing (positive and/or negative).
- Present a variety of ways social activism organizations are currently impacting communities and distinguish career paths associated with this type of work.
- Demonstrate the ability to collaborate with others in analyzing a social justice issue, creating an effective plan, and carrying out a social action within a team through praxis.
- Engage with restorative and anti-racist tools and practices to develop personal and community power in fighting for social justice.

Required Readings & Other Sources (Online and Blackboard):

Angelou, M. (1983). "The Caged Bird" from Shaker, *Why Don't You Sing?*. Random House Inc. [Caged Bird by Maya Angelou](#).

Beyond the Streets (2014). "26 Ways to Be in the Struggle Beyond the Streets", In *Issuu*. [26 Ways to Be in the Struggle Beyond the Streets](#)

brown, a.m. (2017). "Interdependence & Decentralization: who we are and how we share". *Emergent Strategy*. (pp. 70 - 83).

Degruy, D. D. "Breaking the Psychological Chains of Slavery". Podcast, *Making Contact: Radio Stories and Voices to Take action*. <https://www.radioproject.org/2013/02/breaking-the-psychological-chains/>

Freire, P. (1968). "Banking Concept of Education". In *Pedagogy of the Oppressed*. New York: Continuum. <http://www.pitt.edu/~writcen/BankingConcept.pdf>

Goodkind, Jessica R, et al. "'We're Still in a Struggle': Diné Resilience, Survival, Historical Trauma, and Healing." *Qualitative Health Research*, vol. 22, no. 8, 2012, pp. 1019–1036. <https://journals.sagepub.com/doi/pdf/10.1177/1049732312450324>

hooks, b (2006). "Love as the practice of freedom", In *Outlaw Culture: Resisting Representations*. https://collectiveliberation.org/wpcontent/uploads/2013/01/hooks_Love_As_The_Practice_Of_Freedom.pdf

Ko, Amy. (2020). "Paulo Freire's "Pedagogy of the Oppressed": a manifesto on education and social change". Medium. [Paulo Freire's "Pedagogy of the Oppressed": a manifesto on education and social change](#)

Lateef, H. & Androff, D. (2019). "Children Can't Learn on an Empty Stomach": The Black Panther Party's Free Breakfast Program" in *The Journal of Sociology & Social Welfare*

Nardino, M. "10 Young Racial Justice Activists You Should Know". [10 Young Racial Justice Activists You Should Know](#)

Ozer, Emily J., and Laura Douglas. "The Impact of Participatory Research on Urban Teens: An Experimental Evaluation." *American Journal of Community Psychology*, vol. 51, no. 1-2, 2013, pp. 66–75.

Perez, M. (2016). "Healers of Color on Why Self Care is Not Self-Indulgence". *Colorlines*. [Healers of Color on Why Self-Care is Not Self-Indulgence](#)

Ruiz, D.M. *The Four Agreements: A Practical Guide to Personal Freedom*. San Rafael, Calif.: Amber-Allen Pub. 1997.

Ting, Tin-Yuet. "Struggling for Tomorrow: The Future Orientations of Youth Activism in a Democratic Crisis." *Contemporary Social Science*, vol. 12, no. 3-4, 2017, pp. 242–257. <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=3747e665-fc1d-4c90-8867-5b95863b16b1%40sessionmgr4006>

Torino, Gina C. "Microaggressions and Internalized Oppression: Intrapersonal, Interpersonal, and Institutional Impacts of 'Internalized Microaggressions.'" *Microaggression Theory*, John Wiley & Sons, Inc., Hoboken, NJ, USA, 2018, pp. 121–137. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781119466642.ch8>

"Turntables", Monae J. [Janelle Monáe - Turntables \[Emotion Picture\]](#)

Vargas, D. "People of Color & Mental Illness Photo Project". [POC & Mental Illness Photo Project](#)

Recommended Readings/Sources

Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. NY: The New Press.

"Changes", Tupac Shakur, [2Pac - Changes \(lyrics\)](#)

Dunbar Ortiz, R. (2014). Introduction: This land. In *An indigenous people's history of the United States* (pp. 1-14). Boston, MA: Beacon Press.

hooks, B. (1994). "Introduction" & "Engaged Pedagogy" In *Teaching to Transgress*. (pp 1-22). [Bell Hooks- Teaching to Transgress](#)

INCITE! Women of Color Against Violence. "The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex. Cambridge", Mass: South End Press, 2007. Print.

Nosich, G.M. (2012). The Elements of Reasoning. *Learning to think things through: A guide to critical thinking across the curriculum* (4th ed., pp. 47-78). Boston: Pearson Higher Education.

NPR. Code Switch, "Behind the Lies My Teacher Told Me": [Behind The Lies My Teacher Told Me](#).

Course Requirements & Instructor Expectations

Below is a list of requirements and expectations necessary for the successful completion of the course:

Class Participation and Preparation: Class attendance is **mandatory**, as is class participation. Students are expected to attend **every scheduled face to face class on time**. If absent from class, it is the student's responsibility to get notes from classmates or the instructor. If an assignment is due and the student is absent from class, the assignment must still be submitted on Blackboard. Your educational experience and success is important so please be sure to communicate with the instructor regarding any difficulties that arise. At the beginning of class, students must turn off all cell phones. It is expected that all students be prepared for each class. Being prepared means having read required readings and **actively participating** in class discussion. It is also expected that students have a pen/pencil and paper and be ready for note-taking.

E-mail: Students are expected to use their John Jay email address and **check emails at least once a day**, as professors will use it to inform you of important information on any assignments and syllabus changes.

Academic Support through Tutoring and Learning Facilitation: A Supplemental Learning Facilitator has been assigned to this course. Students are expected to meet with the learning facilitator assigned to the course to work on class assignments and projects. Students should also make use of the SEEK Academic Support Lab and/or the Writing Center at the College to enhance their overall learning experience in the course. Students will have to make an appointment with the learning facilitator in advance to their meeting and please be sure to keep your appointment or inform the facilitator in advance to reschedule.

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

or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards)

Americans with Disabilities Act (ADA) Policies: If you have a documented disability as described by the **Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact The Office of Accessibility (212) 237-8031, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate

Other services/resources: Students in the SEEK Program are highly encouraged to visit with their SEEK counselor at least three times during the semester in order to receive added support and referral to additional resources, if needed. In addition, the Wellness Center (located in L.67.10NB) at John Jay offers a Food Bank, Counseling Services, Health Services, Emergency Funding, and Single Stop Services that screens for eligibility for public assistance and other benefits.

Assessment (Grading) Assessment and Grades will be discussed in more detail in the course. Below is a description of the assignments and evaluation of students for the class.

Class Participation	25%
Writing Assignments (Reflective Journal Entries)	15%
Activism in the World of Work Project & Presentation	35%
Community Activism Reflection/Critical Analysis Paper	15%
Final Self Reflection Paper/Creative Project	10%

Total Grade	100%

Class Participation/Field Placement Attendance: Active participation and engagement in class activities/dialogues are expected of all students. Students will create a Community Contract the first class, which will serve as a guideline for discussions and a method of accountability. It is important that students come to class with the assigned reading/assignment for that day and are prepared to interact with their peers in a meaningful way. Outside field visits will be required as part of the course and is connected to the "Activism in the World of Work" assignment.

Reflection Journal Writing Assignments: Students are required to keep an active reflection journal throughout the course. The purpose of the journal is to further the student's application of course readings, class discussions, and activities to their development of self-awareness personally and professionally, as agents of change and emerging leaders in justice work. The reflection journals should be at least 1 page. Reflection journals correspond to the assigned reading for the week and will be submitted half-way through the course and at the end of the semester.

Activism in the World of Work Project & Presentation: Students will choose an organization with a strong social activism background and research the ways power/oppression impacts their work. Questions to be answered include: How does this organization challenge the status quo and aim to dismantle systems of oppression? What actions do they take and what is the impact? What challenges do these organizations face under capitalism, white supremacy, and patriarchy and how do they overcome these challenges? What are the skills/tools required to complete this type of work and how can these be applied to other professions?

- Three site visits to these organizations will be required, which will include in-person interviews of staff members and participation in an event/action.
 - Interview an employee/s of this organization
 - Research this organization through online resources (i.e. – their website)
 - Participate in an event this organization holds (if open to the public)

This project will culminate in a class presentation that answers the questions above and includes a reflection/analysis of how this research can guide each students' own participation in social activism and/or any career of their choice.

Community Activism Reflection/Critical Analysis Paper: Students will focus on one challenge they discovered from their "Activism in the World of Work" projects they feel needs the most attention. This paper will include a critical analysis of the issue, how the organization is already attempting to overcome this challenge (if at all) and provide possible solutions. Students will have the opportunity to apply community organizing tools/techniques, such as the problem tree analysis, needs/strengths assessment, and action plan to develop steps in overcoming roadblocks to social activism work. Papers should be grounded in theory and include quantitative and qualitative research, along with scholarly sources. All papers must be typed APA style (double-spaced in Times New Roman 12-point font), include a minimum of 4 references, and submitted through Blackboard on time. All papers must include a heading (student's name, date, and assignment title). Students must meet with a Supplemental Instructor to review their paper and submit a draft and final version.

Final Self-Reflection Paper/Creative Project: Students will write a short reflective paper or participate in a creative project that can be completed through either spoken word, music, drawing/painting etc. that demonstrates learnings/take-aways from the course. This will include a reflection on knowledge gained about their own experiences of power/oppression tied to identity, the strengths/tools they can apply to combat systems of oppression, and how they can cultivate personal/community power in any career of their choice.

Final letter grade will be determined according to the following distribution:

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

Source: John Jay College of Criminal Justice Undergraduate Bulletin

Grades and their meanings:

A, A-	Excellent
B+, B, B-	Very good
C+, C	Satisfactory
C-, D+, D, D-	Poor (passing, but too many can lead to dismissal)
F	Failure (not erased when course is retaken and passed)
WU	Withdrew unofficially

Course Outline

WEEK ONE

1/28/20: Introductions, Intentions, & Expectations

Acknowledgement of Indigenous Lenape land
 Introduction of the course and yourself (cultural banners)
 Introduction to mindfulness opening practice
 Using your knowledge, your voice, and your body/skills
 Building a community of learners

Assigned Reading: Freire, P. (1968). "Banking Concept of Education". In *Pedagogy of the Oppressed*. New York: Continuum. <http://www.pitt.edu/~writecen/BankingConcept.pdf>

Suggested reading: Hooks, B. (1994). "Introduction" & "Engaged Pedagogy" In *Teaching to Transgress*. (pp 1-22). [Bell Hooks- Teaching to Transgress](#)

1/30/20: What does social justice mean to you?

Defining justice
 Justice and fairness in the classroom
 Class agreements and rules: What's fair in the classroom?
 Building relationships, community, and a space of trust
 Expanding past notions of "education"
 Introduction to reflective journaling

Activity: Critical Consciousness & Social Justice Scale

WEEK TWO

2/4/20: Education for Liberation - A Model for the Class

Who is Paulo Freire?
 Dialogue, praxis, & education
 Consciousness: the power to transform reality & work towards freedom
 Becoming fully human in an educational setting

Dialogue: How have we been domesticated and what can we "unlearn"?

In Class Reading: Angelou, M. (1983). "The Caged Bird" from Shaker, *Why Don't You Sing?*. Random House Inc. [Caged Bird by Maya Angelou](#).

Assigned Readings:

Ruiz, D.M. *The Four Agreements: A Practical Guide to Personal Freedom*. San Rafael, Calif.: Amber-Allen Pub. 1997. [Don Miguel Ruiz - The Four Agreements](#)

Ko, Amy. (2020). "Paulo Freire's "Pedagogy of the Oppressed": a manifesto on education and social change". Medium. [Paulo Freire's "Pedagogy of the Oppressed": a manifesto on education and social change](#)

2/6/20: "The Self" (Micro): A Part of Interconnected Systems- Power of your Lived Experience & Identity

What makes up who you are?
 How do you view yourself/how others view you
 Knowledge through your reality

Activity: Reading the word and reading the world; Identity Signs

WEEK THREE

2/11/20: Your community (Meso)

What are the many communities you are a part of/how do you view these communities?
 What privileges do you hold within these communities and what oppressions do you experience?

In class journal: What are your community strengths? What are your community needs? If you could address any needs in your community, what would you be most passionate about doing?

In class activity: Researching/mapping of CBO's (Community Based Organizations)/NGO's (Non-Profit Organizations) that exist to support communities you are a part of; create a list as a class. *Use source [ActLocal | Homepage](#) as well as [Student Life | John Jay College of Criminal Justice](#) for support creating list.

Introduction to Activism in the World of Work project:

- Choosing a Social Justice/Action-Oriented organization to shadow
- Professional etiquette
- Awareness of organization culture/resources/capacity
- Anticipated challenges
- List of five possible CBO/NGO's to visit by next week

Assigned Reading: Ozer, Emily J., and Laura Douglas. "The Impact of Participatory Research on Urban Teens: An Experimental Evaluation." *American Journal of Community Psychology*, vol. 51, no. 1-2, 2013, pp. 66–75.

2/13/20: The Larger Systems (Macro): Institutions We Interact With

What are these institutions/systems: economic, political, cultural, military, media
 How do we experience these institutions?
 How does history impact our current reality?
 Whose story about these institutions and people in them have been told to you?

WEEK FOUR

2/18/20: Power & Oppression: Ideologies, Systems, Isms, & Impact on Self

Power machine
 Power within, power with, and power over
 Drawing your manifestations of power
 Analysis of Power/Oppression through the Power Grid

In-class listening (excerpt): Degruy, D. D. "Breaking the Psychological Chains of Slavery".
 Podcast, *Making Contact: Radio Stories and Voices to Take action*.
<https://www.radioproject.org/2013/02/breaking-the-psychological-chains/>

Assigned video clip: The Audre Lorde Project "Free our Sisters, Free Ourselves"; [Audre Lorde Project Action](#)

Assigned Article: Lateef, H. & Androff, D. (2019). "Children Can't Learn on an Empty Stomach": The Black Panther Party's Free Breakfast Program" in *The Journal of Sociology & Social Welfare*

2/20/20: Power & Oppression in the World of Work

How does power/oppression impact the work done to combat systems of inequity?
 How can it impact the various careers you are interested in?
 How will power/oppression impact you in the world of work as you hold various identities with or without privilege?

WEEK FIVE

2/25/20: Planning your field visits and setting intention

Importance of research beforehand

Organization mission, values, goals

Focused social justice issue - what is the organization focused on combating and/or providing and how is it currently impacting society/your community

Assigned readings:

Torino, Gina C. "Microaggressions and Internalized Oppression: Intrapersonal, Interpersonal, and Institutional Impacts of 'Internalized Microaggressions.'" *Microaggression Theory*, John Wiley & Sons, Inc., Hoboken, NJ, USA, 2018, pp. 121–137. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781119466642.ch8>

Vargas, D. "People of Color & Mental Illness Photo Project". [POC & Mental Illness Photo Project](#)

Assigned Research:

- Information gathering on your organization, its mission, and the focus of its work
- Gathering contact information
- Setting a timeline

2/27/20: Planning your field visits and setting intention

Unpacking professionalism and what it looks like in social justice work

Culture of work environment

Scheduling visits, preparing interview questions, and expectations

WEEK SIX

3/3/20: Analyzing Power & Oppression & Its Manifestation (Self)

Self-Problem Tree

An in-depth analysis

Breaking shame

Our "ontological vocation" of becoming more fully human (Freire)

Activism in the World of Work assignment: Field visits, interviews, research, observation journals

3/5/20: Analyzing Power & Oppression & Its Manifestation (Using issues of justice at your organization)

Justice Issue Problem Tree using your organization

Seeing the issue

Analyzing the root causes

Using articles, interviews, and community-based participation to enhance analysis

Using interviews and community participation

WEEK SEVEN

3/10/20: The Impact We Want to Make in the World

What social justice issues do you care about?
Why do these issues matter? Why are they important to you?

In-class Activity: Persuasive speech on your social justice issue & class vote

*Project Check Ins/Observations/Challenges

Activism in the World of Work Assignment: Field visits, interviews, research, observation journals

Assigned readings:

Goodkind, Jessica R, et al. “‘We’re Still in a Struggle’: Diné Resilience, Survival, Historical Trauma, and Healing.” *Qualitative Health Research*, vol. 22, no. 8, 2012, pp. 1019–1036. <https://journals.sagepub.com/doi/pdf/10.1177/1049732312450324>

Beyond the Streets (2014). “26 Ways to Be in the Struggle Beyond the Streets”, In *Issuu*. [26 Ways to Be in the Struggle Beyond the Streets](#)

3/12/20: Analyzing issue → Taking Action (Praxis)

Analysis & Critical Consciousness → Praxis & Social Action Introduction

What is beyond protesting in the streets to work towards liberation? What have you learned about the different tools/techniques used in your organization?

Can young people make an impact? Can you?

Activity: “Our Activists” Presentation

- What did they stand for?
- What did they do?
- What did they risk/sacrifice?
- What did they gain?
- **Who are the activists you have reached out to/spoken to in your field visit organizations? Do they consider themselves activists?**

In class song: “Turntables”, Monae J. [Janelle Monáe - Turntables \[Emotion Picture\]](#)

WEEK EIGHT

3/17/20: Movie - Knock Down the House

*Project check ins

Assigned readings:

Nardino, M. "10 Young Racial Justice Activists You Should Know". [10 Young Racial Justice Activists You Should Know](#)

Ting, Tin-Yuet. "Struggling for Tomorrow: the Future Orientations of Youth Activism in a Democratic Crisis." *Contemporary Social Science*, vol. 12, no. 3-4, 2017, pp. 242–257.
<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=f0905871-5316-4378-afb3-8014983fc85e%40pdc-v-sessmgr05>

3/19/20: Movie - Knock Down the House & Debrief

What does "being political" mean to you?

How do we see "people power" in the film?

What stood out to you in the film?

- Do you think it is important to have members of your community representing you in political positions? Why or why not?
- How does this movie connect to your Activism in the World of Work projects and your field observations?

WEEK NINE**3/24/20: Praxis & Social Action: How can you leave a legacy?**

Converting "Enrage" at ourselves and others to "Outrage" towards the system

How do we make a dent?

Leadership styles - areas of strength as a leader and how to best utilize in activism/work

Assigned Readings: hooks, b (2006). "Love as the practice of freedom", In *Outlaw Culture: Resisting Representations*. [Outlaw Culture](#)

Assigned preparation: Activism in the World of Work Presentation

3/26/20: Collective Power through Action

How to create an Action Plan to address a social justice issue

Developing realistic long-term and short-term goals

Identifying targets, allies, opponents
Deciding most effective tactics that fit the issue

WEEK TEN

3/31/20: Activism in the World of Work Presentation - Final Preparation/Final Questions

Come prepared with final questions
Peer review & peer practice

4/2/20: Activism in the World of Work Presentations

WEEK ELEVEN

4/7/20: Activism in the World of Work Presentations Continued & Debrief

Biggest take-aways
Connection to your identities/community
Most significant observations of power/oppression
Application to your world of work

SPRING BREAK

WEEK TWELVE

4/21/20: Class Community Action Plan Creation

Determination of social justice issue as a class community
Creation of action plan for one year (for practice)
Introduction of quick “direct hit” actions
Intent: raise awareness/increase community involvement/fundraise/provide information

Assigned Reading: brown, a.m. (2017). “Interdependence & Decentralization: who we are and how we share”. *Emergent Strategy*. (pp. 70 - 83).

Assignment due: Community Activism Reflection/Critical Analysis Paper

4/23/20: Working the Action Plan

What are the tactics that we can use?
How do we use our class strengths to accomplish our action plan?
What are the different roles we can play?
Stepping outside comfort zones while staying safe - identities and positionality

WEEK THIRTEEN**4/28/20: Enrolling people in your action plan/embodying your beliefs in justice**

Power of authenticity
 Connecting with target audience
 Sharing your story

4/30/20: Social action “direct hit” practice in the John Jay Community

Debrief:
 What did you see/hear?
 How did it feel?
 What worked/done differently?
 Questions/take-aways

WEEK FOURTEEN**5/5/20: Preparing your next steps**

Power, self-care, healing
 Creating your own definition of success
 Your own action plan for life

In class reading: Perez, M. (2016). “Healers of Color on Why Self Care is Not Self-Indulgence”. *Colorlines*. [Healers of Color on Why Self-Care is Not Self-Indulgence](#)

5/7/20: Semester and Class Reflection

Discussion: Strengths/weaknesses, what went well/did not go well, areas of improvement, growth

Activity: Reviewing beginning goals and legacy work

WEEK FIFTEEN**5/12/20: Bearing witness to self-reflection shares**

Final presentations of your main take-aways: transforming injustice in any career

Assignment due: Final Self Reflection

5/14/20: Class Celebration

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 31, 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: Humanities and Justice Program

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

Name: Allison Kavey & Sara McDougall

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

Phone number(s) (845)269-2030

2. a. **Title of the course: Race and Resistance**

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

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 is appropriate at the 200 level. It introduces students to the three disciplines relevant to the Humanities and Justice Studies major/minor and encourages the development of short, source-determined papers. No independent research is required, and outside sources are not permitted for these assignments. The assignments are based entirely on the course readings and are prompt-based essays that build on the class discussions. The goal is to permit students to elaborate on points of commonality found among the sources in class and to allow them to exercise their skills in using evidence to support their claims. Students will be challenged to use analytical approaches from history, literature, and philosophy to make best use of the sources to support their arguments.

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

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 contributes a new and important topic for thinking about race and subjugation in a global context, using the three disciplines of history, philosophy, and literature to examine a series of episodes in which race, ethnicity, and/or theology determined subjugation and, in response, resistance. It contributes to our new racially aware and inclusive curriculum and demonstrates the contributions humanities disciplines provide to students investigating these questions.

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

This course examines the ways in which race and related modes of defining genealogical, linguistic, ethnic, or theological hierarchies have been used to justify subjugation and the denial of rights. Especially important, this course examines instances of resistance and rebellion that have sought to counter oppression and realize civil rights. Using the tools of history, literature, and philosophy, students will consider the ways in which definitions of race broadly conceived have been drafted to sustain privilege and empower one group over another. The focus of the course is global and embraces all periods of history. Topics may include Jewish resistance against the Romans in the ancient world; Protestant resistance against Catholics during the Reformation; the racial hierarchies dividing many Latin American countries after colonization; the disenfranchisement of indigenous peoples worldwide; the slave trade and the “peculiar institution” of slavery in the U.S.; the Taiping Rebellion; the Irish “troubles”; the *négritude* movement; the modern civil rights movement; and modern civil wars.

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

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

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

 x No Yes. If yes, then please provide:

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

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

outcomes?

Students will:

- Analyze primary source documents from different moments of racially driven rebellion using humanities approaches derived from literature, history, and philosophy.
- Read and critically apprehend scholarly arguments from literature, philosophy, and history about racially driven rebellions, in order to discuss how racial identities were used to create and preserve racial hierarchies.
- Write three short papers using assigned sources, as well as demonstrate the ability to develop and sustain an evidence-driven argument utilizing appropriate academic language and citations.

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)

Humanities and Justice major elective (Part II. HJS Electives) and minor elective (Part II. Electives), elective in Global History major (Part III Non-US History Electives), and History (Part II. Electives) and History and Law (Part II. Electives) minors.

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

No _____ Yes ___x___ If yes, please indicate the area: **College Option: Learning from the Past**

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

That students be able to "demonstrate knowledge of formative events, ideas or works in the humanities or social sciences," that they can "analyze the significance of major developments in history" and "differential multiple perspectives on the same subject" are all key components of the course. This course requires students to use the scholarly tools of literature, philosophy, and history to assess subjugation and resistance. Through guided readings that consistently draw their attention to the tools and ideas framing the scholarship, students will learn the fundamental approaches and assumptions that form the foundation of literary, historical, and philosophical work. They will identify the strengths and weaknesses in these approaches in their annotated bibliographies and make use of them in their short papers. Readings examine racial/ethnic/religious subjugation and resistance over time. Each section of the syllabus is devoted to examining the ways in which particular forms of racial/ethnic/religious subjugation produced resistance from the subjugated group. By reading primary sources from each episode of subjugation, students will be given access to the voices that faced erasure at that moment and see the variety of circumstances that forced the subjugated to fight back. Annotated bibliographies, class discussions, and the short paper assignments bring these moments of

pressure to the forefront, allowing students to concentrate on the forces that turn two groups of people—seemingly very similar—into enemies fighting for their own survival.

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

-Discussion Board postings 10%

-10 annotated bibliographies of assigned secondary sources—you may choose the 10, but annotations are due on the day the sources are assigned: 50%

-4 short papers (no more than 5 pages), using assigned sources only: 40%

Examples of assignments:

Discussion Board posts in unit 2.

Annotated bibliographies of secondary sources should be no more than 1 single-spaced page. They must identify the article's main argument, the kinds of evidence used, where the evidence supports the argument and where it fails to do so, and a brief assessment of the strengths and weaknesses of the article. This develops several critical skills that students should have at their command at the 200-level of work. They learn to critically read secondary material from three different academic disciplines, determining the ways in which each discipline poses different kinds of questions, starts from a series of assumptions, and uses different kinds of evidence in different ways. Part of this includes learning to dissect academic arguments—students will learn to identify primary and supporting arguments, as well as how to locate the types of evidence used to support those arguments. Students will be asked to pay special attention to the conclusions authors draw, determining whether the evidence provided fully or only partially supports the thesis statements. They will then be asked to write their own summaries and paraphrases of these sources, identifying particularly important quotes (with appropriate citations). This will contribute to their papers, which are the second form of assessment, because they can use these to develop their literature reviews and provide a synthesis of existing scholarship. This skill is required in many of the college's humanities majors, including history, literature, and humanities and justice.

Short papers: These papers capitalize on two important aspects of the course: the students' annotated bibliographies and our class discussions. They also permit students to pursue questions that interest them and concentrate on a few sources from each section of the class, rather than necessarily using all of them. They will be expected to demonstrate the scholarly skills of defining a thesis statement, selecting appropriate secondary sources from at least two of the contributing disciplines (history, literature, philosophy), and choosing meaningful evidence from relevant primary sources. Students will be expected to use appropriate academic language and the citation format chosen by the faculty member (Chicago or MLA). These papers will be a good exercise to help train students to become efficient academic writers by producing clearly written, logically developed, evidence-driven arguments. Our hope is that every section will produce several papers worthy of being included in *John Jay's Finest*, as is consistently the case in HJS 310.

Sample assignment for paper 3: The paper is to be no more than 5 pages, have appropriate citations, include only sources assigned for this class, and address some of the following questions: what is *négritude* and how have philosophers used the Haitian rebellion against the French to frame a philosophy of race and resistance? How does the specific history of slavery in the United States and the French Antilles provide a series of moments of resistance by which we can better understand the lived reality of being enslaved, the identities of enslaved people, and the organization employed by slaves to make meaning in their lives and resist enslavement? Compare the underground railroad and slave rebellions—were they two sides of the same coin, so similar as to be considered the same kind of resistance, or too different to be considered in the same section of this class? Remember that your thesis must be framed within existing scholarship and supported by primary sources from this section of 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 _____ No _____
- Will your students be expected to use any of the following library resources? Check all that apply.

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/> _____ ➤ EBSCOhost Academic Search Complete _____ ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ ➤ LexisNexis Universe _____ 	<ul style="list-style-type: none"> ➤ Criminal Justice Abstracts _____ ➤ PsycINFO _____ ➤ Sociological Abstracts _____ ➤ JSTOR <input checked="" type="checkbox"/> _____ ➤ SCOPUS _____ ➤ Other (please name) _Project Muse
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13. **Syllabus – see attached sample**

14. Date of **Department curriculum committee** approval: Dec 16, 2020

15. **Faculty** - Who will be assigned to teach this course? Stephen Russell, Bettina Carbonell, Toy Fung Tung, Kyoo Lee, Hyunhee Park, Amie MacDonald, Allison Kavey, David Munns

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: Allison Kavey, Major Coordinator, Humanities and Justice

John Jay General Education College Option Course Submission Form

Course Prefix & Number	HJS 2xx
Course Title	Race and Rebellion
Department or Program	Humanities & Justice
Discipline	HJS: History, Literature, Philosophy
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	N/A
Course Description	This course examines the ways in which race and related modes of defining genealogical, linguistic, ethnic, or theological hierarchies have been used to justify subjugation and the denial of rights. Especially important, this course examines instances of resistance and rebellion that have sought to counter oppression and realize civil rights. Using the tools of history, literature, and philosophy, students will consider the ways in which definitions of race broadly conceived have been drafted to sustain privilege and empower one group over another. The focus of the course is global and embraces all periods of history. Topics may include Jewish resistance against the Romans in the ancient world; Protestant resistance against Catholics during the Reformation; the racial hierarchies dividing many Latin American countries after colonization; the disenfranchisement of indigenous peoples worldwide; the slave trade and the “peculiar institution” of slavery in the U.S.; the Taiping Rebellion; the Irish “troubles”; the <i>négritude</i> movement; the modern civil rights movement; and modern civil wars.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended See attached.

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

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

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

<p>I. Learning from the Past - Please explain how your course meets these learning outcomes</p>	
<p>Students will:</p>	
<p>The goal of this course is to use the tools of history, literature, and philosophy to consider how definitions of race, broadly conceived, have been deployed to sustain privilege and empower one group over another.</p> <p>Students will prepare three papers of no more than five pages each, to demonstrate well-reasoned written arguments supported by evidence. For example, one paper asks the students to write a clear thesis statement that will engage with primary and secondary sources from the class to produce an evidence-driven argument that addresses some of the following questions. What is <i>négritude</i> and how have philosophers used the Haitian rebellion against the French frame a philosophy of race and resistance? How does the specific history of slavery in the United States and the French Antilles provide a series of moments of resistance by which we can better understand the lived reality of being enslaved, the identities of enslaved people, and the organization employed by slaves to make meaning in their lives and resist enslavement? Compare the underground railroad and slave rebellions—were they two sides of the same coin, so similar as to be considered the same kind of resistance, or too different to be considered in the same section of this class? This is a standard essay, wherein students gather information from the course texts, supplemented by minimal external reading, and make an argument to explain a certain historical event or decision. They will be evaluated on how well they frame the subject and describe the historical context in which the event/decision took place. Use of argument, evidence, and citation style is graded.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences
<p>Resistance movements motivated by racial/ethnic/religious subjugation are the focus of this course. The syllabus brings these movements directly to students' attention, for example it includes sections on the Taiping rebellion, the indigenous peoples' movement, and the <i>négritude</i> movement, in order to</p>	<ul style="list-style-type: none"> • Analyze the significance of major developments in U.S. and World History.

<p>prompt students to read and better understand the theories and people who formed these movements of resistance.</p>	
<p>Resistance movements motivated by racial/ethnic/religious subjugation are the focus of this course. Both the subjugating and subjugated groups in this course are determined by racial, ethnic, or religious orientation. Students will engage with the literature used to create and maintain these positions of difference and have opportunities to discuss and write about the ways in which the process of enhancing difference and creating cultural fractures relies on reinforcing the idea that humanity has more differences than common characteristics. The moments of resistance that this course examines are, of course, the product of extensive and lengthy campaigns to exaggerate an "us vs. them" mentality in which one group accrues power at the expense of another. For example, the focus on slave revolts relies on a critical investigation of slavery itself, an institution that required white people to believe that the color of their skin made them intellectually and culturally superior to the black people they treated as property and abused. This discussion, which will be an integral part of this section of the class, gives students insight into the role that social constructs of differentiation play in maintaining fault lines such as race and class. But similar rationales may also be ethnic and religious.</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

John Jay College of Criminal Justice, CUNY
 HJS 2xx: Race and Rebellion
 Professor: Toy Tung
 Email: ttung@jjay.cuny.edu
 Office Hours: TBD

Course Description:

This course examines the ways in which race and related modes of defining genealogical, linguistic, ethnic, or theological hierarchies have been used to justify subjugation and the denial of rights. Especially important, this course examines instances of resistance and rebellion that have sought to counter oppression and realize civil rights. Using the tools of history, literature, and philosophy, students will consider the ways in which definitions of race broadly conceived have been drafted to sustain privilege and empower one group over another. The focus of the course is global and embraces all periods of history. Topics may include Jewish resistance against the Romans in the ancient world; Protestant resistance against Catholics during the Reformation; the racial hierarchies dividing many Latin American countries after colonization; the disenfranchisement of indigenous peoples worldwide; the slave trade and the “peculiar institution” of slavery in the U.S.; the Taiping Rebellion; the Irish “troubles”; the *négritude* movement; the modern civil rights movement; and modern civil wars.

Learning Outcomes:

- Analyze primary source documents from different moments of racially driven rebellion using humanities approaches derived from literature, history, and philosophy
- Read and critically apprehend scholarly arguments from literature, philosophy, and history about racially driven rebellions, in order to discuss how racial identities were used to create and preserve racial hierarchies.
- Write three short papers using assigned sources, as well as demonstrate the ability to develop and sustain an evidence-driven argument utilizing appropriate academic language and citations.

Means of Evaluation:

-Discussion Board postings 10%

-10 annotated bibliographies of assigned secondary sources—you may choose the 10, but annotations are due on the day the sources are assigned: 50%

-4 short papers (no more than 5 pages), using assigned sources only: 40%

Week 1, session 1. Introduction, review of syllabus, discussion of race as a cultural construct that has privileged some while subjugating others.

Due by midnight before class on Blackboard discussion board—500-word post. Please write a paragraph or so in which you address the following questions: What is a “racial hierarchy”? Do you think every culture has one, and is that true across history? How do race and religion intersect in this discussion? What about race and gender? Race and sexuality? (These are questions we will pursue throughout the term, so do not expect to have perfect answers by the end of today’s class!)

Unit One

Week 1, session 2. Masada—the heroic stand of the few Jews who defended Masada against the marauding Romans has become synonymous with minority religious resistance against an imperial power. We will discuss what led to the standoff at Masada, the meaning of resistance and where suicide falls in that discussion, as well as the religious-political forces that brought the Romans once again to persecute the Jews around 73-74 CE. Discussions will also address the ways in which authorship of primary sources determines their content and how Masada has been claimed by different religious groups to establish their authority.

Read for session 2: Marijn J. Vandenberghe, “Villains Called *Sicarii*: A Commonplace for Rhetorical Vituperation in the Texts of Flavius Josephus,” *Journal for the Study of Judaism in Persian, Hellenistic, and Roman Period*, vol. 47 no.4/5 (2016): 475-507; https://www-jstor-org.ez.lib.jjay.cuny.edu/stable/26551190?sid=primo&seq=1#metadata_info_tab_contents
 And “Josephus describes the mass suicide at Masada”;
<https://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/josephusmasada.html>

Week 2: Masada, continued—the long history of Masada

Read for session 1: Read for session 2: Jodi Magness, *Masada: From Jewish Revolt to Modern Myth* (Princeton: University of Princeton Press, 2019)—ch. 2 and 3 (available on Blackboard)

Read for session 2: Kleinknecht, Steven W ; Puddephatt, Antony J ; Shaffir, William, “The History, Myth, and Science of Masada: The making of an historical ethnography,” *Ethnographies Revisited* 2009, p.351-366; available on Blackboard. Sidnie White Crawford, “Masada VI: Yigael Yadin Excavations, 1963-1965. Final Reports: Hebrew Fragments from Masada”, *Bulletin of the American Schools of Oriental Research* vol. 319 (2000): 81. (available on Blackboard)

Weeks 3 and 4. Taiping Rebellion. This civil war occurred in China between 1850 and 1864. It was a political contest with a religious aspect, which pitted the established Qing dynasty against the Taiping Heavenly Kingdom. We will devote two weeks to this topic because it reflects so many important themes we concentrate on in this class: resistance by a minority against a powerful majority, the collapsing of religious and political identities, and the ways in which imperial powers and their religion affected seemingly national or even local conflicts, since the leader of the rebellion claimed to be Christ’s younger brother.

Read for Week 3: Tian, Xiaofei, *The World of a Tiny Insect: A Memoir of the Taiping Rebellion and its Aftermath*, trans. Zhang Daye, (Seattle: University of Washington Press, 2013): pp. 79-108; available on Blackboard.

Jin, Huan “Multiple Otherness: Identity Politics of the Taiping Civil War,” *Journal of Chinese Literature and Culture*, 7 (2020): 215-31; available on Blackboard.

Read for Week 4: Frank Dikötter, “The History of Racial Theories in China” in Dikötter, Frank, Linda Martin Alcoff, *The Routledge Companion to the History of Race* (New York: Routledge, 2017); available on Blackboard.

Frank Dikötter, “Race in China” In *China Inside Out: Contemporary Chinese Nationalism and Transnationalism*, edited by Pál Nyíri and Joana Breidenbach, 177–204. Budapest: Central European University Press, 2005; <https://books.openedition.org/ceup/1236?lang=en>

FIRST PAPER DUE—in a paper of no more than 5 pages using Chicago or MLA citation form and appropriate academic language, please address the following questions. How does existing scholarship allow us to bring together disparate episodes of resistance such as the siege at Masada and the Taiping Rebellion to better understand the forces of religion and imperial power in determining personal and regional/national/ethnic identity? How have the narratives that emerged from these episodes continued to shape ideas about identity among Jews in the Middle East, and among the various racial and ethnic groups in China? You may only use sources assigned in this class for weeks 1 to 4.

Unit Two

Weeks 5 to 7. Indigenous Rights and Rebellions: Survival, Survivance, and the (Native) American Indian Movement

In this Unit we will consider the course themes of race, resistance, and justice in the context of the struggle of Native Americans from the 19th to the 21st centuries as they seek to assert their human rights, regain “lost” ground, and retrieve cultural connections. All required readings, including the *Course Packet / Native American Poetry* and the links to media, are available on Blackboard / Course Materials. The *Oxford English Dictionary Online* is available under “Databases by Title” at the Lloyd Sealy Library.

Week 5–Foundations

1st class } We will start with definitions of key terms and later apply them to specific focal points; be sure to consult the specific reference identified in parenthesis.

- “indigenous”; “dispossession”; “survival” (source = *Oxford English Dictionary Online*)
- “cultural genocide” (source = facinghistory.org. Readings 1, 2, and 3)
- “survivance” (source = Gerald Vizenor (Ojibwe Anishinaabe). *Survivance: Narratives of Native Presence*. pp __ - __)

In order to understand the extent to which indigenous values and beliefs differ from those of the dominant (in this case white settler / colonial culture) we will read and discuss:

- “Native American Philosophy” by Adam Arola (Ojibwe Anishinaabe) in *The Oxford Handbook of World Philosophy*.

2nd class } In order to gain general knowledge of the history of activism among tribal peoples we will read and discuss selections from *The Heartbeat of Wounded Knee* by David Treuer (Ojibwe Anishinaabe): “Becoming Indian: 1970-1990.”

Discussion Board Assignment: Initial Post and Response to Peers

Awakening to the Issues

Initial Post: What was the single most surprising fact you encountered in reading David Treuer’s book chapter? How / did this fact challenge a belief you already hold?

Follow-up Response to Peers: Reply to at least two posts that identified “new” facts other than the one you identified.

Week 6 – Historical Cases-in-Point: The Ghost Dance Movement (1869-1891); The Ghost Dance War (1890-91); the Wounded Knee Massacre (1890)

1st class }

Reading Assignment:

Mooney, James. Selections from *The Ghost-Dance Religion and the Sioux Outbreak of 1890*
John G. Neihardt. Selections from *Black Elk Speaks*

2nd class }

Reading Assignment:

Micheline E. Pesantubbee (Choctaw). “Wounded Knee: Site of Resistance and Recovery”
Christopher Lindsay Turner. “Native American Objects of Memory and Journey from the National Museum of the American Indian.” Many Voices, One Nation: Material Culture Reflections on Race and Migration in the United States

Discussion Board Assignment Week #6: Initial Post and Response to Peers

Religion

Initial Post: Using James Mooney’s first-hand accounts of *The Ghost-Dance Religion and the Sioux Outbreak of 1890* as your primary source, identify and compare three different points of view on the meaning and the intention of the revival of the Ghost Dance ritual. Be sure to note the name and the subject position of the sources (contained in Mooney) that you are using.

Follow-up Response to Peers: Reply to at least two posts that you think have done a good job of identifying and comparing Mooney’s sources. Be specific about what you find to be important and insightful in these posts.

Week 7 – Cultural Activism—Poets Speak: We will look at how Native American poets have used their work as a vehicle for social and political critique. In the words of Paiute poet Adrian C. Louis: “I have no sylvan glades of dreams / just dust words / for my people dying.”

1st and 2nd class }

Reading Assignment:

Course Packet / Poetry } selections from the work of: Sherman Alexie (Spokane / Coeur d’Alene); Louise Erdrich (Chippewa / mixed); Joy Harjo (Creek); Linda Hogan (Chickasaw); Adrian C. Louis (Lovelock Paiute); Victoria Lena Manyarrows (Eastern Cherokee/ mixed); Simon J. Ortiz (Acoma Pueblo); Wendy Rose (Hopi-Miwok); Mary TallMountain (Koyukon / Scotch-Irish)

Discussion Board Assignment: Initial Post and Response to Peers

Recurring Themes in Native American Poetry

Initial Post: Select one poem from the *Course Packet* that affected you deeply. Explain your choice: paraphrase the poem and analyze its message by quoting specific words, phrases, and / or lines.

Follow-up Response to Peers: Reply to a peer who chose a different poem, but be sure you have read their chosen poem before submitting your reply.

Second Paper (5 pages + Works Cited list):

Brief Overview / Choice of Topics:

1. Develop your initial post to Discussion Board #2 using at least three different perspectives found in Mooney's archive.
2. Compare and contrast three poems from our *Course Packet* on the basis of a common image, symbol, and / or theme.
3. National Museum of the American Indian [NMAI] NYC> Transcription of Field Notes: object analysis + integration of secondary source
*Actual visit if possible or:

<https://americanindian.si.edu/static/exhibitions/infinityofnations>

We've been considering the importance of cultural heritage—its suppression, retrieval, performance, and preservation—and, as Christopher Lindsay Turner explains, the preservation of objects is an important part of that effort (see reading assignment for Week 2). In a formal written review of your actual or virtual visit to the NMAI, focus on (describe and analyze) at least three specific objects. Note the title of the object, the maker, the date, the region (available on the object label). Be sure to look carefully at the objects associated with the Ghost Dance tradition, including the Arapaho Ghost Dance Dress and Pawnee Ghost Dance Drum. Take notes on the large thematic wall texts and smaller informative object labels. The wall texts emphasize themes that will be familiar to you given your work in this course Unit. These themes include: struggles against colonial aggression; survivance; and the devotion to spiritual beliefs and rituals. Use some relevant quotations from the NMAI texts (and indicate source in parenthesis with the citation "NMAI wall text" or "NMAI label"). Also reflect on the connections between the overall exhibition subjects and themes and our course texts. Integrate at least one direct reference to one of the following sources: Arola, Vizenor, Treuer, Neihardt, Mooney, Turner, Pesantubbee, or one of the poets in our Course Packet.

THIRD PAPER DUE—in a paper of no more than 5 pages with appropriate citations and using only sources from weeks 4 to 7, please consider some of the following questions. How do the moments of indigenous resistance we covered reflect different tribal identities, and do we lose anything by compressing these very different tribes into "indigenous peoples"? How did the United States abuse its constitutional power over sovereign nations in its own territory? How do tribal histories contribute to our knowledge of indigenous motivations to stand against the United States military? What does "survivance" mean and how does it continue to shape our understanding of indigenous resistance? Remember that you must provide a framework of secondary sources to support your own thesis.

Unit Three

Weeks 8 to 10. Slavery and Slave Rebellions. This three-week section of the course concentrates on slave rebellions, both outright and occult, in the United States before 1865. By examining the many ways in which slaves organized, identified, and resisted against seemingly insurmountable white owners and a government that denied their humanity and their sovereignty, we learn to appreciate the ways in which plantations became sites of resistance and well as violent oppression.

Read for Week 8: Betty DeRamus, *Forbidden Fruit: Love stories from the Underground Railroad* (NY: Atria Books, 2005); available through JJ Sealy Library online—pick 3 that interest you.

Cheryl Jennifer LaRoche, “Free Black Communities and the Geography of Resistance,” (University of Illinois Press, 2013); <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=3414371&pq-origsite=primo>

Read for Week 9: Harriet Tubman, *The Life and Life Stories* (Madison: University of Wisconsin Press, 2004); available online through JJ Library

Read for Week 10: Frederick Douglass, John McGivan, Robert Levine, John Stauffer, *The Heroic Slave: A Cultural and Critical Edition* (Yale University Press, 2015); available online through JJ library.

Weeks 11 to 13. The Haitian Revolution and *Négritude* in the French Antilles: This three-week section of the class focuses on the Haitian revolution and the negotiations with imperial power France that preceded and followed it. By examining this successful moment of resistance, we will understand the hope that continues to inspire moments of desperate resistance against seemingly impossible odds across history and around the world.

Read for Week 11: Jennifer Gafney, “Memoirs of Exclusion: Hannah Arendt and the Haitian Revolution,” *Philosophy and Social Criticism* July 2018, vol. 44(6): 701-721; <https://journals-sagepub-com.ez.lib.jjay.cuny.edu/doi/10.1177/0191453717731807>

Review: at least 5 primary sources from http://thelouvertureproject.org/index.php?title=Main_Page

Week 12. Background of French Rule in the French Antilles: Emancipation, Citizenship, and Racism

Read for session 1: Wilder, Gary. “Race, Reason, Impasse: Césaire, Fanon, and the Legacy of Emancipation.” *Radical History Review* 90 (2004): 31-61, available through Project Muse.

Read: Hartkopf, Rebecca. “‘To Ensure Equality Before Those Laws to Free Men, Whatever Their Color’: Changing Ideas of French Citizenship” and “‘Amelioration of the White Race’ and ‘The Sacred Rights of Property’: The End of Slavery in the French Atlantic,” chaps. 5 & 6, in *Sweet Liberty: The Final Days of Slavery in Martinique*. Philadelphia: University of Pennsylvania Press, 2011; available on Blackboard.

Read for session 2: Childers, Kristen Stromberg. Chap. 5, “Difference and Belonging: The Illusions of Equality,” in *Seeking Imperialism’s Embrace: National Identity, Decolonization, and Assimilation in the French Caribbean*. Oxford: Oxford University Press, 2016; available on Blackboard.

Césaire, Aimé. *Discourse on Colonialism*. Translated by Joan Pinkham. 1972. Reprint, New York: Monthly Review Press, 2000; available on Blackboard.

Week 13: *Négritude* continued.

Read for session 1: Fanon, Frantz, Chapters 5 and 6, *Black Skin, White Masks*. Translated by Charles Lam Markmann. London: Pluto Press, 1986. Available online at

http://abahlali.org/files/Black_Skin_White_Masks_Pluto_Classics_.pdf

Sartre, Jean-Paul. *Black Orpheus*, Translated by S.W. Allen. 1956. Reprint, New York: French and European Publications, 2012); available on Blackboard. [why did *négritude* need to be re-interpreted by Sartre?]

Read for session 2: Césaire, Aimé. *A Tempest*. Translated by Richard Miller. 1985. Reprint, New York: TCG

Translations, 1985; available on Blackboard.

Read: Fanon, Frantz, “Racism and Culture, in *Toward the African Revolution: Political Essays*. Translated by Haakon Chevalier. New York: Grove Press, 1964; available on Blackboard.

Selections from the writings of Léopold Sendar Senghor, from:

Senghor, Léopold Sendar. *The Collected Poetry*. Translated by Melvin Dixon. Charlottesville: University of Virginia Press, 1991; available on Blackboard.

Senghor: Prose and Poetry. Oxford: Oxford University Press, 1965; available on Blackboard.

Week 14: Race and Rebellion in the 21st century—crises ongoing and reflections on a legacy of resistance

Read:” Myanmar Rohingya: What you need to know about the crisis”: BBC.com, 1/23/2020 <https://www.bbc.com/news/world-asia-41566561>

Cheeseman and Woldemarian, “Ethiopia’s Dangerous Slide Towards Civil War”

Foreignaffairs.com; 11/12/2020 <https://www.foreignaffairs.com/articles/africa/2020-11-12/ethiopias-dangerous-slide-toward-civil-war>

Vanda Felbab Brown, “Developments in Somalia”, The Brookings Institution, Nov 14, 2018; <https://www.brookings.edu/testimonies/developments-in-somalia/>

*******FINAL PAPER DUE—the final paper on slave rebellions and *négritude* will be due at the date and time for the final exam. in a paper of no more than 5 pages with appropriate citations and using only sources assigned from weeks 8 to 13, please address some of the following questions.** What is *négritude* and how have philosophers used the Haitian rebellion against the French frame a philosophy of race and resistance? How does the specific history of slavery in the United States and the French Antilles provide a series of moments of resistance by which we can better understand the lived reality of being enslaved, the identities of enslaved people, and the organization employed by slaves to make meaning in their lives and resist enslavement? Compare the underground railroad and slave rebellions—were they two sides of the same coin, so similar as to be considered the same kind of resistance, or too different to be considered in the same section of this class? Remember that your thesis must be framed within existing scholarship and supported by primary sources from this section of the 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: 3.26.21

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 Interdisciplinary Studies / Interdisciplinary Studies Program

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

Name: Amy S Green

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

Phone number(s) 917 817-2155

2. a. **Title of the course:** **Laughing at Ourselves: Comedy and Identity**

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

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:

Students will be required to read and analyze a wide range of literary, historical, and theoretical texts. They will also be writing in different genres and disciplines. ENG 101 will prepare them for these challenges.

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

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.)

Comedy is both a genre and a lens through which to understand human beings and societies; identity, both individual and social, is a fundamental element of the human condition. Comedies of identity embrace both similarity and difference, celebration and heartbreak, solidarity and isolation. From ancient roots to contemporary times - from Greek gender roles through Roman slavery, from Medieval cosmology through ethnic sitcoms to LGBTQ standup - comedies of identity galvanize aesthetic distance to leaven confrontations with potentially painful truths. The balm of comedy invites us to dwell long enough in uncomfortable situations to gain insight into the causes and possible solutions to intra- and inter-personal and group conflict. Comedy takes a wide variety of forms in the arts (ie: drama, literature, poetry, film, the visual arts, cartoon and caricature, music, dance, etc.) as well as journalism and other forms of public discourse. As a course in the Interdisciplinary Studies Program, *Comedy and Identity* will embrace manifestations and examples across forms, time, place, and culture.

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.)

Comedy helps us understand identity through its unique embrace of similarity and difference, celebration and heartbreak, solidarity and isolation. From ancient to contemporary times - from Greek gender roles through Roman slavery, from Medieval cosmology through ethnic sitcoms to LGBTQ standup -- artists use comedy to explore and express their experience of identity. Some hide their vulnerability behind the mask of comedy; others use it as a megaphone to speak their truth. This interdisciplinary course draws examples of comedies of identity spanning time, place, and culture in a wide variety of artistic forms, such as drama, literature, poetry, film, the visual arts, cartoons, clowning, caricature, music, and dance.

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

6. Number of:

- | | | |
|----|-------------|---------------|
| a. | Class hours | <u> 3 </u> |
| b. | Lab hours | <u> </u> |
| c. | Credits | <u> 3 </u> |

7. Has this course been taught on an **experimental basis**?
 No Yes. If yes, then please provide:

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.

In addition to the learning outcomes for the Creative Expression area of Pathways, students who complete *Comedy and Identity* will be able to:

- analyze strategies comedians employ to inspire a wide variety of responses in audiences.
- distinguish among different forms and formats of comedy (such as satire vs. farce, or sketch comedy vs. stand-up) and analyze how they are used as tools of social critique.

- analyze humorists' political content and intentions across eras and nations, in order to analyze their impact and reception.

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

_____No __X__Yes

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

Minor in Interdisciplinary Studies

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

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

Flexible Core:

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

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

The course examines comedy as a broad genre used in literature, the performing arts, film, journalism and public discourse. The course addresses the learning outcomes for the Creative Expression area of Pathways.

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

Students will be assessed on their:

- Analytical responses to weekly readings and videos
- Participation in class discussions, debates and role-plays
- Term project in which they assess the impact of course materials on their experience of personal and social identity.

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

13. **Syllabus – see attached**

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

15. **Faculty** - Who will be assigned to teach this course? Professors Michael Blitz, Susannah Crowder, Amy S Green, Richard Haw, Katie Gentile and others

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

No

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

PHI 238: Philosophy of Comedy. I met with Philosophy Professors Michael Brownstein and Sergio Gallegos. As I understand it, PHI 238 is oriented toward universal and foundational dynamics and theories of comedy and humor. Comedy and Identity focuses on concrete examples of how different identity-oriented comedians use genre and form to express their individual and/or collective identities.

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.

After an initial consultation, this course was revised to overlap less with PHI 238. The same Philosophy faculty reviewed the revision, and they agreed their concerns with the similarities were addressed by the new version.

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

**CUNY Common Core
Course Submission Form**

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

College	John Jay College of Criminal Justice
Course Prefix and Number	ISP 2XX (237)
Course Title	Comedy and Identity
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	Comedy helps us understand identity through its unique embrace of similarity and difference, celebration and heartbreak, solidarity and isolation. From ancient to contemporary times - from Greek gender roles through Roman slavery, from Medieval cosmology through ethnic sitcoms to LGBTQ standup -- artists use comedy to explore and express their experience of identity. Some hide their vulnerability behind the mask of comedy; others use it as a megaphone to speak their truth. This interdisciplinary course draws examples of comedies of identity spanning time, place, and culture in a wide variety of artistic forms, such as drama, literature, poetry, film, the visual arts, cartoons, clowning, caricature, music, and dance.
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:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	

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

Learning Outcomes

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

II. Flexible Core (18 credits)

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

C. Creative Expression

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

Course materials are both practical and theoretical. Students write reaction papers to a wide variety of comedic texts and performances as well as theories of comedic genre and identity.

Varied reaction prompts require them to compare and contrast genres, forms, perspectives, and individual artistic approaches.

In Week 14 they reflect on how Crenshaw's theory of intersectionality is reflected in Hanna Gadsby's TED Talk, *Three ideas. Three contradictions.*

In Week 9 students will analyze and respond to the historical resonance of the Lynn Nottage's *Fabulations, or the Re-education of Undine.*

Students will analyze how comedians explore, contextualize and express identity in their work

- 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.

<p>and the consequences they may face for breaking social and artistic norms.</p> <p>In Week 10 students will analyze the boundary-busting audacity of Mae West’s performances and career and debate the fairness and legitimacy of censorship (and prosecution!) for comedic works.</p>	
<p>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:</p>	
<p>In Week 2 students reflect on the ways that John Leguizamo and George C. Wolfe deploy parody and exaggeration to challenge racial and ethnic stereotypes.</p>	<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.
<p>In Week 13, students will reflect in writing on the ways that transgender and gender nonconforming comedians translate their complex experiences into standup comedy and who they think the target audiences and what the comedians’ hope to achieve by in telling their stories in this form.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Options for the Term Project require students to 1. Write and perform a scene based on their comic encounter with other intersectional identities; 2. Write and perform an original 3-minute standup routine about their own experience of intersectional identity.</p>	<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.

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



**Satire is traditionally the weapon of the powerless against the powerful. I only aim at the powerful.
 When satire is aimed at the powerless, it is not only cruel—it's vulgar.”**

-Molly Ivins 1991

ISP 2xx Comedy and Identity
 (Creative Expression; Pre-req ENG 101)

Professor Amy S Green

Office hours: W 10-12 or by appt
 appt

agreen@jjay.cuny.edu

Office 06.65.04

Texts: 917 817-2155

Professor Seth Colter-Walls

Office hours: T/Th 10-11 or by

scolterwalls@jjay.cuny.edu

Office 06.65.12

Phone 212 237-8460

Course description

Comedy helps us understand identity through its unique embrace of similarity and difference, celebration and heartbreak, solidarity and isolation. From ancient to contemporary times - from Greek gender roles through Roman slavery, from Medieval cosmology through ethnic sitcoms to LGBTQ standup -- some identity-focused artists use comedy to hide their vulnerability; others wield it as a weapon to speak their truth. This interdisciplinary course draws examples of comedies of identity spanning time, place, and culture in a wide variety of artistic forms, such as drama, literature, poetry, film, the visual arts, cartoons, clowning, caricature, music, and dance. This semester, we will explore the ways that comic artists assert their race, ethnicity, gender and sexuality.

This is a hybrid online and in-person class. Online components will be delivered via Blackboard. In-person components will be delivered on campus whenever possible and on Zoom when campus is not accessible, as during pandemic restrictions.

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

Required Texts

- Beatty, Paul, *The Sellout*. Picador; Reprint edition 2016.
- Innaurato, Albert. *Gemini*. Dramatists Play Service. 2005 (original 1977)
- Nottage, Lynn. *Fabulation or the Re-education of Undine* Dramatists Play Service, Inc. 2005.
- Rudnick Paul. *The Most Fabulous Story Ever Told*. The Overlook Press. 2000.
- Yee, Lauren. *Ching Chong Chinaman*. Concord Theatricals/Samuel French. 2011.

A full list of readings and videos is on the Course Schedule on the last pages of this syllabus.

Assignments and Grading

- Homework and weekly response writing challenges students to interpret and respond to course materials prior to class
- Reading/viewing quizzes (if necessary)
- Term Project: *Reflections, Comedy, Identity and Me*

Choose ONE of the following options

- Using your 10 short analytical response papers as a database, write a 4-5 page paper describing how the materials in this course affected your familiarity with, insights into, and empathy for the experiences of people who identify as members of identity groups to which you do not belong.
 - Write, cast and perform a 8-10 page comic scene featuring yourself and three of the comedians or characters we encountered in this class. Talk to each other about your experience of your own intersectional identities.
 - Drawing on the comic strategies and styles of one or more of the works and/or theories we encountered during the semester, write and perform a 3-minute standup routine about your experience of your own intersectional identity.
- Class preparation and participation: The faculty of this class will not lecture or tell you what to think. Our learning will be constructed together. That means we will engage in active learning. We are all responsible for the success of the course. Do your part by coming to class having read and taken notes on the assigned materials and participate in class activities as discussion, debate, role-play, low and high-stakes writing, small group projects, etc.
 - **Assignments will be submitted through Blackboard** and run through SafeAssign, a software program that will check your work for plagiarism. Proven plagiarism will result in failure for the assignment and may also mean failure in the course as well as disciplinary action by the

Participation: Coming to class on time, having closely read the assigned material, and prepared to engage in discussions and small-group activities is worth 25% of your final grade. Please take this seriously. You cannot participate if you are on social media, etc.

Attendance: Because Interdisciplinary Studies courses meet only once a week and active class participation is required, the department allows only two absences during the semester. Two latenesses of 15 minutes or greater equal an absence. Excessive absence will result in a final grade of F.

Discussion Board: Weekly post and response prompts will be required on the Discussion Board. Some weeks you will be asked to post a written comment on the Discussion Board. Other times you will be asked for an audio, visual, or video post. Some weeks it will be your choice. See the Discussion Board Rubric for guidelines.

Papers: Papers should be typed in 12-point Times New Roman font, double spaced and with 1-inch margins. Papers should be submitted through Assignments no later than Wednesdays at noon. Late papers will be marked down. Excessively late papers will not be accepted.

Final grades will be based on:

- | | |
|---|----------------|
| • Weekly participation, including consistent, on-time attendance and having read/viewed/listened to assigned materials, pop quizzes | 20 pts |
| • Reading and viewing responses 10 @5pts | 50 pts |
| • Prepared in-class activities (debates, presentations) | 15 pts |
| • Term Project: <i>Comedy, Identity and Me</i> | 15 pts |
| Total | 100 pts |

Course Policies and Requirements

Responsibility for all reading and writing assignments lies with the student. Please consult the Weekly folders for the most up-to-date and easily accessible information. Changes to the syllabus will be announced in class and posted on Blackboard. Weekly folders will be the most current.

Active participation is required. The focus of the class is on active learning. Your professors will not give lectures. Virtual classes will meet on Blackboard Collaborate Ultra. They will be run as discussions and other interactive exercises. The quality of your class participation will affect your final grade significantly.

Cameras on. Phones off. You are expected to participate actively in virtual class activities. The best way is by having your camera on, using the Raise Hand feature, and contributing to discussions, asking questions, and responding to polls. Static displays of your name or photo do not indicate that you are active in class. If you do not have a working camera, please notify and make arrangements with the professors by Week 2.

Courtesy and Netiquette : We expect that everyone in the room will treat everyone else with courtesy and respect .

- Online comments in the Discussion Board or Chat can easily be misinterpreted as negative or offensive. Please review your comments before you post them. If you think something might not be appropriate or easily misinterpreted, run it by someone you trust and edit accordingly.
- No private chats will be allowed.
- Class members should be on Mute until called on. We will acknowledge and unmute speakers via the Raise Hand function.
- Courtesy must also extend to differences of opinion. We will present and debate controversial, even provocative, topics. Together, we must establish an environment in which all considered, thoughtful, and evidence-based perspectives are welcome and respected.

Writing Support: Students are strongly encouraged to take advantage of the online services of the John Jay Writing Center, <http://jjcweb.jjay.cuny.edu/writing/contact.htm>. To schedule an appointment, go to <http://jjcweb.jjay.cuny.edu/writing/onlinetutoring.htm> or call 212 237-8569. We will add an additional 2 points to any paper that you hand in with a receipt from a session at the Writing Center.

Diversity and Inclusion for Students with Disabilities: We encourage students with disabilities to let us know how we can best support your success in this class. Students with documented disabilities are encouraged to register with the Office of Accessibility Services (<https://doitapps2.jjay.cuny.edu/accessibility/>) which will contact us about your specific accommodations.

CUNY Policy on Academic Integrity

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

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

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

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded papers or parts of papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Bulletin)

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.

College Wide Policies for Undergraduate Courses

See the most current *Undergraduate Bulletin* at:

<http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin>.

Incomplete Grade Policy (search INC)

Extra Work During the Semester

Americans with Disabilities Act (ADA) CUNY Accommodations

Policy (<http://www.jjay.cuny.edu/cuny-accommodations-policy>, updated 2016):

"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability

accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 NB (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." (Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.)

Wellness and Student Resources (<http://www.jjay.cuny.edu/wellness-resources>)

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

Plagiarism:

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

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation at: http://guides.lib.jjay.cuny.edu/citing_sources.

ISP 2XX Laughing at Ourselves: Comedy and Identity

Course Schedule**Week 1: Laughing at Ourselves**

Intro, comic ice breakers, and identity

Define personal identity; social identity and intersectionality

Watch in class: “Kimberle Crenshaw Describes Intersectionality” (YouTube)

<https://www.youtube.com/watch?v=sWP92i7JLIQ>

Work together to create a rubric for evaluating the value of comic works

UNIT 1: ETHNIC SELF-SATIRE**Week 2: Spoofing or Dissing?**

Read:

- Gilbert Highet. Introduction to *Anatomy of Satire*. Princeton University Press (2015) pp 3-23.
- Leguizamo, John. “Manny the Fanny,” from *Mambo Mouth*
- Wolfe, George C. “Git on Board,” from *The Colored Museum*

Due: *Response #1:* Imagine that you are Gilbert Highet. Explain how Wolfe and Leguizamo achieve comic effects in their monologues.

EXTRA CREDIT: Perform a 1-page excerpt from one of monologues.

Week 3: Laughing to Cope: Asian-American Identity

Read:

- Stoff, Andrew “Comic Identity” in *Comedy* pp 40-60.
- Yee, Lauren. *Ching Chong Chinaman*.

Due: *Response #2:* How or does the playwright get away with depicting the Chinese-American family’s prejudice and bias?

Week 4: Laughing to Remember: The Latinx Experience,

Watch: Leguizamo, John. *Latin History for Morons*, 2018, (1:30:00) [Netflix]

Due: *Response #3:* What pieces of Latin history in the play were new to you? How is one of those stories affected by Leguizamo’s comic approach?

Week 5: Laughing to Love: Italian-American Food and Family

Read: Albert Innaurato, *Gemini*.

Due: *Response #4:* This play was written almost 50 years ago. It contains language and behaviors that were funny then but may not be acceptable to an audience today. Choose one of those scenes, lines or moments and argue whether or not the play should be performed as written now or in the future.

Week 6: Laughing Instead of Crying: Busting Middle Eastern-American MythsWatch

- What to Say if You're Interrogated by an Extremist Militia - Mohanad Elshieky - Stand-Up <https://www.youtube.com/watch?v=WvojMzXYR8o> 9:36
- *Joshua Ncube Tales of a Zimbabwean Comedian* https://www.ted.com/talks/carl_joshua_ncube_tales_of_a_zimbabwean_comedian 3:20
- Maz Jobrani: *Did You Hear the One about the Iranian-American?* 8:58 https://www.ted.com/talks/maz_jobrani_did_you_hear_the_one_about_the_iranian_american
- Shazia Mirza: "Islamic State group are the 'One Direction' of Islam" <https://www.youtube.com/watch?v=D0JbFHj4sGg> (11:38 mins)

Due

- *Response #5* How does the standup form create space for one of these comics to push back against stigma? How did you feel listening to their routines?

Week 7: Laughing to Resist: African American Comedy 1Read

- Stoff, Andrew. "African American Comedy," in *Comedy*; pp 115-121.
- Beatty, Paul HOKUM (excerpts)
 - "Introduction," Paul Beatty
 - "On Being Crazy," W.E.B. Du Bois
 - "Pose Outs," Langston Hughes
 - "The Mulatto Millennium," Danzy Senna
 - "How to Be A Street Poet," John Rodriguez

Due *Term Project Planning* (1-2 pages): Which of the three term project options do you expect to take and why? What attracts or deters you from the other two options?

Week 8: Laughing to Resist, African American Comedy 2Read:

- Finley, Jessyka. "Black Women's Satire as (Black) Postmodern Performance." *Studies in American Humor*, vol. 2, no. 2, 2016, pp. 236–265. JSTOR JJay Library

Watch: Gina Yashere, *Laughing to America*. Netflix (1:07:33)

Due: *Response #6:* Who or what is being satirized in Yashere's show? Choose a bit from the show and discuss whether or not it conforms to Finley's analysis of black postmodern performance.

Week 9: Laughing to Resist: African-American Comedy 3Read

- Nottage, Lynn. *Fabulation or the Re-education of Undine* Dramatists Play Service, Inc. 2005. 72 pages.

Due

- Response # 7: Imagine yourself as Undine. In a first-person monologue, explain how your status change over the course of the play? Do you think your story is funny? If you could speak directly to the audience, what would ask or tell them about their laughter?

UNIT 2: SEX, GENDER, COMEDY: BREAKING THE RULES

Week 10: Claiming the Power of Female Sexuality 1

Read

- Stoff, Andrew. “Women in Comedy” in Comedy, (New York: Routledge, 2005), pp 84-104.

Watch

- Excerpts from: Mae West: Dirty Blonde, American Masters, PBS, 2020.
<https://www.pbs.org/wnet/americanmasters/mae-west-dirty-blonde-documentary/14998/>

Due Response #8 Why didn’t satire seem to protect Mae West from censorship?

Week 11: Claiming the Power of Feminine Sexuality 2

Read

- Fuchs Abrams, Sabrina. “Transgressive Humor of American Women Writers” in No Joke: Transgressive Humor of American Women Writers 1st ed. 2017. Cham: Springer International
- Sonia Alvarez Wilson, “Fidel and Gummy Bears? Transgressive Humor in Contemporary Latina Humor,” in No Joke: Transgressive Humor of American Women Writers 1st ed. 2017. Cham: Springer International Publishing, 2017, pp 1-16. PDF
- Cisneros, Sandra. *Guadalupe the Sex Goddess*. PDF 4pp

Due Term Project Outline

Week 12: Queering Comedy: New Takes on Old Narratives

Read

- Stoff, “Comedy, Queered” in Comedy, pp 127-143
- Rudnick, Paul. *The Most Fabulous Story Ever Told*, pp 11-140.

Due Response #9: How does retelling Genesis through a gay lens change the story? How does this version change the meaning of the original?

Week 13: Queering Comedy: Trans- and Non-gender Conforming Standup

Read

- Shane O’Neill, “Five Nonbinary Comics on This Moment: ‘I’m Not Some New Buzzword’.” New York Times, June 25, 2020. <https://www.nytimes.com/2020/06/25/arts/nonbinary-comedians-pride-coronavirus.html>

Watch

- Flame Monroe <https://www.youtube.com/watch?v=5PuRyNWeN-k>
- Sam Jay <https://www.youtube.com/watch?v=pLniKc2NY3Y>
- Brown, Kai. “All Jokes Aside: Is Sam Jay Good for the Community?” Tagg Magazine 12.14.20 <https://taggmagazine.com/sam-jay-opinion/>
- Fortune Feimster, “Being a Boy Scout Will NEVER Come in Handy.” YouTube (2019). <https://www.youtube.com/watch?v=nbRKICgNPpE>

Due: Term project draft for peer review and feedback

Week 14: Intersections of Otherness: “To tell my truth”

Read

- Michael Rock. “Disability and Comedy: A History and Review.” AABR. 4.26.19
<http://aabr.org/2019/04/26/disability-and-comedy-a-history-and-review/>

Watch

- Hannah Gadsby, *Three ideas. Three contradictions. Or not.* TED Talk. 6.12.19. (18:33)
<https://www.youtube.com/watch?v=87qLWFZManA>
- Maysoon Zayid. *I Got 99 Problems . . . Palsy is Just One*, TEDWomen 2013. (13:57)
https://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one?language=en

Due: *Response #10* Why is doing comedy important to Gadsby *or* Zayid (choose one)? How does their TED Talk affect your understanding of intersectionality?

Week 15: Final Project Presentations: *Comedy, Identity, and Me*

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 1, 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):

Katie Gentile, Nina Fischer, Gerry Markowitz

Name: Katie Gentile

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

Phone number(s) 212-237-8110

2. a. **Title of the course: Colorism: A Global Perspective on Colonial Violence**

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

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

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

The course requires a range of skills—reading, writing, analytical, meta-cognitive—and texts that make it appropriate for the 200-level. It is designed primarily for sophomores and lays a firm foundation for more specialized study at the 300-level.

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.)

We live in a world influenced by “colorism” both overtly and covertly, stemming from a white supremacist historical, socio-political context. While we have classes on racism and ethnic based violence, there is a need for an interrogation of colorism and biases within communities based on skin color. This oppressive structure forms the basis of colorism and its foundations in white colonization and in slavery. This class is also responding to a burgeoning

discussion about colorism in an intersectional context - how it intersects with gender, sexuality, nationality...and its effects both around the globe and in academic settings.

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

This course explores the complex topic of colorism, a reality that touches and affects all races and ethnicities around the globe. Students will investigate the divisive history and colonial origins of colorism and the ways in which colorism manifests itself around the world, in art, fashion, law, film, employment, music, and/or politics. This course will also investigate how colorism intersects with important identities, such as ethnic, gender, sexual, racial, class, and familial. Calling on personal experience, students will think critically about colorism as a force in the world, reflect on its role in their own lives, and identify and practice ways of addressing and resisting its harmful effects through learning about resistance movements like “Black Power” and “La Raza.”

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

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

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

No Yes. If yes, then please provide:

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

- **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 describe culture, globalization, or global diversity**
- **Analyze a major movement that has shaped a non-U.S. society**

- **Analyze the role of identity categories in a non-U.S. society**

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

_____ No **XX** 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 **XX** If yes, please indicate the area:

Flexible Core:

A. World Cultures and Global Issues	XX
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.

Colorism is an oppressive structure that functions internationally, influencing and affecting a wide range of practices and policies across the globe. It has a long history with urgent contemporary implications. We are living in a world struggling to discuss, reconcile and resolve colorism. The course itself will be international in scope and the materials and discussions will be comparative. It will treat colorism as a critical global issue.

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

- **Gather, interpret, and assess information from a variety of sources and points of view.**
Students will be required to gather, interpret, and assess a variety of types and kinds of information about colorism, vs. racism, in their daily lives. For example, students will be asked to keep a "Colorism Observations Journal" during the semester in which they record and respond to any examples of colorism in the media, or any instance where colorism plays a role, overtly or covertly, positively or negatively. This journal will be a place for students to investigate and analyze the issue of colorism in the world outside of the classroom, to engage with colorism as a lived reality rather than simply as an intellectual assignment.

- **Evaluate evidence and arguments critically or analytically.**
Students will be required to evaluate each week's reading in preparation for a fuller analysis during the in-class discussions. For example, students will be asked to write a series of short response papers where they set out the argument being made in the readings and respond to them critically. These papers will be short but must stress analysis over summary. They will be due at the beginning of class on the day we discuss the readings.
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
Students will produce well-reasoned arguments using evidence to support their claims almost every week during in-class discussions. They will, for example, debate the different elements and ramifications of colorism in different societies around the globe. To do this effectively, students will need to construct solid and logical arguments drawing evidence from a variety of different texts.
- **Analyze and describe culture, globalization, or global diversity.**
Students will analyze and describe the global phenomena of colorism throughout the semester. They will compare how colorism has impacted and influenced several areas of the world in class discussions and in formal papers. They will think about how colorism in Asia is different from and/or similar to colorism in Africa, the US or India, for example, or the implications of colorism for Latinx communities across the Americas. Students will also analyze how white supremacy and different forms of colonialism are contexts for colorism including how media outlets with corporate levers, persist in perpetuating whiteness as the ideal.
- **Analyze a major movement that has shaped a non-U.S. society.**
Students will analyze how colorism has affected society. In a final paper, students will research the issue of colorism in one specific location, exploring the issue through a legal, cultural, artistic and/or media-related lens. Students will need to draw from at least five different sources and develop a substantial thesis about how and in what ways colorism has shaped that society or some critical part of that society.
- **Analyze the role of identity categories in a non-U.S. society**
Students will analyze various identity categories from across the globe. They will write a short paper analyzing the intersections of race, ethnicity, gender and socio-economic class in at least one non-US society. Students will be asked to examine and define how colorism and gender interact, reinforcing, engaging and potentially disrupting each other, for example. They will need to think about and analyze how colorism might be different for men or women, for the LGBTQ community, or for people of different classes. The aim is to analyze how colorism is shaped by multiple identity categories.

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

Yes **XX** No ___

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ XX ➤ EBSCOhost Academic Search Complete XX ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ ➤ LexisNexis Universe XX ➤ Criminal Justice Abstracts _____ 	<ul style="list-style-type: none"> ➤ PsycINFO _____ ➤ Sociological Abstracts _____ ➤ JSTOR XX ➤ SCOPUS _____ ➤ Other (please name) _____
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13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: February 25, 2021

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**?

XX 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.

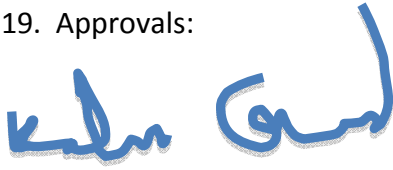
We sent this proposal to Prof.. Teresa Booker and her department's curriculum committee had no changes for it and agreed to help find good co-teachers if needed.

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

XX No

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

19. Approvals:



 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 (e.g., ANTH 101, if number not assigned, enter XXX)	ISP 2BB (215)
Course Title	Colorism: A Global Perspective on Colonial Violence
Department(s)	Interdisciplinary Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course explores the complex topic of colorism, a reality that touches and affects all races and ethnicities around the globe. Students will investigate the divisive history and colonial origins of colorism and the ways in which colorism manifests itself around the world, in art, fashion, law, film, employment, music, and/or politics. This course will also investigate how colorism intersects with important identities, such as ethnic, gender, sexual, racial, class, and familial. Calling on personal experience, students will think critically about colorism as a force in the world, reflect on its role in their own lives, and identify and practice ways of addressing and resisting its harmful effects through learning about resistance movements like “Black Power” and “La Raza.”
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 type="checkbox"/> XXX 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"/> XXX 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>

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<p>II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<p>A. World Cultures and Global Issues</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students will be required to gather, interpret, and assess a variety of types and kinds of information about colorism, vs. racism, in their daily lives. For example, students will be asked to keep a "colorism observations journal" during the semester in which they record and respond to any examples of colorism in the media, or any instance where colorism plays a role, overtly or covertly, positively or negatively. This journal will be a place for students to investigate and analyze the issue of colorism in the world outside of the classroom, to engage with colorism as a reality and a fact of life rather than simply as an intellectual assignment.</p> <p>In short response papers students will compare and contrast information they have read in class. Their final paper will involve students interrogating colorism within a particular culture, 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 required to evaluate each week's reading in preparation for a fuller analysis during the in-class discussions. For example, students will be asked to write a series of short response papers where they set out the argument being made in the readings and respond to them critically. These papers will be short but must stress analysis over summary. Students will be expected to evaluate the arguments in the interdisciplinary readings and assess them based on the evidence provided. Written or 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. They will be due at the beginning of class on the day we discuss the readings. All of these assignments require that they prepare evidence to support their understanding of the readings, the author's respective arguments and the evidence put forth.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>Students will produce well-reasoned arguments using evidence to support their claims almost every week during in-class discussions. They will, for example, debate the different elements and ramifications of colorism in different societies around the globe. To do this effectively, students will need to construct solid and logical arguments drawing evidence from a variety of different texts. Weekly journal reflections and reading response papers will require students examine the arguments made by authors and weigh their use of evidence.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	

<p>Students will analyze and describe the global phenomena of colorism throughout the semester. They will compare how colorism has impacted and influenced several areas of the world in class discussions and in formal and informal writings. Throughout the class students will read about some of the ways colonialism and white supremacy has shaped colorism. They will read interdisciplinary works from history, anthropology, economics and capitalism, law, and psychology, as well as select memoirs. Students will examine the ways colonial white supremacy has shaped cultures throughout the globe and how colorism is manifest in these different cultures in terms of family, beauty standards, gender ideals, and social and economic opportunity. They will synthesize their understandings in response papers and a final research paper.</p>	<ul style="list-style-type: none"> Analyze and describe culture, globalization, or global diversity
<p>The class readings represent research and personal memoir detailing experiences of colorism in different non-US locales and the ways colonialism and white supremacy has shaped it. Students will track the ways colorism manifests in different geographic countries and areas through the readings and their response papers. For their final paper students will research the issue of colorism in one specific non-US locale, exploring the issue through a legal, cultural, artistic and/or media-related lens, specific to that geographic and cultural area. Students will need to draw from at least five different sources and develop a substantial thesis about how and in what ways colonialism is retained through colorism and how these ideals have shaped that society and its values.</p>	<ul style="list-style-type: none"> Analyze a major movement that has shaped a non-U.S. society
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>Students will analyze various identity categories from across the globe. They will collect research and representations of colorism in at least one non-U.S. culture. In this paper and all the readings and writing assignments intersectionality – the ways colorism changes depending on race, class, ethnicity, gender and socio-economic class – is the focus. Students will be asked to examine and define how colorism and gender interact, reinforcing, engaging and potentially disrupting each other. They will need to think about and analyze how colorism might be different for men or women, and for the LGBTQ community. The aim is to analyze colorism both as an identity category itself but also how colorism shapes and is shaped by other important identity categories. Research and memoir forms written by authors from different countries will help illustrate the ways colorism is always an intersectional phenomenon.</p>	<ul style="list-style-type: none"> Analyze how colorism intersects with multiple identities.

**John Jay College of Criminal Justice
Interdisciplinary Studies Program
ISP 215
Time: TBD**

**Fall 2021
www.facebook.com/JohnJayISP
Title: Colorism: A Global Perspective
Room TBD**

Faculty

Nina Rose Fischer
Email: nfischer@jjay.cuny.edu
Office: 06.65.09 NB
Phone: 212-237-8461
Office Hours: by appointment

Colorism: A Global Perspective

This course explores the complex topic of colorism, a reality that touches and affects all races and ethnicities around the globe. Students will investigate the divisive history and colonial origins of colorism and the ways in which colorism manifests itself around the world, in art, fashion, law, film, employment, music, and/or politics. This course will also investigate how colorism intersects with important identities, such as ethnic, gender, sexual, racial, class, and familial. Calling on personal experience, students will think critically about colorism as a force in the world, reflect on its role in their own lives, and identify and practice ways of addressing and resisting its harmful effects through learning about resistance movements like “Black Power” and “La Raza.”

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.
- Analyze and describe culture, globalization, or global diversity
- Analyze a major movement that has shaped a non-U.S. society
- Analyze the role of identity categories in a non-U.S. society

Required Reading:

Students will need to purchase the following books:

Lori Tharps, *Same Family, Different Colors: Confronting Colorism in America's Diverse Families* (2016)
ISBN: 0807071083
Lupita Nyong'o, *Sulwe* (2019) ISBN: 1534425365

All the other readings for the class will be available as PDFs on the course Blackboard site.

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 – Situating colorism in white supremacy and colonialism
Reading:	Casting Call for <i>Straight Outta Compton</i> and “The Social Construction of Whiteness: Racism by Intent, Racism by Consequence,” by Teresa J. Guess (2006)
Watching:	Naomi Grant, <i>50 Shades of Melanin</i> (2017)

Week 2 What is Colorism?

Reading: Alice Walker, "If the Present Looks Like the Past, What Does the Future Look Like?" from *In Search of Our Mother's Gardens* (1983)
 Kaitlyn Greenidge, "Why Black People Discriminate Among Ourselves: The Toxic Legacy of Colorism," *The Guardian*, April 9, 2019
 Audrey E. Kerr, "The Paper Bag Principle: Of the Myth and the Motion of Colorism" *Journal of American Folklore* (2004)
 Kimberly Jade Norwood and Violeta Solonova Foreman, "The Ubiquitousness of Colorism" (2014)

Due: Response Paper #1

Week 3 Colorism and Families

Reading: Margaret Hunter, "The Persistent Problem of Colorism: Skin Tone, Status, and Inequality," *Sociology Compass* (2007)
 Lori Tharps, *Same Family, Different Colors: Confronting Colorism in America's Diverse Families* (2016), pages 1-64

Week 4 Colorism and Families

Reading: Lori Tharps, *Same Family, Different Colors: Confronting Colorism in America's Diverse Families* (2016), pages 65-177

Week 5 Personal Stories

Reading: Anne Mai Yee Jansen, "What Are You?" (2020)
 Kim D. Chanbonpin, "Born Filipina, Somewhere in Between" (2020)
 Marimas Hosan Mostiller, "The Perpetual Outsider" (2020)
 Tanzila Ahmed, "Brown Arms" (2020)

Due: Colorism Observations Journal

Week 6 Colorism: It's not just a woman's issue...

Reading: Robert L. Reece, "The gender of colorism: Understanding the intersection of skin tone and gender inequality." *Journal of Economics, Race, and Policy* (2020).
 Ronald E. Hall, "Dark skin Black men, and colorism in Missouri: Murder vis-à-vis psychological icons of western masculinity" *Spectrum: A Journal on Black Men* (2015).

Week 7 Colorism - Integrating Western colonialism

Reading: Mikiko Ashikari, "Urban Middle-Class Japanese Women and Their White Faces: Gender, Ideology, and Representation," *ETHOS* (2003)
 Lillian Lu, "Cartographies of Myself" from *Whiter: Asian Women on Skin Color* (2020)
 Blay, Y.A. (2011). Skin Bleaching and Global White Supremacy: By Way of Introduction. *The Journal of Pan African Studies* (Vol. 4: No. 4, pp. 4-46) – Special Issue: Skin Bleaching and Global White Supremacy

Due: Response Paper #2

Week 8 Colorism and whiteness

Reading: Giselle Castro, "Why Understanding Colorism within the Latino Community is So Important" (2020) <https://hiplatina.com/colorism-within-the-latino-community/>
 Edward Telles, "The Social Consequences of Skin Color in Brazil" from *Shades of Difference: Why Skin Color Matters* (2009)
 Alisse Waterston, "Are Latinos Becoming 'White' Folk? And What That Still Says about Race in America," *Transforming Anthropology* (2008)
 Karen Brodtkin, *How Jews Became White Folks and What That Says About Race in America* (1998)

Due: Response Paper #3

Week 9 Colorism as history

Reading: George Washington Cable, "'Tite Poulette'" (1874)
 Emily Clark, "Evolution of a Color Term" and "Making Up the Quadroon" from *The Strange History of the American Quadroon: Free Women of Color in the Revolutionary Atlantic World* (2013)

Due: Response Paper #4

Week 10 Colorism as resistance and complicity?

Reading: Interview with Beverly Naya (<https://www.essence.com/beauty/skin/the-documentary-skin-explores-colorism-in-a-new-way/>)
 "Colourism in Nollywood," *The Nigerian Guardian*, July 12, 2020
 Franz Fanon, *Black Skin, White Masks* (1967) (extracts)

Watching: *Skin* (2019), directed by Daniel Etim Effiong

Due: Response Paper #5
 Colorism Observations Journal

Week 11 Colorism as a continuation of Colonialism?

Reading: Neha Mishra, "India and Colorism: The Finer Nuances" *Washington University Global Studies Law Review* (2015)
 Jvotsna Vaid, "Fair Enough? Color and Commodification of Self in Indian Matrimonials," from *Shades of Difference: Why Skin Color Matters* (2009)

Due: Response Paper #6

Week 12 Resisting colorism

Readings: Stephanie M. H. Camp, "Black is Beautiful: An American History," *The Journal of Southern History* (2015)
 Lupita Nyong'o, *Sulwe* (2019)

Watch: The Black Panthers: The Vanguard of the Revolution
<https://www.pbs.org/independentlens/films/the-black-panthers-vanguard-of-the-revolution/>

Week 13 Can colorism with its history, be resisted?

Looking: Selection of images by Chioma Ebinama, Kwame Braithwaite
 Lisa Wade, "Irish Apes: Tactics of Dehumanization" (2011)
<https://thesocietypages.org/socimages/2011/01/28/irish-apes-tactics-of-de-humanization/>

Do: Bring in a magazine you do not mind cutting up

Week 14**Colorism and the Beauty Industry Wrap-Up and Conclusions**

Reading: "India Debates Skin-Tone Bias as Beauty Companies Alter Ads," *New York Times*, June 28, 2020
 "Fight Against Colorism Takes On Amazon: Beauty 'Cannot Be One Skin Color'," *New York Times*, Dec 5, 2019
 WANA UDOBANG, "SKIN LIGHTENING: AFRICA'S MULTIBILLION DOLLAR POST-COLONIAL HANGOVER," **BRIGHT MAGAZINE (2019)**

Due: Final Research Paper
 Colorism Observations Journal

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.

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, responding thoughtfully to your peers and using ideas and evidence from the readings to frame your contributions.

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. These papers should analyze not summary the readings. They will be organized by question prompts. Each reflection should involve identifying the evidence the author uses to answer the question posed by the professor, whether it is persuasive to you as the reader, how it does or does not compare to ideas from the previous readings (pick at least one to compare and contrast), and whether and how the ideas from that particular reading do or do not reflect your experiences.

Colorism Observations Journal: Throughout the semester students are asked to think about colorism as an issue as they follow the news on print and on television and keep a journal of their reactions. Your journals will be handed in for comment three times during the course of the semester. Students are expected to average reflections of at least 100-150 words.

Final Paper. All students will undertake a final research paper. This project will draw on all the skills and insights you have learned this semester. Each student will need to pick a non-US country and research how colorism has shaped that society, in either a legal, cultural, artistic manner or through that country's media. Students will need to draw from five at least different sources of information. Students will have to collect evidence supporting their claims as to the ways colorism has shaped that particular society. In the final paper students will integrate the evidence they have collected with the theory and research they have found discussing that particular locale.

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.

- 1) **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.**

- 2) **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.**
- 3) **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.
- 4) **Problems?:** If you have any difficulties with the course—big or small—please consult with your professor. 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. Reading response papers	40%
3. Colorism Observations Journal	20%
4. Final Paper	30%

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*****

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 2, 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: English Department

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

Name:	Al Coppola
Email address(es)	acoppola@jjay.cuny.edu
Phone number(s)	646-577-4600

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

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

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 explores a genre of literature, i.e. crime fiction, and considers how the genre emerged and transformed over time to remain relevant in different historical and cultural contexts. The emphasis will be on how to engage with primary sources, not secondary scholarship, which indicates that this should be an introductory level class. By acquainting students with the basic concepts of literary study and focusing them on the fundamentals of reading closely and writing evidence-based arguments, this class is designed for the 100 level and is intended to complement the fundamental work in research-based academic writing that first-year students will undertake in ENG 101

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

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

This class will investigate crime fiction from Sherlock Holmes to today so that students may acquire a basic knowledge of the concepts and vocabulary of literary study, which they will then use to analyze how literature works and what literary forms are capable of expressing. With its focus on the ubiquitous and influential “crime story,” the course’s theme aligns with John Jay’s identity as a college of criminal justice.

As a 100-level course eligible for the Pathways Creative Expression Flexible Core requirement, this class is designed to train John Jay students in the skills of close reading, critical thinking and analytic writing that they need to build up from the very start of their undergraduate careers. In doing so, the class asks students to read and analyze challenging but highly engaging literary texts that stretch from the late 19th century to the contemporary moment, and which represent a range of authors as well as protagonists who are diverse in terms of gender, race, sexual orientation and national identity.

Through completing weekly reading responses and quizzes, students will receive training in the fundamentals of literary analysis by mastering 25 essential literary terms and using them to analyze the assigned readings. Students will learn to critique this traditionally white, western and masculinist tradition through the analysis of latter-day examples of the form that challenge the racial and gender ideologies that inform the classics of the genre. This work will culminate in two formal essays and a final exam.

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

The crime story can hold a cracked mirror up to society’s ideas about justice, violence, community and the law—but what it reflects is rarely pretty. Whether the focus is detective fiction, criminal biographies, courtroom dramas, or true-crime narratives, this course will explore what literature is capable of expressing while confronting the hard questions that crime stories can raise about power, race, privilege, gender, sexuality, and national borders.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): None
6. Number of:
- a. Class hours 3
 - b. Lab hours
 - c. Credits 3
7. Has this course been taught on an **experimental basis**?
- X No Yes. If yes, then please provide:

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

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

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

Flexible Core

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

Creative Expression

- 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.
- 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.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

9. Will this course be part of any **major(s), minor(s) or program(s)**?
 No Yes

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

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

No Yes If yes, please indicate the area:

Flexible Core:

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

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

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

This course asks students to examine literary productions drawn from a wide range of time periods and across a range of perspectives. They will read crime stories from the late 19th century to the present time, and they will assess how these literary forms gave voice to competing ideas about what the role and limits of the law should be in the maintaining of social order and the demarcation of civil society. They will explore what the protagonists of crime stories have signified about notions of social justice and consider how that has changed across time periods and cultural contexts. In doing so, students will receive training in the fundamentals of literary analysis by mastering 25 essential literary terms and using them to analyze how literary texts make meaning.

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

Students will demonstrate their comprehension of the readings and grasp of literary terms by completing weekly quizzes and a final exam. Students will apply literary terms to the analysis of assigned texts in weekly 250-word responses (Reflections) which will prepare them to write 2 analytical papers of 3-5 pages (1000-1500 words). As indicated on the attached sample syllabus, sections of this class may also ask students to complete a (pass/fail) group presentation and a (graded) reflective essay on the project.

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

No _____ Yes ___X_

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

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

No _____ Yes __Y__

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

_____ OneSearch (the library discovery tool)

___X___ eBooks

Subject specific library databases:

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 This is a 100-level class that will not require research
 Yes

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: February 25, 2021

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

Al Coppola
 Caroline Reitz
 J. Paul Narkunas

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

No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.

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

No
 Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: Jay Gates, Chair, English Department

CUNY Common Core Course Submission Form

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

College	John Jay College of Criminal Justice	
Course Prefix and Number	LIT 1XX (140)	
Course Title	Crime Stories	
Department(s)	English	
Discipline	Literature	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	N/A	
Co-requisites (if none, enter N/A)	N/A	
Catalogue Description	The crime story can hold a cracked mirror up to society's ideas about justice, violence, community and the law—but what it reflects is rarely pretty. Whether the focus is detective fiction, criminal biographies, courtroom dramas, or true-crime narratives, this course will explore what literature is capable of expressing while confronting the hard questions that crime stories can raise about power, race, privilege, gender, sexuality, and national borders.	
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"/> S Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p>X Creative Expression</p>	

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<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.</p>	
<p>C. Creative Expression</p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students will read several texts of detective fiction from time periods and which represent a range of authors as well as detective protagonists who are diverse in terms of gender, race, sexual orientation and national identity. They will assess shifts in attitude toward law, violence and justice. They will assess characters' various points of view, the limits of their knowledge and the reliability of their statements. This work is fundamental to the class although it is particularly in evidence in their formal essays, which will require students to develop an analysis through the comparison of two different texts, as well as in weekly Reflections 3 (on unreliable narration), 5 (analyzing dialogue), 7 (on revising earlier authors), 7 (repetition of imagery), and 10 (multiple narrators).</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will employ literary critical terms to identify and evaluate relevant textual evidence—including imagery, settings, characters—and in response to weekly discussion prompts. Students will also critically evaluate evidence as part of their two formal essays, as well as in their group presentation, where students will have to identify and analyze key scenes in their chosen TV show.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>Students will construct arguments and support them with textual evidence by producing low stakes writing assignments each week which prepare students to write two formal essays and the group presentation.</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.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will identify and apply fundamental concepts of literature such as genre, character, setting, imagery and metaphor. Students will demonstrate mastery of 25 fundamental literary terms through weekly quizzes and a final exam. Students will then use those concepts to analyze the assigned readings in each week's Reflection. The list of core literary terms, and the prompts for students to apply them, is listed below in the syllabus.</p>	<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.
<p>Students will evaluate the ways in which crime fictions from a range of historical periods and geographies reflected the social conditions of their time and place (particularly in Reflection 1, an analysis of the social values represented by the protagonist; and Reflection 12, an</p>	<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.

<p>analysis of a political allusion). Students will also assess how later examples of the genre revise or critique their predecessors (particularly in Reflection 7 and the group project). Students will develop this line of inquiry in the two formal essays.</p>	
<p>Students will demonstrate knowledge of how literary form creates meaning analyzing the significance of the specific literary tropes (particularly Reflection 6, which asks students to analyze an author's use of metaphor; and Reflection 8, which asks them to evaluate the significance of the repetition of imagery); as well as by analyzing the point of view of characters (particularly in Reflection 3, which asks students to distinguish between competing viewpoints on a crime and draw inferences about character, motivation and knowledge; and in Reflection 10, where they must evaluate the statements of multiple narrators.)</p>	<ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<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, CUNY
445 W. 59TH ST., NEW YORK NY 10019

Crime Stories

Prof. Al Coppola
Department of English
Office: 7.65.23 NB
Office Hours: TBA
Email: acoppola@jjay.cuny.edu

LIT 1xx (140)

COURSE DESCRIPTION:

The crime story can hold a cracked mirror up to society's ideas about justice, violence, community and the law—but what it reflects is rarely pretty. Whether the focus is detective fiction, criminal biographies, courtroom dramas, or true-crime narratives, this course will explore what literature is capable of expressing while confronting the hard questions that crime stories can raise about power, race, privilege, gender, sexuality, and national borders.

In this section of Crime Stories, we will focus on the figure of the detective. Why are we obsessed with stories about detectives? Is it because they are gifted with superhuman powers of observation, or is it because they're just average people surviving by their wits in extraordinary circumstances? They tend to operate just outside of the law, yet we depend on them to solve the mystery, catch the bad guys and pick up the pieces of a fractured society. This 100-level LIT class will investigate the genre of detective fiction from Sherlock Holmes to today. We will read classic stories by A. Conan Doyle and Agatha Christie that established the genre alongside the "hard-boiled" fiction of Raymond Chandler as well as contemporary re-inventions of the genre by Walter Mosely, Mary Wings and Manuel Ramos. You will also work in groups to develop a presentation on a popular crime TV show that situates that work in the class's critical conversation.

LEARNING OBJECTIVES:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- 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.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

REQUIRED TEXTS:

In this course, we will read 8 works of detective fiction. All except one are available freely online or will be provided via pdf on blackboard. You will have to purchase Walter Mosley's novel (approximately \$15 at the John Jay Bookstore):

A. Conan Doyle, "A Scandal in Bohemia" and "The Boscombe Valley Mystery." (1892)

<http://www.gutenberg.org/ebooks/1661>

Agatha Christie, "The Tuesday Night Club." (1932) Blackboard PDF

Ryunosuke Akutagawa, "In a Grove." (1922) Blackboard PDF

Raymond Chandler, *The Big Sleep* (1939)

<https://gutenberg.ca/ebooks/chandlerr-bigsleep/chandlerr-bigsleep-00-h.html>

*Walter Mosley, *Devil in a Blue Dress* (Washington Square Press, 2002)

ISBN-13:9780743451796

Mary Wings, "Kill the Man for Me." (1992) Blackboard PDF

Manuel Ramos, "The Skull of Pancho Villa." (2015) Blackboard PDF.

GRADING:

Your grade will be based on the following:

- Participation 10%:** Our class only works if everyone is learning from each other. Students are expected to complete reading assignments and tasks before they are due, and they are expected to actively share ideas, ask questions, and (anonymously) workshop their writing in class.
- Quizzes 10%:** Our investigation of detective fiction will be grounded by a core group of 25 literary terms that students will be expected to master. Students will demonstrate their grasp of these terms by completing 11 quizzes, where they will be asked to correctly identify the definitions of terms and then answering companion questions that test whether they are able to accurately apply those terms in the analysis of sample passages drawn from the texts. These quizzes will also test basic comprehension of the plot and other essential elements of the reading assignments. These short quizzes are to be completed on Blackboard before in-person class sessions. Students will be able to take each quiz up to three times to achieve full credit. Questions in any given quiz will be drawn at random from a larger bank of questions, so that each attempt will feature fresh questions. The lowest quiz grade will be dropped.
- VoiceThreads 10%:** Students will be given a selection of quotations drawn from the week's readings and asked to leave a short video or voice comment reflecting the passage's relevance to the concepts we have studied to that point, or just to raise questions for discussion among their peers. These comments are expected to be completed before the next in-person class session. There are 11 VoiceThreads scheduled: engaged participation earns full credit, and the lowest grade will be dropped.
- Reflections 20%:** For most weeks of the course, after completing the quiz and VoiceThread, students will be asked to write a 250-word response to that week's writing prompt. Building on the discussion, these 10 writing prompts will allow students to articulate their ideas and back them with evidence while practicing how to write clear prose that meaningfully and accurately integrates other sources. Reflections will train students in the skills of paraphrase, evidence selection, integration of quotations, and proper citation.
- Papers 20%:** Students will write 2 analytical papers of 3-5 pages (1000-1500 words) that will derive from and build upon their weekly reflections. Students will be asked to construct an argument and support it with multiple examples drawn from our texts. They will be assessed on 1) how well they grasp and apply the literary concepts introduced in the course; 2) how well they comprehend and interpret the assigned texts; and 3) how well they follow the conventions of academic prose and MLA style requirements. Students are asked to develop their arguments solely from their reading of the course materials. Outside research is not permitted, and all Analytical Papers will be submitted through Turnitin.com
- Group Project 20%:** Over the course of the semester, students will work with their peers in small groups to watch and discuss at least five episodes of a popular crime TV show that features a detective protagonist. Students will be required to keep a viewing log, hold regular conferences, and then produce a presentation and reflective essay on the project. Full details on this assignment are listed below. Please note:

The instructors of LIT 1xx plan to organize a colloquium for all sections of this course, where students can share their work with members of other classes who are also engaged in the investigation of detective fiction this semester.

Final Exam 10%: Students will take a final exam that will assess their mastery of the assigned literary terms as well as their ability to apply them in their analysis of select passages from the assigned readings. The final exam will also include a self-reflective essay.

ATTENDANCE & PARTICIPATION

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

STUDENTS WITH DISABILITIES

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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

(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

PLAGIARISM

Plagiarism is a serious offense, and one of the objectives of this class is to teach you how to engage with other people’s ideas in a way that doesn’t result in academic dishonesty. We will work during the semester on the skills needed to handle quotations, paraphrases, and summary without plagiarism. However, incidents of academic dishonesty will be reported to the Deans, and penalties may include failing the assignment, receiving a final grade reduction, and/or failing the course.

In this class, students will be required to write their essays in accordance with MLA style and documentation protocols. Plagiarism and cheating are violations of CUNY’s policy on academic integrity:

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. The Library has free guides designed to help students with problems of documentation. See (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7th ed., p. 2.

GROUP PROJECT: WATCHING THE DETECTIVES

This is a three-part assignment which will occupy a certain portion of your homework time and in-class time over the course of the semester. *This small group project is worth 20% of your final grade.*

Part One: Watching and Talking. You will watch at least 5 episodes of an agreed-upon show. You will keep a log of your responses, writing at least a paragraph each week, which you will submit with your final paper. You will discuss your responses to this show in your small groups each week.

Part Two: Presenting. Your group will have 30 minutes during the final week of class to present on your show to an audience of your peers. You will almost certainly want to show a scene or two. You might set up a debate, or raise questions for the class to answer. You could also do a compare-and-contrast with a scene from one of the novels or stories on our syllabus. The main idea is to show how the show/figure you've chosen responds to the issues raised in class this semester. The presentation is pass/fail.

Note that pending scheduling, we are planning to organize a colloquium with students who are taking this course in other sections this semester. This will be an opportunity to build community and share ideas with a wider circle of peers. It will also be instructive to learn about the kinds of conversations other groups of students have been having in their own investigations of detective fiction.

Part Three: Writing. Each student will submit a 2-3 page paper analyzing your show, in addition to the log (though you can draw from the log for your paper). You should take a position on some of the issues that you and your group have discussed over the 5-6 weeks. A formal grading rubric will be provided closer to the end of the semester.

Choosing a show.

Think about a show that is not too hard to find for your group (Network TV? Netflix? etc.). Think especially about the problems with the tradition of the detective story in terms of diversity/inclusivity. This might be an excellent opportunity to see where the genre is going and how it might be speaking back to masculinist/white/western tradition.

You should try to choose a show from the past 20 years, though recent series are preferred. You need to watch a minimum of **5** episodes. Come see me if you have questions or concerns. Some examples:

Sherlock, 2010-2017. (BBC – UK).
Elementary, 2012-2019.
The Wire, 2002-2008.
The Shield, 2002-2008.
The Sinner, 2017-2020.
Luther, 2010-2019. (BBC – UK)
Quantico, 2015-2018.
Sleepy Hollow, 2013-2017.
iZombie, 2015-2019
Jessica Jones, 2015-2019.
Agent Carter, 2015-2016.
Law & Order: SVU. 1999+
Law & Order: Criminal Intent, 2001-2011
The Closer, 2005-2012.
CSI, 2000-2015.
CSI: NY, 2004-2013.
CSI: Miami, 2002-2012.
Rizzoli and Isles, 2010-2016.

Cold Case, 2003-2010.
Without a Trace, 2002-2009.
Top of the Lake, 2013, 2017. (New Zealand/Australia.)
The Fall, 2013-2018 (Northern Ireland).
Broadchurch, 2013-2017 (ITV - UK)

SCHEDULE OF ASSIGNMENTS AND READINGS

Week 1

Keywords: Fiction, Author, Genre, Short Story, Protagonist

Doyle, "A Scandal in Bohemia" (17pp)

Icebreaker VoiceThread

Syllabus Quiz

Reflection 1: Stephen Knight has written that a detective must "embody a set of values which the audience finds convincing, forces which they can believe will work to contain the disorders of crime." In "A Scandal in Bohemia," how does the protagonist behave and what kind of values does he represent? Analyze at least two specific passages from the story to develop your ideas in this 250-word reflection.

Week 2

Keyword: Setting

Doyle, "The Boscombe Valley Mystery" (19pp) and Christie, "The Tuesday Night Club" (16pp)

Classical Detection VoiceThread

Keyword Quiz 1

Reflection 2: What difference does the environment in which a story unfolds have on the meaning of that story? Do different places acquire different associations, and how does that shape the reader's understanding and expectations? Select one of the stories so far and analyze how a particular setting is described, and how it shapes what can happen and how it happens in the story.

Week 3

Keywords: Character, Point of View

Akutagawa, Ryunosuke. "In a Grove" (14pp)

Character VoiceThread

Keyword Quiz 2

Organize Group Project: Watching the Detectives

Reflection 3: "In a Grove" recounts the evidence of a shocking crime from a number of very different perspectives. Select one account and analyze what can be inferred about the character of the person giving testimony. What is their point of view, and how does that impact what they are able (or willing) to say in their account?

Week 4

Keywords: Image, Tone, Diction, Literature, Novel

Chandler, *The Big Sleep*, Chapters 1-10 (73pp)

Raymond Chandler, excerpts from "The Simple Art of Murder" (Bb)

Chandler VoiceThread 1

Keyword Quiz 3

Reflection 4: Pick a short passage (a paragraph or less) from *The Big Sleep* that you think best exemplifies the "hard-boiled" style. In a 250-word reflection, identify a number of specific language choices and analyze their imagery, tone and/or diction. What is important about these particular words and phrases, and how do they show us what Chandler is doing differently than his predecessors? Whatever you do, DON'T pick a passage that was already covered in lecture or class discussion.

Week 5

Keywords: Dialogue, Irony

Chandler, *The Big Sleep*, Chapters 11-20 (85pp)

Keyword Quiz 4

Chandler VoiceThread 2

Reflection 5: Select one of the characters that Marlowe has detailed conversations with. You might pick one of Sternwood's daughters, but you could also consider Bernie Ohls, Eddie Mars or General Sternwood. Select one especially telling exchange between these characters, and analyze what they say, and don't say, to each other. What is really being communicated in this dialogue? Be sure to quote and analyze specific details from the text in your response.

Week 6

Keywords: Figurative Language, Symbol, Trope

Chandler, *The Big Sleep*, Chapters 21-32 (75pp)

Keyword Quiz 5

Chandler VoiceThread 3

Reflection 6: Critics often remark on the inventive use of metaphor, simile and symbol in Chandler's prose.

Why does Marlowe view his world this way, and what is the effect of his use of figurative language? In your response, be sure to quote and analyze a handful of examples of Marlowe's use of figurative language from at least two separate moments in the text.

Week 7

Analytical Paper #1 Due (3-5 pages)

Group Work Project Check-in – Submission of Viewing Logs

Week 8

Keyword: Theme

Mosley, *Devil in a Blue Dress*, Chapters 1-10 (89 pp)

Mosley, excerpts from "Poisonville" (Bb)

DBD VoiceThread 1

Keyword Quiz 6

Reflection 7: In "Poisonville," Mosley articulates his own definition of hard-boiled fiction by revisiting and revising Chandler's account of Hammett in "The Simple Art of Murder," suggesting that Chandler's bleak assessment has only gotten more dire in our time: "From our prisons to our ghettos, from our boardrooms to the Oval Office, from gangsta rap to the Patriot Act, America is a hardboiled nation." In a 250-word response, explain what is different about how Mosley handles the themes of hard-boiled detective fiction, and give an example of where you see this at work in Mosley's novel.

Week 9

Keyword: Rhythm

Mosley, *Devil in a Blue Dress*, Chapters 11-20 (103pp)

DBD VoiceThread 2

Keyword Quiz 7

Reflection 8: Harold Shueb has written, "Rhythm—the artistic repetition and manipulation of images and image sets—is the instrument whereby the message is remembered and communicated; rhythm forms the grid against which the work of art is produced, and is itself a part of that work: the message is revealed, but it is a message composed largely of emotion." Review the chapters of *Devil in a Blue Dress* we have read so far and identify an image that you see repeated (perhaps not exactly, but recognizably). In a 250-word response, describe the images and analyze how they develop over the course of the chapters. How do they reveal a message, and what is their emotional impact? Be sure to quote specific details from the text to develop your argument.

Week 10

Keywords: Plot, Narrative

Mosley, *Devil in a Blue Dress*, Chapters 21-31. (79pp)

DBD VoiceThread 3

Keyword Quiz 8

Reflection 9: *Devil in a Blue Dress*, like *The Big Sleep*, features a protagonist who refuses to call off his investigation despite the fact that there are indications that he could, or should, do so. Why is this the case in *Devil in a Blue Dress*? What are the elements of Mosley's novel that you believe are essential for the

resolution of its central conflict? In what way is the discovery of Daphne Monet's secret necessary for the successful conclusion of the narrative?

Week 11

Keyword: Narrator

Wings, Mary, "Kill the Man for Me" (14pp)

Wings VoiceThread

Keyword Quiz 9

Reflection 10: There are two narrators in "Kill the Man for Me," an abused wife who orchestrates an elaborate revenge killing, and the female police officer assigned to the case. Why do you think the author chose to tell the story this way? What is similar and different about the style of their narration?

Group Presentation Check-in – Presentation Proposals Due

Week 12

Keyword: Allusion, Motif

Manuel Ramos, "The Skull of Pancho Villa." (22pp)

Ramos VoiceThread

Keyword Quiz 10

Reflection 11: "The Skull of Pancho Villa" is in many respects a straightforward story about a mysterious break-in that leads the protagonist into more serious danger when he starts investigating it. So why is the stolen object, of all things, the mummified head of Mexican revolutionary Pancho Villa? What exactly is being alluded to here, do you think, and what layers of meaning is this allusion bringing into the story?

Week 13

Analytical Paper #2

Students work on presentations

Week 14

Group Presentations

Week 15

Final Exam

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 1, 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:
 The Writing across the Curriculum Program (Tara Pauliny, Tim McCormack) along with faculty from the Department of Law, Police Science and Criminal Justice Administration and International Criminal Justice.
- b. **Name** and contact information of proposer(s)

 Yuliya Zabyelina, International Criminal Justice/Political Science
 Jon Shane, Law, Police Science, and Criminal Justice Administration
 Heath Grant, Law, Police Science, and Criminal Justice Administration
 Tim McCormack, English, tmccormack@jjay.cuny.edu 646-557-4654
 Tara Pauliny, English, tpauliny@jjay.cuny.edu 718-427-3747
2. a. **Title of the course**
Writing in Criminal Justice: Bridging Theory and Practice in Research
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Writing in Criminal Justice
- c. **Level** of this course ___ 100 Level X 200 Level ___ 300 Level ___ 400 Level

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

This course, which targets students either majoring or minoring in any Criminal Justice major or related majors, will introduce students to the foundations of scholarly writing in Criminal Justice. Placing the course at the 200 level will provide students the opportunity to advance their rhetorical knowledge and practice of disciplinary writing early enough in their undergraduate studies, so that they are better prepared for more advanced research-based writing projects in upper-level courses and in their Capstone. Moreover, locating the course at the 200 level will also help make the course available to transfer students, who often enter John Jay in need of discipline specific writing instruction as they enter directly into their major coursework in Criminal Justice.

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

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 majoring or minoring in any Criminal Justice major or related majors do not have access to a dedicated writing course in the disciplines between the completion of ENG 201 and the beginning of their capstone projects. When these students are then, as juniors and seniors, asked to conduct original research, write a research project, or undertake writing in their new careers, they understandably struggle immensely. John Jay transfer students are especially unprepared for writing assignments that require a thorough understanding of the Criminal Justice writing style for reporting original research, making evidence-based arguments, synthesizing ideas from scholarly sources, or the more general academic writing style, scholarly writing conventions and structural organization of long-form research papers. The proposed course will offer students rehearsal time to practice their writing skills prior to exposure to the research-based written projects required in their disciplines at the senior level.

Written by faculty with expertise in Criminal Justice, the course will teach critical reading and rhetorical awareness to students enabling them to understand the particular disciplinary writing moves in Criminal Justice minors/majors. The curriculum will ask students to gather, evaluate, critique, summarize, and synthesize credible secondary research and describe methods for conducting primary research. Students will employ critical thinking-to-write theory-informed arguments and evidence-based claims and will practice forms of written persuasion needed for a professional career in Criminal Justice and related fields. Rehearsing these research-based academic writing abilities prior to entering their upper-level coursework will enable students to develop more sophisticated and thorough Criminal Justice projects in upper-division courses and in their capstones.

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 research-based academic writing course prepares students to write effectively in their upper-level Criminal Justice courses. Focused on empirical writing, students will write about observations and patterns of behavior, investigating how arguments are made in the field of Criminal Justice. They will also learn to make original scientific inquiries, to structure empirical arguments, and to utilize a guided peer-reviewed writing process. This writing course also focuses on recognizing power structures and bias embedded in scholarly research and in the role of the researcher-writer's position. Overall, the course will prepare students to produce logically organized, complex research-based writing projects within the field of Criminal Justice.

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

ENG 101: Composition I

ENG 201: Composition II

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

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

No Yes. If yes, then please provide:

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

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

Students will learn to:

- Analyze and produce effective writing in criminal justice disciplines that deploys awareness of writing style, tone, and conventions;
- Locate, evaluate, critique, summarize, and synthesize credible secondary research and describe and write up methods for conducting primary research;
- Employ critical thinking to develop theory-informed arguments and evidence-based claims;
- Learn to cite sources appropriately, avoid plagiarism and build credibility as a scholar;
- Recognize power structures and bias embedded in scholarly research and in the role of the researcher-writer in criminal justice.

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

No Yes

This class will be added to the Writing and Rhetoric Minor as one of many options for the Professional and Academic Writing category.

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

No _____ Yes X If yes, please indicate the area

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.

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 criminal justice discipline. Placed at the Gen Ed level, the curriculum of this course scaffolds the rhetorical knowledge and writing practice to prepare students for the specific kind of empirical writing that they will need to be successful in their major coursework in Criminal Justice. This intense work will enable students to thoughtfully consider the complex and conflicted researcher-writer position in Criminal Justice scholarly research as they enter their major.

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 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 deliverables. Process work for the course includes low-stakes scaffolding writing, peer review assignments, and revision of original submissions in light of feedback provided by instructor and peers.

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 Vee Herrington
- 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.

<input type="checkbox"/> The library catalog, CUNY+ <u>X</u>	<input type="checkbox"/> Criminal Justice Abstracts <u>X</u>
<input type="checkbox"/> EBSCOhost Academic Search Complete <u>X</u>	<input type="checkbox"/> PsycINFO _____
<input type="checkbox"/> Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <u>X</u>	<input type="checkbox"/> Sociological Abstracts _____
<input type="checkbox"/> LexisNexis Universe <u>X</u>	<input type="checkbox"/> JSTOR <u>X</u>
	<input type="checkbox"/> SCOPUS <u>X</u>
	<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 the Writing Across the Curriculum 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 departments that have offerings in Criminology, Criminal Justice, and International Criminal Justice programs (e.g., Department of Criminal Justice; Department of Sociology; Department of Political Science; Department of Law, Police Science & Criminal Justice Administration; Department of Anthropology; etc.) could teach this course. Faculty in the John Jay Vertical Writing Program who have knowledge of disciplinary Writing could also teach this course. Currently, Jon Shane, Heath Grant, Yuliya Zabyelina, Kim Liao, Tim McCormack, Tara Pauliny 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**?

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:

This is being proposed by The Writing Across the Curriculum Program, housed within Undergraduate Studies and has the approval of Dean Byrne.

Tim McCormack Writing and Rhetoric Minor Coordinator

Name of Major or Minor Coordinator giving approval (if necessary)

John Jay General Education College Option

Course Submission Form

Course Prefix & Number	2XX
Course Title	Writing in Criminal Justice: Bridging Theory and Practice in Research
Department or Program	Writing Across the Curriculum
Discipline	SSC (Social Sciences – this course will be used by the criminal justice and international criminal justice majors)
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201: Composition II
Co-requisites	n/a
Course Description	This research-based academic writing course prepares students to write effectively in their upper-level Criminal Justice courses. Focused on empirical writing, students will write about observations and patterns of behavior, investigating how arguments are made in the field of Criminal Justice. They will also learn to make original scientific inquiries, to structure empirical arguments, and to utilize a guided peer-reviewed writing process. This writing course also focuses on recognizing power structures and bias embedded in scholarly research and in the role of the researcher-writer's position. Overall, the course will prepare students to produce logically organized, complex research-based writing projects within the field of Criminal Justice.

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 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. 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, in the Argument Critique Response assignment, students are asked to evaluate the claims, evidence, and warrants of successful criminal justice arguments.</p>	<p>Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</p>

<p>This course asks students to assess their role as a researcher, to understand the bias in their own work, and to recognize bias and structures of power in the scholarly work they read. This is accomplished in the Role of the Researcher assignment.</p>	<p>Maintain self-awareness and critical distance.</p>
<p>This course will use a workshop approach, common to writing courses, students work collaboratively in Peer Review assignments and in Revision Workshops throughout the research and writing process, accordingly, all assignments will be peer reviewed and revised.</p>	<p>Work collaboratively.</p>
<p>Students will demonstrate familiarity with disciplinary conventions of particular forms of writing within criminal justice in a global context. Students will need to consider how writers adapt their language and style for different cultural contexts and target audiences. Students will use critical thinking and writing to 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. Finally, in completing the work of the course, students will gain an understanding of the role of the researcher/writer as a position of authority and responsibility when writing about and with diverse groups of people and for diverse audiences, as evidenced by the Role of the Researcher Assignment and the Literature Review Assignment.</p>	<p>Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.</p>

SAMPLE SYLLABUS

Writing in Criminal Justice: Bridging Theory and Practice in Research

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

Instructor	TBD
Course meeting	TBD
Office	TBD
Office hours	TBD
Email	TBD

COURSE DESCRIPTION

This research-based academic writing course prepares students to write effectively in their upper-level Criminal Justice courses. Focused on empirical writing, students will write about observations and patterns of behavior, investigating how arguments are made in the field of Criminal Justice. They will also learn to make original scientific inquiries, to structure empirical arguments, and to utilize a guided peer-reviewed writing process. This writing course also focuses on the recognizing power structures and bias embedded in scholarly research and in the role of the researcher-writer's position. Overall, the course will prepare students to produce logically organized, complex projects within the field of Criminal Justice.

COURSE LEARNING OBJECTIVES

Students will demonstrate the ability to:

1. Analyze and produce effective writing in criminal justice disciplines that deploys awareness of writing style, tone, and conventions;
2. Locate, evaluate, critique, summarize, and synthesize credible secondary research and describe and write up methods for conducting primary research;
3. Employ critical thinking to develop theory-informed arguments and evidence-based claims;
4. Learn to cite sources appropriately, avoid plagiarism and build credibility as a scholar;
5. Recognize power structures and bias embedded in scholarly research and in the role of the researcher-writer in criminal justice.

PREREQUISITE: ENG 101: Composition I, ENG 201: Composition II.

COURSE READINGS

This course uses only open educational resources (OER) which will be provided to you on Blackboard.

Below are some recommended textbooks which you may consider borrowing from the library or purchasing:

- Harris, R. A. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. London and New York: Taylor & Francis.
- Pyrczak, F. (2016). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. London & New York: Taylor & Francis.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: APA.
- Ferree, C. W. & Pfeifer, H. L. (2018). *Write & wrong: Writing within criminal justice, student workbook* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.
- Pyrczak, F., & Tcherni-Buzzeo, M. (2018). *Evaluating research in academic journals: A practical guide to realistic evaluation*. London: Routledge.

Using Technology

Blackboard. This course uses Blackboard, a web-based learning management system in which a password-protected site is created for each course. You will be responsible for checking the Blackboard course site regularly for course work and announcements.

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. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, assignment deadlines will be adjusted accordingly.

Course Documents. Course documents shall be obtained from Blackboard; no hard copies will be distributed.

Numerical Grades and Explanation

<u>Numerical Grade</u>	<u>Explanation</u>
A 93-100	Excellent
A- 90-92.9	
B+ 87.1-89.9	Very Good
B 83-87	
B- 80-82.9	
C+ 77.1-79.9	Satisfactory
C 73-77	
C- 70-72.9	Poor
D+ 67.1-69.9	
D 63.0-67.0	
D- 60.0-62.9	
F Below 60	Failure

All course requirements must be completed by the end of the semester. If the course requirements are not met, then a failing grade will be assigned.

Course Grading Breakdown

Unit 1: Evaluating Arguments and Proposing a Research Project: 25%

In Unit 1, we investigate the rhetoric of texts in the field of Criminal Justice, with an eye to understanding what makes a piece of evidence-based writing successful. We begin by critiquing arguments in the discipline, examining how authors use evidence to make claims with effective warrants, and developing original inquiry questions to form Research Proposals. You'll write an

informal overview outlining your original research question and plan to begin your research, drafting an early version of your Introduction section.

Unit 2: Synthesizing Secondary Sources into a Literature Review: 30%

In Unit 2, we find, evaluate, synthesize, and incorporate secondary sources into your own logical arguments. Through a number of smaller steps, together we'll build that all-important section of a research report or proposal: the Literature Review.

Unit 3: Finalizing the Empirical Research Proposal and Presentation: 45%

In Unit 3, we pull all the pieces of your Criminal Justice Research Proposal together. Based on the feedback from your instructor and peers, you'll revise the Research Proposal and create a Presentation to share your proposal with a particular audience, justifying the need for your research and/or sharing your findings and policy recommendations with a particular group.

Unit Breakdown of Points per Assignment:

Unit 1: 25% of Course Grade	Argument Critique Response: 25 points	Reflection on the Role of the Researcher: 25 points	Texts in Dialogue Response: 25 points	Research Overview: 75 points	1st Draft Introduction: 100 points		250 Total Points
Unit 2: 30% of Course Grade	Evaluation of Sources: 25 points	Annotated Bibliography: 100 points	Synthesis Paragraphs: 25 points	1st Draft Lit Review: 25 points	Peer Review of Lit Review: 25 points	Final Draft Literature Review: 100 points	300 Total Points
Unit 3: 45% of Course Grade	Methodology Section: 25 points	Potential Impact and Strengths and Limitations: 50 points	Revised Introduction: 50 points	Peer Review Feedback: 50 points	Final Draft Research Proposal: 200 points	Multimedia Presentation: 100 points	450 Total Points

Attendance

Since assignments are heavily dependent on participation, students are expected to attend every class.

Three or more absences will result in the loss of one full letter grade without suitable documentation as described by University policy. More than six absences (three weeks of class) will result in a failing grade.

General Classroom Conduct and Responsibilities

Discussion is a key aspect of this course. Each of us has unique backgrounds, life experiences and opinions.

Sharing these is invaluable to the classroom experience. Feel free to challenge the course material. If you have a different experience or completely disagree with a point someone else has made, please present to the contrary. Please disagree with me and your classmates. Express your opinions and experiences freely; just do so in a mature and intellectual manner. Your argument should be logically based.

There is to be no argument by *ad hominem*. All discussions will be mature and free of personal bias, which includes being rude toward others. Be respectful when voicing your opinion, and be receptive to other people's point of view. This is a very enriching part of learning.

Ask questions!! The only stupid questions are those that do not get asked! This is important to your overall academic experience as well as a process you should carry with you beyond the classroom.

You are responsible for all readings whether or not they are covered in the lectures. The readings serve as source materials for your project.

Do not be late to class, it is disruptive and rude. Be punctual!

Do not disrupt others by talking, not paying attention, or reading outside materials such as your phone or other media/technology.

Turn off *all* electronic devices, cell phones, pagers etc. that can be disruptive. Interruptions from cell phones are particularly annoying because of the ring tones. Such interruptions may result in you being asked to leave the classroom. If you are using a laptop computer to take notes, turn the volume off.

Policies, Procedures and Academic Integrity

Cheating, plagiarism, fabrication, and all other violations of academic integrity will not be tolerated and will be reported to university officials for proper action. 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 you from responsibility for plagiarism. It is your 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 should consult me, although a good rule of thumb is "when in doubt, cite it."

The Library has free guides designed to help with problems of documentation (*see* John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

Refer to "[A Guide to the APA Documentation Style](#)" for assistance with citations. Basic guideline:

- If you quote it, then cite it and add quotation marks;
- If you paraphrase it, then reference it;
- If you don't know, then contact the instructor.

Please refer to the "[Academic Integrity](#)" website, or your student handbook of conduct/ethics for further details.

Violating the University policy on academic integrity may result in disciplinary action ranging from Level 1 sanctions (least serious) to Level 4 sanctions (most serious).

Accessibility Accommodations

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1233N (212-237-8144). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Students requiring special consideration relating to a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Acts (ADA) of 1990 should notify me at once.

Course Documents

All course documents shall be obtained from BlackBoard under the "**Course Documents**" section. Hard copies will not be distributed.

Examples in the empirical literature are cited in this syllabus and are posted to Blackboard under Supplemental Readings.

General Requirements and Expectations for Homework Assignments

The expectation is that all students complete the assignments after attending the lecture, reading the assigned material and participating in discussion; this is why attendance is so important. There is a concurrent expectation that all students know how and where to locate solutions (e.g., required texts, Google Scholar, peer-reviewed sources, John Jay College library).

A complete assignment will have all of the questions answered and will contain all of the relevant material; you are expected to know what material is relevant and what material must be reported in written form for each assignment. Please consult your textbooks, handouts, journals articles, notes and Blackboard materials for industry standards on reporting.

Research Proposal Specifications: Please Refer to this Throughout the Semester

- I. **Title** (include your name, date, professor's name, and course title).
- II. **Abstract** (do not exceed 150-250 words. Use MS Word at the end of the abstract; Draft your abstract last after all else is written. Abstract should appear just above the Introduction).
- III. **Introduction.** Must include:
 - A. **Statement of the problem** (why are you conducting the study?)
 - B. **Goals** (what do you hope to achieve?)
- IV. **Literature Review**, including the theoretical framework you are using for your research.
- V. **Project Design and Potential Impact, including:**
 - A. **Methodology** Section:
 1. **Research questions** (only a single sentence. Just one research question).
 2. **Hypotheses** (only a single sentence that must include measurable variables. Do not exceed two testable hypotheses).
 3. **Explain how you would plan to conduct your study, what variables you would examine, and how you would collect data.**
 - B. **Potential impact section**
 - C. **Strengths and limitations section**
- VI. **References** (must comport with APA style; use as many sources as needed, but cite only those sources that appear in the proposal).

When formatting, please use only the following:

Times New Roman, 12 point font, 1.5 line spacing, 1" margins on all sides, number every page, and do not exceed 15 pages.

Course Schedule: for an in-person class meeting twice a week¹

Session	Topic	Readings/Assignments/Comments	Writing Assignment Due by each class session
1	Evaluating the Logic of Arguments in Criminal Justice	Intro to the Course <i>In Class Reading: Josh Pasek, "Writing the Empirical Social Science Research Paper: A Guide for the Perplexed"</i>	
2	Analyzing Arguments Through De-Colonizing Criminal Justice	Toulmin's Model of Argumentation: Claim, Evidence, Warrant <i>Reading Due: Finish Pasek, "Writing the Empirical Social Science Research Paper," Doyle, <u>The Crime Report</u>, "Decolonizing Criminal Justice," and Pierson et al., <u>Nature Human Behavior</u>, "A Large-Scale Analysis of Racial Disparities in Police Stops Across the United States"</i>	Assignment Due: Argument Critique Response (500-750 words)
3	Developing Original Inquiries and Considering the Responsibility of the Researcher	Developing Inquiry Questions and Interrogating the Role of the Researcher <i>Reading Due: Gatewood and Norris, <u>Decolonization of Criminology and Justice</u>, "Silence Around Prisoner Protests: Criminology, U.S. Black Women, and State-Sanctioned Violence," Eberhardt et al., <u>Psychological Science</u>, "Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital-Sentencing Outcomes"</i>	Assignment Due: Reflection on the Role of the Researcher (500 words)
4	Writing research hypotheses	Analyzing Research Overviews and Introductions <i>Reading Due: Pyrczak, <u>Writing Empirical Research Reports</u>, "Chapter 2: Writing Simple Research Hypotheses" and "Chapter 4: Writing Research Objectives and Questions"</i>	Assignment Due: Texts in Dialogue Response (2-3 pages)
5	Starting Your Research and Analyzing Literature Reviews	Discussion about Finding and Evaluating Credible Scholarly Sources Discussion of Selected Example Lit Reviews <i>Reading Due: Krause, <u>The Process of Research Writing</u>, "Chapter 3: Quoting, Paraphrasing, and Avoiding Plagiarism"</i>	Assignment Due: 1-2 page Research Overview
6	Conducting Research at the John Jay Library	Possible Librarian Visit/Consultation <i>Reading Due: Pyrczak, "Chapter 6: Writing Introductions and Literature Reviews"</i>	
7	Overview of Annotated Bibliographies	Analysis of the Structure and Function of an Annotated Bibliography <i>Reading Due: Krause, <u>The Process of Research Writing</u>, "Chapter 6: The Annotated Bibliography Exercise"</i>	Assignment Due: First Draft Introduction of 3-5 pages (end Unit 1)
8	Annotated Bibliography Drafting Day	Annotated Bibliography Writing and Revision Activity	Assignment Due: Blog Evaluation of Sources
9	Paraphrasing and Summarizing	Avoiding Plagiarism Through Careful Quoting, Paraphrasing, and Summarizing of Sources John Jay Writing Center Tutor Presentation/Workshop	

¹ This schedule is tentative and may be altered at any point during the semester without prior notice. Check for syllabus revisions each session on Blackboard.

10	Synthesizing Sources into Claims in a Lit Review	Analyzing Examples <i>Reading Due: Student examples of synthesis of sources in Literature Reviews</i>	<u>Assignment Due:</u> Annotated Bibliography of 5 sources Due (1 page per entry)
11	Literature Review Building: De-colonizing Sample Populations and Conclusions Drawn	Activity Analyzing Who is Missing from Literature Reviews, Theory, and Conclusions: How have criminal justice studies overlooked certain populations? <i>Reading Due: Reinventing Criminal Justice: The Eleventh National Symposium, "The Concept of Decolonizing Criminal Justice," American Sociological Association, "Race, Ethnicity, and the Criminal Justice System"</i>	<u>Assignment Due:</u> Synthesis Paragraphs
12	Drafting Lit Reviews	Drafting Activity <i>Reading Due: Allosso and Allosso, A Short Handbook for Writing Essays in the Humanities and Social Sciences, "Coherent Paragraphs" and "Effective Sentences"</i>	
13	Overview of Peer Review	Overview of Peer Review, Giving Effective Feedback, and Revision	<u>Assignment Due:</u> First Draft of Literature Review Due (3+ pages)
14	Peer Review Workshop Providing Feedback on Lit Review Drafts	In-Class Peer Review Workshops	<u>Assignment Due:</u> Peer Review of Literature Review (1 page per group member)
15	Describing Experimental Methods	Overview of Methodology Sections <i>Reading Due: Pyrczak Chapter 9, "Writing Method Sections" or Bhattacharjee, Social Science Research: Principles, Methods, and Practices, "Research Design"</i>	
16	Potential Impact, Strengths and Limitations	Overview of Potential Impact and Strengths and Limitations Sections	<u>Assignment Due:</u> Revised Draft of Literature Review (4-5 pages)
17	Writing Titles and Abstracts	Title and Abstract Writing Activity	<u>Assignment Due:</u> Methodology Section and Strengths and Limitations Section
18	Revising the Introduction	Revision Workshop <i>Reading Due: Donald Murray, "The Maker's Eye: Revising Your own Manuscripts"</i>	
19	Compiling the whole proposal	Discussion of Structure, Revision, and References <i>Reading Due: Review Pasek, "Writing the Empirical Social Science Research Paper"</i>	<u>Assignment Due:</u> Revised Introduction with Title and Abstract
20	Peer Review #2		<u>Assignment Due:</u>

21	Overview of the Presentation	Peer Review Workshop Discussion of Effective Presentation Strategies, Audience, and Multimedia <i>Reading Due: Godin, "Really Bad Powerpoint"</i>
22	Scripting the Presentation	Presentation Outlining and Drafting Activity
23	Reflection on Writing Process	In Class Writing about Professional and Academic Future Research for the Proposals
24	Presentations	Presentations Begin
25	Presentations	Presentations Continue
26	Presentations	Presentations Conclude
27	Last Class	Considerations of Next Steps for Research and Writing in Criminal Justice
28	Review	
29	Final Exam period	

Peer Review
Feedback

Assignment Due:
Final Draft of
Complete Research
Proposal

Assignment Due:
Multimedia
Presentation

Unit 1: Investigating Criminal Justice Rhetoric and Forming an Original Inquiry

Your Call to Write:

In this unit, we are going to investigate the rhetoric of texts in the field of Criminal Justice, with an eye to understanding what makes a piece of evidence-based writing successful. We will begin by critiquing arguments in the discipline, examining how authors use evidence to make claims with effective warrants, in order to develop your original inquiry questions.

Once you begin identifying issues in the field that interest you, you'll develop a research question that you want to answer through research throughout the term. This will lead to your Criminal Justice Research Proposal, so make it something that really interests you!!! You'll write an informal overview outlining your original research question and plan to begin your research, drafting an early version of your Introduction section as the last assignment in this unit.

Your Tasks:

- 1) In an **Argument Critique Response of 500-750 words**, critique the logic of an argument (identifying claim, evidence, warrant) in one of the assigned course readings. Finish your response by listing three questions about Criminal Justice that this article raises for you.
- 2) In a **Reflection on the Role of the Researcher of 500 words**, reflect on your own identity as a researcher, writer, and scholar in the field of criminal justice. Consider how the authors of course readings take on the responsibility, ethical concerns, and authority of their position as they conduct empirical research.
- 3) In a **Texts in Dialogue Response of 2-3 pages**, find a reading of your choice that responds to a topic raised by one of the course readings, and analyze the similarities and differences in the authors' use of rhetoric. Evaluate the texts' appeals to their audiences, purpose, claims, stances, and use of evidence. Brainstorm what inquiry questions are raised by a comparison of these texts. What perspectives, stances, or research angles are missing? What issues do you want to explore further?
- 4) In a **1-2 page Research Overview**, develop an inquiry-based research question that you want to answer in our research project. Using the questions you developed above, or any new questions you have to develop a complex and feasible inquiry that matters to you related to criminal justice. Within this inquiry, write a clear and powerful question framed by "how," "why," or "what" that you would hope your research could answer.

Articulate any initial hypotheses that you may have at this point, and consider your stance on the issue, adding sub-questions and providing an overview of how you will begin your secondary source research.

- 5) Using what you have written in Steps 1-4 (Argument Critique Response, Reflection on the Role of the Researcher, Texts in Dialogue Response, and Research Overview), **compose a first draft of your Introduction to your eventual Criminal Justice Research Proposal (3-5 pages total, not including your eventual list of References).**

This does not need to be the FINAL version! Most writers do not complete the introductions of their articles until they have finished their research. But outlining your questions, why the topic matters to you, what the current issues are and unsolved problems can be, as well as how you plan to investigate them, can be extremely helpful groundwork for the research and writing you'll do over the course of the semester.

Introduction Drafts can have gaps in them with planning notes in bold brackets (for example, **[ADD A SOURCE LATER WHEN I HAVE THIS STATISTIC]** or something to that effect).

Due Dates:

XX/YY	Argument Critique Response of a Course Reading Due
XX/YY	Reflection on the Role of the Researcher Due
XX/YY	Texts in Dialogue Response of a Course Reading with a Student-Selected Reading on the Same Topic Due
XX/YY	Research Overview with Original Inquiry-Based Research Question Due
XX/YY	First Draft of Introduction Due

Grading Breakdown: 25% of total course grade, 250 points available

Argument Critique Response:	25 points
Reflection on the Role of Researcher:	25 points
Texts in Dialogue Response:	25 points
Research Overview:	75 points
First Draft Introduction:	100 points

Unit 2: Synthesizing Secondary Sources into a Literature Review

Your Call to Write:

Now that you are embarking on the steps of a research project in the field of criminal justice, it's time to find out what's been recently published that could illuminate and deepen your research question. Time to find, evaluate, synthesize, and incorporate secondary sources into your own logical arguments. Through a number of smaller steps, together we'll build that all-important section of a research report or proposal: the Literature Review.

Your Tasks:

- 1) **In a short blog post evaluating at least 3-4 scholarly sources that you've found, analyze each source in 1-2 paragraphs (per source), considering the following:** credibility (how do you know this source is credible?), publication (where was this published? Is it scholarly? Is it peer-reviewed? How do you know?), and author (Who wrote this? Why are they an expert?). Also consider, what are the main trends/conflicts/issues raised by your sources as a group? Are several sources tackling the same issue from different angles or looking at different groups of people affected?
- 2) **In an Annotated Bibliography of at least 5 sources (~1 page per entry),** evaluate the best sources you've found and note how you plan to use them in your Literature Review. Recommended sections of a Reflective Annotated Bibliography: 1) citation, 2) summary of the main claims and evidence of the source, 3) response with evaluation of how you will use this source to provide context in your Literature Review, 4) selection of one or more direct quotations that you may use, with appropriate APA citations.
- 3) **In 2-4 Synthesis Paragraphs,** use 2-3 sources to identify trends, commonalities, and distinctions between different research that illuminates your research question. Putting sources into conversation with one another, note how your own research question/hypothesis addresses the limitations or implications of these sources.
- 4) **Compose a First Draft of the Literature Review (eventually 4-5 pages, so the first draft should be at least 3+ pages, not including References List).** In the Literature Review, each introduction of a secondary source should do the following: 1) explain the context of the source, what research was performed, and the results of the research; 2) evaluate the claims, evidence, and conclusions of the source, noting what questions it raises and why these questions are important for continuing research in this area; 3) consider your mini-claim about the source, and how this mini-claim helps you introduce and propose your idea for further research (for example, does this source only look at rural populations and you want to look at urban populations, or does this research not consider a broad spectrum of racial and ethnic backgrounds?)

- 5) **In a detailed Peer Review response to each group member (~1 page per response), give constructive feedback on the strengths of your peers' drafts, and advice for expanding and revising their Literature Reviews.**

For example, how many sources are included? How clear are the explanations of the source, and what questions do you have? To what degree does your colleague describe their own "mini-claim" about a source, and how do they integrate their analysis into their larger justification for their research? What three things would you recommend that they do to expand and revise?

- 6) **Finally, revise your Literature Review into a polished, 4-5 page Final Draft, with a separate References List.** Keep in mind the feedback you have received from your peers and instructor, and think about the most effective ways to put the secondary sources that you've found into conversation with one another and with your own ideas.

Note: Be extremely careful to DISTINGUISH between the words of the authors and your own ideas – and make sure to use direct quotes if you are citing a source directly! Paraphrasing the conclusions of others is fine, but make sure that you are really interpreting the ideas in your own words with your own mini-claims! In class, we'll discuss a number of ways to avoid accidental plagiarism.

Due Dates:

XX/YY	Evaluation of Sources Due
XX/YY	Annotated Bibliography with 5 entries Due
XX/YY	Synthesis Paragraphs Due
XX/YY	First Draft of Literature Review Due
XX/YY	Peer Review of Literature Reviews Due
XX/YY	Final Draft of Literature Review Due

Grading: 30% of course grade, 300 total points for assignment

Evaluation of Sources:	25 points
Annotated Bibliography:	100 points
Synthesis Paragraphs:	25 points
1 st Draft Lit Review:	25 points
Peer Review Lit Review:	25 points
Final Draft Lit Review:	100 points

Unit 3: Finalizing the Empirical Research Proposal and Presentation

Your Call to Write:

In this unit, we'll pull all the pieces of your Criminal Justice Research Proposal together, analyzing models and considering the audience and purposes of each section. Based on the feedback from your instructor and peers, you'll revise the Research Proposal and create a Visual Presentation to share your proposal with a particular audience, justifying the need for your research and/or sharing your findings and policy recommendations with a particular group.

Your Task:

- 1) **Draft a Methodology Section:** In 1-2 pages, propose how you would plan to conduct original research to answer your research question. Consider whether you would use experiments, surveys, observations, or other methods of primary research, and how you would evaluate your hypothesis either by measuring the effect of an independent variable on dependent variables or by drawing a correlation or other relationship between factors through quantitative or qualitative analysis. (Since this is a writing course, not a research course, you won't actually conduct this research—remaining a proposal! But with your understanding of the language, tone, and communication style of Methodology sections in published examples, you'll offer the reader an explanation of how you *would plan* to proceed.)
- 2) **Draft a Potential Impact section:** In 1-2 paragraphs, write an impact statement in which you answer the following questions: Who might benefit from this research? How might they benefit from this research? To answer these questions, please i) clearly articulate impact goals or policy implications, and ii) explain who is impacted, i.e., your audience and/or stakeholders.
- 3) **Draft a Strengths and Limitations section:** In 1-2 paragraphs, describe the strength and potential limitations of your research project, in terms of scope, methods, or implications of your research as it stands now in your hypothetical proposal.
- 4) **Revise your Introduction,** polishing it into a 2-4 page theoretical basis for your research question, using secondary sources. Include in your revision a one-paragraph Abstract and a snappy Title!
- 5) **Conduct a peer review session** where you evaluate the draft proposal of a peer and receive peer feedback on your own. This will be done in written or audio form and you will be responsible for the quality of your evaluation and how you address the concerns of your evaluators.

- 6) **Revise and finalize a polished, final draft of the Criminal Justice Research Proposal**, including a Title, Abstract, Introduction, Literature Review, Methodology, Potential Impact, and Strengths and Limitations sections, with an APA References page. The entire proposal should be at least 7-10 pages.
- 7) **Create a 5-minute Multimedia Presentation** detailing the importance and potential implications of your Research Proposal in progress, with ideas for what next steps should be taken. Please use a presentation software such as Powerpoint or Prezi to create a slideshow, or use other visual aids.

To do this: 1) Pick a specific academic or professional audience of stakeholders who would be interested in the significance of your research, and 2) present a justification of the importance of your research to us through a multimedia presentation that includes visual aids, infographics, sound, or video.

Show us why your research and its potential impact is important to the discipline!

Due Dates:

XX/YY	Methodology Section Due
XX/YY	Potential Impact Section & Strengths and Limitations Sections Due
XX/YY	Revised Introduction with Title & Abstract Due
XX/YY	Peer Review Feedback Due
XX/YY	Final Draft of Complete Research Proposal Due with Reflective Letter
XX/YY	Multimedia Presentation Due

Grading: 45% of course grade, 450 total points for assignment

Methodology Section:	25 points
Potential Impact Section & Strengths/Limitations Section:	50 points
Revised Introduction:	50 points
Peer Review Feedback:	25 points
Final Draft Research Proposal:	200 points
Multimedia Presentation:	100 points

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

New Course Proposal Form

Date Submitted 3/5/20_____

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 Sociology, Anthropology, and Political Science.

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

Samantha Majic, Political Science, smajic@jjay.cuny.edu

Shonna Trinch, Anthropology, strinch@jjay.cuny.edu

Richard E. Ocejo, Sociology, rocejo@jjay.cuny.edu

Edward Kennedy, English, ekennedy@jjay.cuny.edu

Tim McCormack, English, tmccormack@jjay.cuny.edu (646) 557-4654

Tara Pauliny, English, tpauliny@jjay.cuny.edu

2. a. **Title of the course:** **Writing in the Social Sciences: Learning Powerful Authorship**

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in SIMS) Writing in Soc Sciences _____

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 is meant to help students learn the rhetorical strategies and disciplinary writing styles for writing in the social sciences, including stating research problems/questions, reviewing existing literature, writing from collected data, and presenting and discussing findings in multiple social science genres and for varied audiences. As such, this course needs to be taken at the 200 level so that students may advance their understanding and practice of social science writing prior to taking courses in their majors, which feature advanced disciplinary writing forms, voices, and styles. This course will also introduce and give students practice with the writing process and research-based academic writing genres that they will need to succeed with the more long-form writing required by their upper-level courses and their capstone projects.

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

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

The social science disciplines of anthropology, political science, economics, psychology, and sociology share the same grounding: identifying problems and arguments and empirical, evidence-based analysis of real world phenomena and human behavior. Currently there is no class dedicated to teaching the abilities and practices required for successful disciplinary writing for upper-level courses in the social sciences. As a result, when students are asked to write substantial research projects in upper division courses, they struggle to express their analysis in the expected disciplinary voice, structure, style and conventions required. “Writing in the Social Sciences” would, therefore, teach students the research-based writing process and the “linguistic code” needed to write with authority in the varied voices and styles needed for the Social Science disciplines.

In this writing course, special emphasis is placed on the role of the researcher-writer’s position of authority in writing about, with, and for other people, communities, and locations. The researcher-writers in the course will encounter and model non-normative and anti-racist social science writing practices, including reading inclusive model texts, authoring from full and multiple points of view, and researching/writing from diverse sources and viewpoints. The course therefore prepares students to write as social scientists with an inclusive and justice focus.

This course introduces students to four central elements of research-based academic writing in the social sciences: problem formation, literature reviews, original research analysis, and public writing. Students will practice formulating, analyzing, and explicating problems and questions studied in the social sciences; finding, evaluating, summarizing and citing library resources; writing up analyses from original research; and translating academic writing into public-facing genres. Students will learn to use social science texts as models, to analyze their rhetorical functions, and to practice methods of composing, drafting, revising, editing, and proofreading to communicate effectively to a variety of audiences.

Upon completion of the course, students will have rehearsed the core writing process and abilities that can be applied to any upper-division social science course or capstone. Successful students will be equipped with the writing and analysis skills they need to communicate their research effectively and powerfully within their discipline.

Note: this course will be offered as a WI course and utilize Open Educational Resources (OER), with \$30 or less book/resources price for 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.)

This course prepares students for upper-division disciplinary writing in the social sciences by introducing key genres and conventions common to anthropology, political science, economics, psychology, and sociology. Students will learn how to identify and articulate a social problem as they locate and discuss relevant literature. Students will also learn to write about their observations of society and communicate evidenced-based arguments to academic and public audiences within a framework of justice and equality. This writing course places special emphasis on the role of the researcher-writer's position of authority in writing about, with, and for other people, communities, and locations.

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 101 and ENG 201

6. Number of:
- Class hours 3
 - Lab hours N/A
 - 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** (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 become familiar with a rhetorical understanding of writing genres in the social science disciplines of anthropology, political science, sociology, economics, and psychology. Students will identify and state a social problem, locate and review relevant literature, make

evidence-based arguments, and translate those arguments for multiple audiences. Through experiential practice in drafting, revision, and peer review, students will learn the structures, voices, forms, styles, and conventions of Social Science writing.

During this course, students will learn how to:

- Identify and state worthy and meaningful social science questions within a framework of justice and equality
- Communicate how social science problems are situated in existing literature by finding, evaluating, and writing about diverse scholarly resources
- Write logical and evidence-based arguments using a variety of data
- Work within the collaborative social science environment to compose, draft, peer review, revise, edit, and proofread to hone and craft successful Social Science projects
- Write in multiple genres for academic and public audiences using the structures, voices and conventions of social science writing
- Understand and relate their complex positions as researcher-authors writing about cultures, people, and 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)

Writing and Rhetoric Minor as one of many options for the Professional and Academic Writing Category.

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

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

As a Gen Ed requirement in Communication, this course offers transfer and “resident” students valuable, additional instruction beyond First-Year Writing, preparing them for the research-based academic writing demanded by upper-level courses in their major course of study. The learning outcomes of the course align with the learning outcomes of the Communications area because the course offers students to work collaboratively with sustained attention to and practice in writing in multiple genres for varied disciplinary audiences.

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

Every semester <input checked="" type="checkbox"/>	Number of sections: <u>1</u>
Fall semesters only _____	Number of sections: _____
Spring semesters only _____	Number of sections: _____

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, where relevant). Assessment for the course will be based on both the student’s writing process, as well as on the written products produced. Process work for the course includes attendance, homework, low-stakes writing, peer review, and revision.

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

Yes (2/22/2021) 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+ <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Criminal Justice Abstracts <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> PsycINFO <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | <input checked="" type="checkbox"/> Sociological Abstracts <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> LexisNexis Universe <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> JSTOR <input checked="" type="checkbox"/> |
| | <input checked="" type="checkbox"/> SCOPUS <input checked="" type="checkbox"/> |
| | <input checked="" type="checkbox"/> Other (please name) _____ |

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: Not needed since this course is being proposed by the Writing Across the Curriculum Program and has the support of Dean Byrne.
15. **Faculty** - Who will be assigned to teach this course? _____

Samantha Majic Political Science

Shonna Trinch, Anthropology

Richard Ocejo Sociology

Edward Kennedy, English

Tim McCormack, English

Tara Pauliny, English

And/or other faculty attached to these departments.

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

No

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

This course is part of a four-course offering of writing in the disciplines courses that includes Writing in the Sciences, Writing in the Humanities, and Writing in Criminal Justice. While this course is somewhat related to ANT 325, it is a wholly distinct course. This course introduces students to writing across the social science disciplines, while ANT 325 focuses specifically on one genre of writing in anthropology.

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: This is being proposed by The Writing Across the Curriculum Program, housed within Undergraduate Studies and has the approval of Dean Byrne.

Tim McCormack Writing and Rhetoric Minor Coordinator

John Jay General Education College Option

Course Submission Form

Course Prefix & Number	SSC 2XX
Course Title	Writing in the Social Sciences: The Power of Authorship
Department or Program	Writing Across the Curriculum Program/Undergraduate Studies
Discipline	Social Sciences
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	<p>This course prepares students for upper-division disciplinary writing in the social sciences by introducing key genres and conventions common to anthropology, political science, economics, psychology, and sociology. Students will learn how to identify and articulate a social problem as they locate and discuss relevant literature. Students will also learn to write about their observations of society and communicate evidenced-based arguments to academic and public audiences within a framework of justice and equality. This writing course places special emphasis on the role of the researcher-writer's position of authority in writing about, with, and for other people, communities, and locations.</p>

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 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>Write in multiple genres for academic and public audiences using the structures, voices and conventions of social science writing. The course features four units with a different</p>	<p>Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</p>

<p>genre of writing required for each unit.</p>	
<p>Understand and relate their complex positions as researcher-authors writing about cultures, people, and societies.</p> <p>Identify and state worthy and meaningful social science questions within a framework of justice and equality.</p> <p>The course features four interrelated units that ask students to consider their role as a social science researcher-writers who ask questions about how and why social science research matters, especially in Unit 1, which asks students to answer the question “so what?” about a social science research topic. For example in the primary research assignment, students are taught to analyze their data and write about it from multiple perspectives.</p>	<p>Maintain self-awareness and critical distance</p>
<p>Work within the collaborative social science environment to compose, draft, peer review, revise, edit, and proofread to hone and craft successful social science projects.</p> <p>All of the assignments feature both peer development steps and peer review steps.</p>	<p>Work collaboratively</p>
<p>Identify and state worthy and meaningful social science questions</p>	<p>Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</p>

within a framework of justice and equality.

Communicate how social science problems are situated in existing literature by finding, evaluating, and writing about diverse scholarly resources.

Understand and relate complex positions as researcher-authors writing about cultures, people, and societies.

This course foregrounds diversity in the required readings in Unit 1, in the gathering of sources for Unit 2, in the primary research subject's location in Unit 3, and in the multi-positional framework of authorship in writing about data.

Sample Syllabus



John Jay College of Criminal Justice, City University of New York
524 West 59th Street, New York, N.Y. 10019

Writing in the Social Sciences: The Power of Authorship

Fall 20XX

SSC 2XX (Course Code # XXXX): M/W TBA

Prerequisite: ENG 201

Instructor:

Email:

Office Hours:

Office Location:

Course Description:

This course prepares students for upper-division disciplinary writing in the social sciences by introducing key genres and conventions common to anthropology, political science, economics, psychology, and sociology. Students will learn how to identify and articulate a social problem as they locate and discuss relevant literature. Students will also learn to write about their observations of society and communicate evidenced-based arguments to academic and public audiences within a framework of justice and equality. This writing course places special emphasis on the role of the researcher-writer's position of authority in writing about, with, and for other people, communities, and locations.

Learning Outcomes:

Students will become familiar with writing and reading in the social science disciplines of anthropology, political science, and sociology. Students will work in a variety of research genres and through multiple assignments, learn the styles and conventions of social science writing. Through hands-on practice in writing, students will learn how to identify and state a social problem, locate and review relevant literature, make evidence-based arguments, and translate those arguments for multiple audiences.

During this course, students will learn how to:

- Identify and state worthy and meaningful social science questions within a framework of justice and equality
- Communicate how social science problems are situated in existing literature by finding, evaluating, and writing about diverse scholarly resources
- Write logical and evidence-based arguments using a variety of data
- Work within the collaborative social science environment to to compose, draft, peer review, revise, edit, and proofread to hone and craft successful Social Science projects
- Write in multiple genres for academic and public audiences using the structures, voices and conventions of social science writing
- Understand and relate their complex positions as researcher-authors writing about cultures, people, and societies

Course Requirements and Evaluation:

Note: All assignments are attached.

GRADING CHART

Module 1: Social Science Problems --Learning how to define and write a problem for study	15%
Module 2: Writing a Literature Review --Learning how to research your social problem and situate it in the existing literature so as to add to the knowledge already accumulated	25%
Module 3: Research-based Writing --Learning how to create a data set, organize it, describe it, analyze it and convey its findings	25%
Module 4: Writing Social Science for the Public --Learning how to translate Social Science research for alternative audiences.	20%
Participation/Writing Process	15%
Total	100%

Official definitions of undergraduate grades, as established by the College Council:

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

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

Attendance: Coming to class is your responsibility. Regular attendance is expected. If you have any questions about attendance, please contact me. Class participation is expected of all students, and it counts towards your grades 10 %.

Participation: Students who come to class prepared and willing to participate will see the benefit of this work in their grade. Note the writing process, which includes peer review, is part of this participation grade. Writing Center attendance may also count toward this grade.

Preferred Pronouns: As part of an inclusive environment, please refer to your classmates by their preferred pronouns. A "preferred gender pronoun" (or PGP) is the pronoun that a person chooses to use for themselves. For example: If Xena's preferred pronouns are she, her, and hers, you could say "Xena ate her food because she was hungry." (From CCUSD: to read more, [click here](#))

Accessibility: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Services at (212) 237-8031 or (212) 237-8233 for TTY (rm L.66.00 New Building). The office provides support services and counseling for students who are

physically challenged, have learning disabilities and/or medical conditions that affect their performance in the classroom setting.

Students should inform the professor promptly (i.e. during the first week of class) about their status. I will make the appropriate accommodations, in accordance with the guidelines established by the Disability Services Office. For more information, visit <http://www.jjay.cuny.edu/johnJay/johnJayDisability.asp>)

Writing Center: The Writing Center, located in 1.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it.

If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional. For more information, please visit: <http://jjcweb.jjay.cuny.edu/writing/homepage.htm>

Before the end of the semester, you must visit the College's Writing Center (virtually) *at least once* during the semester. To make an appointment, visit <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>

Your visit may be for any service that is helpful to you, and examples of services include (but are not limited to) the following: proofreading a draft of an assignment, attending a workshop on a particular topic, and receiving help with citations.

Wellness Services: 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. For more information, visit <http://www.jjay.cuny.edu/wellness-resources>

Student Advising: Advisers are available to meet with students to discuss degree requirements, academic planning, graduate study, and careers after graduation [insert contact information for departmental advisors here].

Late Work: You are strongly encouraged to stay abreast of when assignments are due and to hand things in on time. Late work is discouraged, but if there are circumstances that you know will make it difficult to hand work in on time, you should consult me. Also, if unforeseen circumstances occur that prevent you from handing in work, please let me know as soon as you can. And finally, I urge you to keep the lines of communication open so that I can help you complete your work in a timely manner.

Academic Integrity: Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Please review the CUNY Policy on Academic Integrity on the college website under "Students". Do not copy anything "word-for-word" from the Internet.

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

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Assigned Readings found on Blackboard or in Electronic Journals at JJ College Library:

- 1) Weis, Lois and Michelle Fine. *Speed Bumps: A Student Friendly Guide to Qualitative Research*, Brand: Teacher’s College Press. Chapter 3, "Qualitative Research, Representations, and Social Responsibilities."
- 2) Read excerpt from Trimbur, Lucia. 2013. *Coming Out Swinging: The Changing World of Boxing in Gleason’s Gym*, Princeton: Princeton UP.
 - a. Preface, pgs. Xvii-xxi.
 - b. Chapter Three, “Tough Love and Intimacy in a Community of Men,” pgs 39-62.
- 3) Miner, Horace. 1956. “Body Ritual Among the Nacirema.” selected excerpts
- 4) Smitherman, Geneva and Victor Villanueva. 2003. *Language Diversity in the Classroom: From Intention to Practice: Studies in Writing and Rhetoric*. Carbondale: Southern University Press.
- 5) Geertz, Clifford. 1973. “Thick description:” Toward an Interpretive Theory of Culture, selected excerpts
- 6) Grazian, David. 2007. The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity. *Symbolic Interaction* (30)2: 221-243.
- 7) Kohler-Hausmann, Issa. 2018. *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing* Princeton, Princeton UP.
- 8) Baglione, Lisa A. 2015. *Writing a research paper in political science : a practical guide to inquiry, structure, and methods*. 3rd edition. ed. Washington, DC: CQ Press. ISBN-13: 978-1608719914 Chapter 4: Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review
- 9) Knopf, Jeffrey. 2006. "Doing a Literature Review." *PS: Political Science and Politics* 39 (1):127-132.
- 10) Majic, Samantha. 2014. "Political Participation Despite the Odds: Examining Sex Workers’ Political Engagement." *New Political Science* 36 (1):76-95.
- 11) What is an annotated bibliography?
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

- 12) Berger, Roni. 2015. "Now I see it, now I don't: researcher's position and reflexivity in qualitative research." *Qualitative Research* 15 (2):219-234. doi: 10.1177/1468794112468475.

Course Schedule - Writing in the Social Sciences

The course is divided into five modules: Introduction, Social Science Problems, Literature Review, Ethnography, and Public Writing. The following is a tentative course schedule. I reserve the right to make changes based on the needs of the class. All work is due before class on the day listed below.

Introduction

Class #	What's Due Before Class	What We'll Cover in Class
Class #1		<ul style="list-style-type: none"> ● Syllabus introduction ● Introduction to Social Science writing
Class #2	<ul style="list-style-type: none"> ● Reading: The Rhetorical Situation (Link) ● Reading: What is a Rhetorical Situation? (Link) ● Reading and Writing: What we do when we write to represent cultures, people, and societies 	<ul style="list-style-type: none"> ● Rhetorical Situations of Social Science Writing ● Genres of Social Science Writing ● The Position of the Author in Social Science Writing

Social Science Problems

Class #	What's Due Before Class	What We'll Cover in Class
Class #3	<ul style="list-style-type: none"> ● Reading: Alford excerpt ● Reading: Jensen and Auyero ch. ● Reading: Berger article 	<ul style="list-style-type: none"> ● What is a social problem? ● Understanding yourself in relation to the problem (basic positionality)? ● Empirical v. Theoretical entry points ● Elements of introductions: background, puzzle, so what?
Class #4	<ul style="list-style-type: none"> ● Reading: short examples (excerpts) 	<ul style="list-style-type: none"> ● Identifying Social Problems ● Workshop
Class #5	<ul style="list-style-type: none"> ● Writing: Ideas for a social problem 	<ul style="list-style-type: none"> ● Brainstorming ● Group work: In their groups students will take turns discussing their ideas for a social problem, and offer constructive feedback.
Class #6	<ul style="list-style-type: none"> ● Writing: Assignment 1: Write one paragraph introducing your social problem. Try to "hook" the reader in with background on the problem, the puzzle itself, and an answer to the "so what?" question. Share your work in advance with the members of your group, and be prepared to offer feedback on their work before class starts. 	<ul style="list-style-type: none"> ● Peer Review ● Peer discussion of students' social problems
Class #7	<ul style="list-style-type: none"> ● Reading: short examples (excerpts) ● Writing: Assignment 2 due: Revise your paragraph based on feedback from the professor and your peers. 	<ul style="list-style-type: none"> ● Preliminary Concepts ● Discuss how authors have made connections between their social problems and a larger concept in the literature ● Group work: Identify some concepts that connect to your social problem <ul style="list-style-type: none"> ○ What do they have to say about it? ○ How can they help explain your puzzle?

Class #8	<ul style="list-style-type: none"> ● Writing: Assignment 3 (due the following class): Expanding and building from the one paragraph, write a 2-page introduction for your social problem. Provide background on it from the real world. Describe an element from it that we can't explain. Hook the reader in by answering "so what?" and arguing its importance. And discuss some concepts that may help us understand it a bit better. 	<ul style="list-style-type: none"> ● Elements of Introductions: background details, hooking readings, and addressing "so what?"
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Literature Review

Class #	What's Due Before Class	What We'll Cover in Class
Class #9	<ul style="list-style-type: none"> ● Reading: Baglione, Lisa A. 2015. Writing a research paper in political science : a practical guide to inquiry, structure, and methods. 3rd edition. ed. Washington, DC: CQ Press. ISBN-13: 978-1608719914 ● Reading: Chapter 4: Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review ● Reading: Knopf, Jeffrey. 2006. "Doing a Literature Review." PS: Political Science and Politics 39 (1):127-132. 	<ul style="list-style-type: none"> ● What is a Literature Review? ● Big picture: What is "scholarly literature"? Distinguish between primary versus secondary sources; cover components of a scholarly article in the social sciences: sections, peer review, etc. (NOTE: not covering scholarly books here) ● Preview/definitions: read about literature reviews and their functions within scholarly articles
Class #10	<ul style="list-style-type: none"> ● Reading: Majic, Samantha. 2014. "Political Participation Despite the Odds: Examining Sex Workers' Political Engagement." New Political Science 36 (1):76-95. 	<ul style="list-style-type: none"> ● What is a literature review "doing"? ● Identifying the lit review: where is a literature review in a scholarly article? ● Rhetorical analysis: what is the lit review "doing" in the paper? How is it written (eg. what do topic sentences say)? What topics does it cover (seeing a lit review as a "funnel" that moves from broad theory to a specific topic)?
Class #11	<ul style="list-style-type: none"> ● Reading: "How to find Articles" at the JJ Library website: https://guides.lib.jjay.cuny.edu/c.php?g=288334&p=1922426 ● Watch: the following videos on this site: "scholarly vs. Popular Periodicals" and "How to find articles using One Search" 	<ul style="list-style-type: none"> ● Finding the Literature ● Using the library to search for scholarly articles ● Session with JJ College librarian on using databases and keywords to search for scholarly articles
Class #12	<ul style="list-style-type: none"> ● Reading: work with the articles you collected in the previous (library) class 	<ul style="list-style-type: none"> ● What is the literature saying? ● Reading scholarly articles ● Identifying the "main point": topic, question, methods, central argument, supporting findings in an article ● Summarizing the articles: concisely stating the "main point"
Class #13	<ul style="list-style-type: none"> ● Reading: What is an annotated bibliography? https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html 	<ul style="list-style-type: none"> ● Reviewing the literature Part A: annotating ● Evaluating the articles: who is the author and who are they writing about? ● What do they contribute to research on a broader topic/question?

	<ul style="list-style-type: none"> ● Reading: Preparing an annotated bibliography: https://guides.library.cornell.edu/annotatedbibliography 	<ul style="list-style-type: none"> ● Presenting the evaluation via annotation ● Annotations v. abstracts
Class #14	<ul style="list-style-type: none"> ● Writing: Annotate your articles ● Reading: Baglione, Lisa A. 2015. Writing a research paper in political science : a practical guide to inquiry, structure, and methods. 3rd edition. ed. Washington, DC: CQ Press. ISBN-13: 978-1608719914 ● Reading: Chapter 4: Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review ● Reading: Knopf, Jeffrey. 2006. "Doing a Literature Review." PS: Political Science and Politics 39 (1):127-132. 	<ul style="list-style-type: none"> ● Reviewing the Literature Part B: synthesizing the literature ● Differentiating: moving from summarizing and annotating individual articles to synthesizing and discussing them thematically
Class #15		<ul style="list-style-type: none"> ● Pulling it all together: writing a lit review ● Creating "the funnel": organizing the lit review so it moves from broad themes to more narrow ones ● Clarity of writing: ensuring each paragraph has a transitional topical sentence that makes a clear statement about a particular theme/overall finding of the literature
Class #16	<ul style="list-style-type: none"> ● Writing: Draft literature review (final assignment) for peer review ● Writing: Final Draft due next class 	<ul style="list-style-type: none"> ● Peer Review

Research-Based Writing

Class #	What's Due Before Class	What We'll Cover in Class
Class #17		<ul style="list-style-type: none"> ● Introduction to ethnography ● Talking about "others" ● Read and critique excerpts of Horace Miner's "Body Ritual Among the Nacirema"
Class #18	<ul style="list-style-type: none"> ● Come to class with a mating ritual that you can collect data about primarily through participant-observation. ● Reading: Lucia Trimbur, preface, <i>Coming Out Swinging</i> ● Writing: Do a mini-ethnographic observation of the mirrors in your home. 	<ul style="list-style-type: none"> ● Discuss Geertz reading ● Workshop their mini-ethnographies ● Discuss their ideas for ethnography on mating rituals
Class #19	<ul style="list-style-type: none"> ● Writing: Select a courting/mating ritual that humans regularly engage in that you can observe and document. This ritual might take place in class, in a club, in any situation where people are getting together in an erotic/romantic/sexualized way. While you may not be 100% certain yet as to which mating ritual you will study, you can begin by making notes in your field journal about romantic and/or eroticized exchanges you see people 	<ul style="list-style-type: none"> ● Workshop: Share examples of field notes ● More on operationalizing observations: ● Practice observation

	<p>engaging in. Write down what you see in rich and thick description as fieldnotes. See handout from</p> <ul style="list-style-type: none"> ● Reading: excerpt from Lucia Trimbur ● Reading: https://anthropod.net/2013/08/14/a-template-for-writing-fieldnotes/ ● Writing: Bring a typed field note to the next class to share in a workshop 	
Class #20	<ul style="list-style-type: none"> ● Writing: Collect other writing about the topic you are examining and keep it in a file ● Writing: Taking photographs and then write in your journal about the photographs you have ● Reading: About ritual TBD 	<ul style="list-style-type: none"> ● Share fieldnotes ● Work on writing up methods section in class ● Discuss reading on ritual
Class #21	<ul style="list-style-type: none"> ● Writing: Study your data for patterns and anomalies, think about what kind of claim you can make and how you can argue for it. This part is analytical. You have described the data, now you need to see how it speaks to you analytically. Write a thesis based on the data you have collected and begin sketching out the argument ● Reading: Read Clifford Geertz's, "Thick description:" Toward an Interpretive Theory of Culture ● Writing: Think about how you will organize and report on the data to make a claim. Begin to analyze the data 	<ul style="list-style-type: none"> ● Workshop
Class #22	<ul style="list-style-type: none"> ● Writing: Penultimate draft of research paper 	
Class #23	<ul style="list-style-type: none"> ● Reading: Grazian's article on mating rituals. See how you can connect your work to what he finds for mating rituals. Find a way to incorporate his findings as a comparison or a contrast to yours. 	<ul style="list-style-type: none"> ● Connecting to existing literature
Class #24	<ul style="list-style-type: none"> ● Writing: Come to class prepared to give a four-minute presentation of your research. You can read your paper and you can include a PowerPoint presentation of visuals to enhance your presentation, but your reading should be well-rehearsed. Chances are you will not be able to read the whole paper, so narrow down what you present: a main point, your argument with the strongest supporting evidence, an analysis and your conclusion. Your final paper and presentation should include the components for writing in the social sciences as well as the elements listed on the rubrics. 	<ul style="list-style-type: none"> ● Presentations

Public Writing

Class #	What's Due Before Class	What We'll Cover in Class
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Class #25		<ul style="list-style-type: none"> ● Introduction to Public Writing in the Social Sciences ● We'll look at several genres of effective Public Writing within the Social Sciences
Class #26	<ul style="list-style-type: none"> ● Writing: 1-2 page Critique of Clear Communication Text Due 	<ul style="list-style-type: none"> ● Rhetorical Situation of Public Writing in the Social Sciences ● Examine examples
Class #27	<ul style="list-style-type: none"> ● Writing: 1-page Summary of Unclear Communication Text Due 	<ul style="list-style-type: none"> ● Rhetorical Situation of Public Writing in the Social Sciences ● Examine examples ● Practice various Rhetorical Situations
Class #28	<ul style="list-style-type: none"> ● Writing: Draft of Public Writing Due 	<ul style="list-style-type: none"> ● Workshop
Class #29	<ul style="list-style-type: none"> ● Writing: Peer Review Due ● Writing: Final Assignment Due: Reflective Letter & Revised Piece 	<ul style="list-style-type: none"> ● Reflective Writing ● Presentation of work

Assignment #1

So What? Assignment

Social science research aims to solve problems, or puzzles, in the social world. By “problem” we simply mean phenomena in the real world we don’t yet have explanations for and need more information to understand. But the problem we choose to study has to also fit into the literature in some way. To put it another way, what we want to learn about the social world from our research has to speak to what other people have already learned about it from theirs. In the Social Sciences, we can call that answering, the “so what?” question.

Let me give an example. In her book, *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing*, Issa Kohler-Hausmann shows how beginning in the 1990s, the New York City Police Department pioneered a new policing strategy, a series of tactical and organizational reforms variously called “broken windows,” order maintenance, and quality of life policing. They aimed to curtail a wide array of low-level offenses as a key strategy for controlling major crimes. By now a ton of research has been conducted on the efficacy of this strategy as well as the serious concerns of its effects on the communities targeted, who are usually disproportionately low-income communities of color. But Kohler-Hausmann found a fascinating pattern: as arrests for misdemeanor crimes have increased dramatically as a result of this policy over the decades, the rates of criminal conviction and jail for these crimes have fallen sharply. That doesn’t make sense, does it? If arrests are going up, why on earth would convictions go down? Fascinating fact, but so what? What makes it important?

Well, based on what we know about it, the criminal justice system is set up to decide guilt and punishment through a process of adjudication. But that’s not apparently what it’s doing now, because people are not being adjudicated as they should. Ah, now we’re getting somewhere. *Why* do we see this pattern? Well, what have others said about the criminal justice system? Kohler-Hausmann went to the literature. She found the idea of “assembly-line justice,” or the quick processing of people accused of crimes with standardized sentences, that other scholars had written about. And she found the idea of “system overload,” or that the courts are

simply overwhelmed: too many cases, not enough workers to handle them, not enough money, not enough time. Both ideas help explain the problem. But Kohler-Hausmann thought there was more. She felt she needed more information, or data, to explain why that puzzle exists. That's the start of her book.

The goal of this module is to get you to write about a social problem of your own. It is to identify a puzzle and make a compelling case for why it is important to investigate that puzzle (so what?).

It is important to realize that this move to identify a social problem or puzzle worthy of studying is asking you to take yourself seriously as a social science researcher interested in studying the structures, behaviors, and attitudes of societies and cultures. We are asking you in this course to seriously consider the role of the social science researcher-writer and their relationship to the social science puzzles they choose to investigate. As a writer of social science research you are taking on a role of authority and power, and it is important that throughout this course you wrestle with and learn from writing about, with, and for other people, communities, and locations.

Learning objectives:

Upon completing this module, students will be able to:

- Identify how social scientists form social problems based on conditions in the real world
- Understand how social scientists form connections between their social problems and larger concepts
- Identify a meaningful social problem and connect it to a larger concept through scaffolded writing assignments and group work
- reflect on the role of the social science writer as one of authority and power in writing about, with, and for other people, communities, and locations.

Week 1

Session 1: What is a social problem? What is a social science writer?

- Empirical v. Theoretical entry points
- Elements of introductions: background, puzzle, so what?

Readings: Alford excerpt; Jensen and Auyero ch. Weis and Fine Chapter.

Session 2: Identifying Social Problems

- Group work:

Readings: short examples (excerpts)

Week 2*Session 1: Brainstorming*

- Group work: In their groups students will take turns discussing their ideas for a social problem, and offer constructive feedback.

Session 2: Peer Review

- Peer discussion of students' social problems

Assignment 1 due: Write one paragraph introducing your social problem. Try to “hook” the reader in with background on the problem, the puzzle itself, and an answer to the “so what?” question. Share your work in advance with the members of your group, and be prepared to offer feedback on their work before class starts.

Week 3*Session 1: Preliminary Concepts*

- Discuss how authors have made connections between their social problems and a larger concept in the literature
- Group work: Identify some concepts that connect to your social problem
 - o What do they have to say about it?
 - o How can they help explain your puzzle?

Readings: short examples (excerpts)

Assignment 2 due: Revise your paragraph based on feedback from the professor and your peers.

Session 2: Introductions

- Elements of Introductions: background details, hooking readings, and addressing “so what?”

Assignment 3 (due the following class): Expanding and building from the one paragraph, write a 2-page introduction for your social problem. Provide background on it from the real world. Describe an element from it that we can't explain. Hook the reader in by answering “so what?” and arguing its importance. And discuss some concepts that may help us understand it a bit better.

-Reflection: What is your relationship to the topic of your introduction? What is it like to study people, the real world? How is writing about people, culture, and society difficult for you?

Assignment #2

Literature Review Sequence

LEARNING OBJECTIVES

In this sequence of ~8~ classes, students will learn about the definition, components, and roles of a literature review in social science writing. Through various in-class activities and assignments, they will move from identifying and rhetorically analyzing literature reviews, to searching and assessing literature, to, finally, writing a draft of their own lit review.

Specifically, by the end of this unit, students will know how to

- Identify a literature review and explain its function in social science writing
- Find scholarly (peer reviewed) literature in the library
- Review and assess scholarly articles for (among other things) their main argument and contribution to scholarship on a topic
- Annotate and thematically synthesize scholarly literature
- Draft and peer review their own literature review(s)

SEQUENCE OF CLASSES

1. What is a Literature Review?

Topics covered in class discussion/lecture:

- Big picture: What is “scholarly literature”? Distinguish between primary versus secondary sources; cover components of a scholarly article in the social sciences: sections, peer review, etc. (NOTE: not covering scholarly books here)
- Preview/definitions: read about literature reviews and their functions within scholarly articles

Suggested reading:

Baglione, Lisa A. 2015. *Writing a research paper in political science : a practical guide to inquiry, structure, and methods*. 3rd edition. ed. Washington, DC: CQ Press. ISBN-13: 978-1608719914

- Chapter 4: Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review

Knopf, Jeffrey. 2006. "Doing a Literature Review." *PS: Political Science and Politics* 39 (1):127-132.

2. What is a literature review “doing”?

Topics covered in class discussion/lecture:

- Identifying the lit review: where is a literature review in a scholarly article?
- Rhetorical analysis: what is the lit review “doing” in the paper? How is it written (eg. what do topic sentences say)? What topics does it cover (seeing a lit review as a “funnel” that moves from broad theory to a specific topic)?

Suggested reading:

Majic, Samantha. 2014. "Political Participation Despite the Odds: Examining Sex Workers' Political Engagement." *New Political Science* 36 (1):76-95.

In class activity: article review & mark-up

- Read a scholarly article (eg Majic)
- Mark up the article: identify topic sentences, topics covered, key points
- Discussion in class: What kinds of sources is it citing? What topics does it cover? what is this portion of the article "doing" for the rest of the paper?

3. Finding the LiteratureTopics covered in class discussion/lecture:

- Using the library to search for scholarly articles
 - o Session with JJ College librarian on using databases and keywords to search for scholarly articles

Suggested readings:

- Review "How to find Articles" at the JJ Library website:
<https://guides.lib.jjay.cuny.edu/c.php?g=288334&p=1922426>
 - o Also watch the following videos on this site: "scholarly vs. Popular Periodicals" and "How to find articles using One Search"

Assignments/activities:

- Find 10 scholarly articles on a topic (eg. topic covered in first section of course re. "so what?")

4. What is the literature saying?Topics covered in class discussion/lecture:

- Reading scholarly articles
- Identifying the "main point": topic, question, methods, central argument, supporting findings in an article
- Summarizing the articles: concisely stating the "main point"

Suggested readings:

- in class, students will read and work with the articles they collected in the previous (library) class

5. Reviewing the literature Part A: annotatingTopics covered in class discussion/lecture:

- Evaluating the articles: what do they contribute to research on a broader topic/question?
- Presenting the evaluation via annotation
 - o annotations v. abstracts

Suggested readings:

- What is an annotated bibliography?
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
- Preparing an annotated bibliography:
<https://guides.library.cornell.edu/annotatedbibliography>
- students will also read and work with the articles they collected in the previous (library) class

Assignments/activities:

- in class, students will annotate an article
- Homework assignment: annotate the (10) articles collected during the library session

6. Reviewing the Literature Part B: synthesizing the literature

Topics covered in lecture/class discussion:

- Differentiating: moving from summarizing and annotating individual articles to synthesizing and discussing them thematically

Suggested readings:

Revisit:

- Baglione, Lisa A. 2015. *Writing a research paper in political science : a practical guide to inquiry, structure, and methods*. 3rd edition. ed. Washington, DC: CQ Press. ISBN-13: 978-1608719914
 - o Chapter 4: Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review
- Knopf, Jeffrey. 2006. "Doing a Literature Review." *PS: Political Science and Politics* 39 (1):127-132.

Assignments/activities:

- Organizing: grouping articles into thematic areas
 - o Using the annotated bibliography, in class students will identify themes covered in their articles and group them to illustrate these themes

7. Pulling it all together: writing a lit review

Topics covered in lecture/class discussion:

- Creating "the funnel": organizing the lit review so it moves from broad themes to more narrow ones
- Clarity of writing: ensuring each paragraph has a transitional topical sentence that makes a clear statement about a particular theme/overall finding of the literature

Assignments/activities:

- In class: Building on the previous class (where students grouped their article annotations into themes), students will practice drafting a paragraph in their lit review that discusses what their articles say about a particular theme
- Homework assignment: draft literature review (final assignment) for peer review (next class; see assignment guidelines below)

8. Peer review

In class, the professor will assign 2 literature reviews to each student (giving stronger students' work to weaker students, and vice versa). Using a peer review rubric created by the professor, students will mark up each other's lit reviews. Following the class, students will use the feedback from the peer review session to revise their lit review for final submission to the professor for grading.

GUIDELINES: WRITING A LITERATURE REVIEW

We completed a number of readings about the components of a literature review. As we discussed, a literature review is essential for providing an overview of the significant research/literature on your topic, and is used to demonstrate how your own research fills a gap (or resolves a particular problem) in the current research on your topic.

NOTE: a lit review does not just summarize articles. Please review the class notes, textbook readings on the topic, and the Majic article for examples of lit reviews.

Your literature review must do the following:

1. Page 1: Cover page.
 - a. State your research topic & question here, in bullet point format
2. Pages 2-6: Your lit review
 - a. Review the *scholarly* literature on your topic here, adhering to what we read and covered in class about literature reviews
3. Page 7: Reference page in APA format
 - a. Cite *at least 10 scholarly* sources

Please adhere to the following format:

1. Length: 7 pages, total (incl. cover page and bibliography)
2. Double-spaced
3. Numbered pages
4. Times new roman 12-point font
5. One-inch margins
6. APA format for references (10, minimum)
7. Name & email address on cover page

Assignment #3

Conducting and Writing Ethnogra

Learning Outcomes: Create a primary data set, organize it, analyze it for recurring patterns and anomalies, write about it in a way that conveys it to an academic and/or non-academic audience in the appropriate form

The following outline is a four-week course schedule with two class meetings per week, for a total of eight classes.

Week #1: INTRODUCTION

IN Class 1: *Ethnography* is a word that refers both to a method of data collection and a type of writing about the world, and it is the hallmark of data collection in the field of Anthropology, but many other disciplines use ethnography as a method. *Ethno* means culture and/or people and *graphy* means writing—and in this module, you will engage in short exercises and assignments that will help you write about people, their culture, worldviews and lifeways.

Writing about culture requires social scientists to do four things: (1) make disciplined observations, (2) document them and (3) analyze them in a way that makes the people and the human phenomena about which they write interesting and important to readers and (4) convey their findings to an audience in an appropriate genre.

This can be tricky because one tool of the trade is to make that which is familiar to us strange and that which is strange to us familiar without ‘othering’ ourselves or the people we write about. Put differently, we want to avoid making the people we write about sound strange or weird.

Information you will write about is collected principally by participating in the life of the people you are studying (these people are often referred to in the social science literature as informants, research participants or subjects), making observations of their daily lives, collecting and analyzing their artefacts and gathering information about them from other written sources, as well as through interviews and conversations with them. It is important to observe, interview and collect other information about research participants because culture is often tacitly understood by people and not always on the tip of their tongues to readily explain.

In class exercise: Write ten sentences, each with the same beginning: “I notice” in the first person, present tense, and write about everything you see in the field where you are seated right now—or where you were observing human life recently.

Share with class.

On writing ethnography: In class, read and critique excerpts of Horace Miner’s “Body Ritual Among the Nacirema”

Assigned Homework for Class 2:

- 1) Come to class with a mating ritual about which you can collect data primarily through participant-observation. It may be a ritual you have also personally experienced, but it may also be a ritual, like a wedding, that you have experienced as an attendee/guest participant, rather than as one of the persons getting married. We will define mating ritual as the conventional ways in which people show each other that they are interested in them romantically. In other words, you will study how people your age ‘hook-up’, ‘begin dating,’ ‘get together,’ etc. Where in your life can you observe these behaviors? In class? At the library? A bar? A club? Social media dating sites? At a wedding? In church? Etc.

Write some of these possibilities down and come to class prepared to talk about them with your classmates.

- 2) Read excerpt from Trimbur, Lucia. 2013. *Coming Out Swinging: The Changing World of Boxing in Gleason's Gym*, Princeton: Princeton UP.

Preface, pgs. xvii-xxi.

Chapter Three, "Tough Love and Intimacy in a Community of Men," pgs 39-62.

Take some notes about what you read to share with the class. Discuss how quotes from informants are used. Discuss how Trimbur describes the scene. Learn how to distinguish description from analysis. Discuss how she avoids generalizations

- 3) Do a mini-ethnographic observation of the mirrors in your home. For this short assignment that should take no more than 40 minutes, follow the steps outlined below.
- a. **First**, free-write in your fieldwork journal about where there are mirrors in your house and how you and others you may live with use them.
 - b. **Second**, go through your house, room by room and take photos of them with your phone and keep a running count of them. Now, go around your living space and record in your notebooks the mirrors that are available there. Count them, describe them physically, what do they look like? Describe where they are located? How big are they? Describe how you use them. Describe how others you live with use them.
 - c. **Third**, reconcile the discrepancies between what you remembered about the mirrors and what you found when you went around your house observing them. Did you remember them all in your writing?
 - d. **Four**, Now that you have all of that information, write about what you think mirrors mean to us in culture. Or, put differently, what meanings do we attach to mirrors.
 - e. **Five**, look up the word "mirror" and write down the definitions. Note that the word "mirror" comes as a noun and a verb. Write down the meanings in your notebook. Fish around online a little to see if you can find out what mirrors symbolize in culture and in music and literature. Take some notes on what you find and write down where you find the information.
 - f. **Six**, Look at all of the data you have collected. What does the data say to you? Pretend that intelligent life from another planet has arrived on earth and they do not know what mirrors are or how our species uses them. Write a one-page double-spaced ethnographic paper about mirrors based on YOUR findings. This one-page paper is a first draft, so do not worry about getting everything correct. But begin by putting the following words on your paper and filling in the sections with a couple of sentences. should have all of the components of a research paper, because you have done research to tell the Martians what mirrors are.

Components to include in your mini-ethnography on mirrors

Title—an analytical framing device that helps your reader orient to your writing

Epigraph—a short quotation from another written work placed after the title and before the start of a paper, book chapter, article, that is intended to suggest the theme of the paper. Epigraphs are also analytic framing devices. See poem by Sylvia Plath below for a possible epigraph.

Introduction—The opening sentences that introduce the topic and the research question or concern.

Methods—Describes how you collected your data. Describe how you analyzed your data.

Results/Findings—Present the data you find in an organized way that speaks to your claim. You will first want to describe them. Make sure to use your field notes and photographs.

Discussion—Here you will analyze your data, appealing to other conditions. What do the data say about people and culture? Why does it matter?

Conclusion—Bring your paper to an end. There are many ways to do this, but the idea is to conclude with a connection to something more. Think about how your findings might extend beyond the data you discuss to connect it to the world in some way. Or, you could reiterate your findings, why they are important, but also suggest that the limitations of the data and propose what another study on the topic could uncover. You could also, in the conclusions, discuss how your research connects or disconnects with other research like it. And finally, you might end with a persuasive statement about the state of the world and why your research matters.

Is there anything you have written that resonates with what poet, Silvia Plath wrote about mirrors in this poem below? If so, excerpt the lines and use them as an epigraph introducing your piece to give your reader a glimpse of what your analysis will be.

Mirror, by Silvia Plath (from her book, *Crossing the Water*, 1971)

I am silver and exact. I have no preconceptions.
 Whatever I see I swallow immediately
 Just as it is, unmisted by love or dislike.
 I am not cruel, only truthful,
 The eye of a little god, four-cornered.
 Most of the time I meditate on the opposite wall.
 It is pink, with speckles. I have looked at it so long
 I think it is part of my heart. But it flickers.
 Faces and darkness separate us over and over.

Now I am a lake. A woman bends over me,
 Searching my reaches for what she really is.
 Then she turns to those liars, the candles or the moon.
 I see her back, and reflect it faithfully.
 She rewards me with tears and an agitation of hands.
 I am important to her. She comes and goes.
 Each morning it is her face that replaces the darkness.
 In me she has drowned a young girl, and in me an old woman
 Rises toward her day after day, like a terrible fish.

- 4) Bring your one-page mini-ethnography on mirrors to class to share.

IN Class #2

Discuss Trimbur reading

Workshop their mini-ethnographies

Discuss their ideas for ethnography on mating rituals

Assigned Homework for class #3:

- 1) Read excerpt from Trimbur, Lucia. 2013. *Coming Out Swinging: The Changing World of Boxing in Gleason's Gym*, Princeton: Princeton UP.

Chapter Three, "Tough Love and Intimacy in a Community of Men," pgs 39-62.

Make some notes about what you read and be prepared to talk about how Trimbur writes her ethnography.

- 1) Begin making field notes in your journal about the mating ritual of your choice

Select a courting/mating ritual that humans regularly engage in that you can observe and document. This ritual might take place in class, in a club, in any situation where people are getting together in an erotic/romantic/sexualized way. While you may not be 100% certain yet as to which mating ritual you will study, you can begin by making notes in your field journal about romantic and/or eroticized exchanges you see people engaging in. Write down what you see in rich and thick description as fieldnotes. See handout from <https://anthropod.net/2013/08/14/a-template-for-writing-fieldnotes/>

- 2) Bring a typed field note to the next class to share in a workshop

What is ritual: "the symbolic expression of the sentiments which are attached to a given situation. The term 'situation' should be taken to include person, place, time, conception, thing, or occasion" (Kutsche 1998:51). Marriage, death, a bris, and commencement are examples of ritual in Europe and the U.S.

Note: Keep in mind that ritual, because it is symbolic, has elements that stand in for other things. Kutsche states that ritual is a form and/or vessel that is meant to hold the appropriate sentiments. Ritual is a way in which culture organizes the expression of sentiment and emotion so that it can be interpreted, understood and so that people know what roles they are supposed to play. If the ritual/vessel can contain the sentiment, we get an orderly expression. If it is no longer functional, the vessel/ritual is useless, dry, meaningless. If the ritual can't contain the expression, the sentiment runs over the vessel and things get messy.

Week #2: BEGIN RESEARCH ON MATING RITUAL

IN Class 3: Ethnography as a qualitative research method and as genre of social science, is used in academic disciplines of social psychology, sociology, and anthropology. Many fiction writers also use ethnographic methods to take notes about scenes of human life that will end up in their short stories and novels. And today, many different types of industry are using ethnographic methods to do market research, product testing and to understand how people use products and/or services.

In order to be a good ethnographer, you must be able to observe social life in a disciplined way, take good notes about it, collect artefacts that you will analyze, take photographs, read fiction and non-fiction, listen to music, watch film, participate in social media and pay attention to almost anything else that human beings do.

It is a HUGE task and a great responsibility to write about humanity and to write about the culture of humans.

Discuss: The following tools of the trade are necessary ethnography:

A field journal that you carry with you.

A journal on your computer that you can write in later using your portable field journal

Pens/Pencils for writing

Time to write in your field journal

2. Workshop: Share examples of field notes

3. More on operationalizing observations:

Use the following mnemonic device developed by Linguistic Anthropologist, Dell Hymes, to help you make disciplined observations

SPEAKING

Setting

Participants

Ends

Act sequence

Key

Instrumentalities

Genre

While listening to and observing how people communicate with one another, consider this mnemonic device, SPEAKING shown above, described in detail below, and developed by linguistic anthropologist, Dell Hymes in the 1970s. In order to understand how meaning gets attached to linguistic forms and acts, Hymes suggests that the analyst take note of and record the following facts IN ADDITION to the language used in their field journals:

Setting and the scene: Where are the speakers when they are talking? What is the social environment? Is it formal or informal? Is it kid-friendly or an adult-place? Describe it as fully as possible.

Participants: Who are the people present for the language being spoken? How old are they? What is their racial/ethnic background? What language are they speaking? Are they men, women, gender non-conforming, etc. Is everyone present participating in the interaction? Are some people in the environment, but not supposed to hear what is being said? If this is the case, how is what is being said actually uttered?

Ends: What goals do the people that are speaking have in mind when they are greeting each other? Do all the speakers have the same goals? Is everyone seemingly understanding what is being said and done?

Act sequence: Discuss and pay attention to how people accomplish things in steps. Typically, there is a sequential order to events. What prompted it? How did the speech follow? How many steps are there in a romantic engagement? Typically, there is more than one step. Be able to observe and explain tema II

Key: the way the speaking is performed (tone, manner, delivery)

Instrumentalities: the mode of communication used: spoken, written, smoke signals, photos (as on snapchat), etc.

Genre: Sometimes people speak about their romantic interest in different linguistic forms: stories, parables, poems, songs. Locate the genre in which speech is being enacted.

Watch a clip from a movie in class and have them write in their field journals what they see using the mnemonic device above. (I have used a dance scene in *Saturday Night Fever* as an example of a mating ritual)

Have students write what they saw.

Focus on describing, not analyzing, or evaluating.

Share with class

Homework for class #4: Other data, besides your rich written descriptions in your field notes:

- 1) Collect other writing about the topic you are examining and keep it in a file
- 2) Taking photographs and then write in your journal about the photographs you have
- 3) Being reflexive about the information to which you attend and that you ignore (note that this is not easy to do, because you ignored it in the first place—but the fact that you were attracted to some elements of culture and ignored others is important to try to take note of)
- 4) **Reading: Read selected parts of Clifford Geertz's, "Thick description:" Toward an Interpretive Theory of Culture**

Mating Ritual Observations, Analysis, Write-up

Here are some starting points to begin thinking about for observing human mating rituals:

Pay attention to details, use the SPEAKING mnemonic device above

Describe the scene and the setting

Describe who the participants are

Tell of the events in their proper order.

Note the size of the crowd?

What kind of mood are people in?

Describe the Costumes (clothes) and decorations (on walls?)

What are the other senses that are engaged in the scene?

What do you hear?

What do you smell?

What do things feel like to touch? To sit on? What is the floor made of?

What are all the things you see in the field? How is the lighting?

Exact words spoken by people in the event

Record the body language of the participants

Does it reinforce or contradict what is being said verbally

What kinds of functions were/are being performed by the ritual behavior?

Were the participants nervous?

Were they successful?

What does success mean in a human mating-ritual?

How did those around them aid or derail the mating efforts?

What gestures/features suggested that the encounter was eroticized?

What words suggested that the encounter was charged with sexuality?

Were you a participant? Were you an observer? Be prepared to supplement your observations with those of others. How is your analysis limited?

Over the course of two weeks, you should collect data based on the guiding questions above. In class, we will share our field notes together and be able to discuss what is there, what isn't there? Whether you are describing, analyzing or evaluating.

Class #4:

- 1) In class, share fieldnotes
- 2) Work on writing up methods section in class
- 3) Discuss reading on ritual

Homework for class #5

- 1) Study your data for patterns and anomalies, think about what kind of claim you can make and how you can argue for it. This part is analytical. You have described the data, now you need to see how it speaks to you analytically. Write a thesis based on the data you have collected and begin sketching out the argument
- 2) Think about how you will organize and report on the data to make a claim
- 3) Begin to analyze the data

Week # 3 INTERPRETING DATA AND CONNECTING IT TO PRIOR RESEARCH

Class 5

Discuss Geertz
Workshop writing

Homework for Class 6: Connecting your findings to the existing literature on mating rituals

- 1) Read Grazian, David. 2007. The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity. *Symbolic Interaction* (30)2: 221-243.

Think about the ways this article relates to yours--compare and contrast its findings to yours in a meaningful way that allows you to cite it in your paper.

- 2) Write your penultimate draft of your paper. It should include the following component parts:

Class 6

Discuss the Grazian article and how people tried to use it to compare and contrast their own findings with what Grazian found.

Workshop Penultimate draft of research paper that includes:

Title—an analytical framing device that helps your reader orient to your writing

Epigraph—a short quotation from another written work placed after the title and before the start of a paper, book chapter, article, that is intended to suggest the theme of the paper. Epigraphs are also analytic framing devices. See poem by Sylvia Plath below.

Introduction—The opening sentences that introduce the topic and the research question or concern.

Methods—Describes how you collected your data. Describe how you analyzed your data.

Results/Findings—Present the data you find in an organized way that speaks to your claim. You will first want to describe them. Make sure to use your fieldnotes and photographs.

Discussion—Here you will analyze your data, appealing to other conditions. What do the data say about people and culture? Why does it matter?

Conclusion—Bring your paper to an end--connecting to broader issues (see above)

Week #4 PUTTING ALL THE PIECES TOGETHER FOR FINAL PRESENTATION AND PAPER

Class #7: Discussion of what a final oral presentation should include

Time constraints

Selecting photographs and artefacts from fieldwork to present

Class #8

Class presentations

Come to class prepared to give a four-minute presentation of your research. You can read your paper and you can include a PowerPoint presentation of visuals to enhance your presentation, but your reading

should be well-rehearsed. Chances are you will not be able to read the whole paper, so narrow down what you present to main the points: your claim, your argument with the strongest supporting evidence, an analysis, discussion and your conclusion. Your final paper and presentation should include the components for writing in the social sciences as well as the elements listed on the rubrics.

Assignment #4

Social Science Writing for the Public

Introduction: Public Writing is a broad category that includes a wide variety of genres: opinion pieces, letters to the editor, blogs, newspaper reports, magazine features, letters to elected officials, memoirs, obituaries, and much more. All of these genres share common features: Public Writing aims to be accessible. It is not for specialists. In particular, Social Science Writing for the Public aims to be relevant, even when it engages with the past. Still, each of the different genres has its own conventions. Broadly speaking, there are three different genres of Public Writing:

1. **Instructional** Public Writing is designed to give specific guidance to people.
2. **Informational** Public Writing is designed to provide facts to people.
3. **Persuasive** Public Writing is designed to change the way a person thinks about a situation.

Learning Outcomes (By completing this assignment, students should understand):

- **Critical Rhetorical Reading:** Students learn to use texts as models, analyze their rhetorical functions, and articulate why a text is effective or ineffective at communicating with a variety of audiences.
- **Successful Rhetorical Writing:** Students learn rhetorical and stylistic choices that are appropriate to a variety of Public Writing genres, audiences, and contexts.
- **Writing as a Process:** Students learn methods of composing, drafting, revising, editing, and proofreading to hone and craft successful Public Writing projects.
- **Conventions:** Students learn to control language, linguistic structures, and punctuation necessary for academic and Public Writing contexts.
- **Sentence Fluency:** Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.

Directions: For this assignment, you will progress through a series of scaffolded steps, with the ultimate goal of presenting your “Primary Research Project” to a public audience. In other words, while the primary audience for the research project might be your peers, professor, and scholars in the field, for this assignment, the audience will be people not familiar with your project, previous research in the discipline, and/or even the discipline of study.

- 1) First, we’ll look at several genres of effective Public Writing within the Social Sciences. Select one of the examples in your discipline and write a 1-2 page critique of why this is a rhetorically successful text. Consider questions of audience, purpose, style/conventions, language/diction, formatting, phrasing, visual rhetoric, and organization/sequence of steps.
- 2) Next, find an example of a text in your discipline that doesn’t do a very good job of communicating to a general audience— whether by being overly confusing, not explaining

its concepts clearly, or losing track of its overall purpose in minute details. This can be a 3-5 pages excerpt of a longer piece, or a stand-alone article or other Social Science document. Write a 1-page summary of all of the main ideas in the text, breaking out sub-points, and mapping the overall organization of the piece. Add, at the bottom, any questions that you have about the concepts in the text, which might require some additional research or reading to answer.

- 3) Finally, write a new, original piece in a particular Public Writing genre, adapting and translating the information from your Primary Research Project into a piece of Public Writing. You can use visuals, figures, pictures, numbered headings, or any other type of organizational structure that would be helpful to communicating the purpose of the original text. Make sure the genre and purpose (instructional, informational, or persuasive) are clear. Also, consider language, phrasing, diction, which concepts need explaining, and concision.
- 4) Write a detailed Peer Review to a partner, critiquing their draft and offering feedback for revision. Consider all of the criteria and the sections of the review in order to offer your ideas for editing and revision.
- 5) Once you have completed your clarifying translation, write a 1-page Reflective Letter to me, explaining your writing process and what you have learned about the discipline of Public Writing in the Social Sciences. Explain and provide examples of specific changes in communicating your Primary Research Project and what choices you made to be rhetorically successful. Finally, briefly assess your final product: What was its strongest feature? What would you have done if you had more time to revise?

Assignment and Due Dates:

XX/YY	1-2 page Critique of Clear Communication Text Due
XX/YY	1-page Summary of Unclear Communication Text Due
XX/YY	Draft of Public Writing Due
XX/YY	Peer Review Due
XX/YY	Final Assignment Due: Reflective Letter & Revised Piece

Grading Breakdown: 500 total points for the assignment

Critique of Clear Communication:	100 points
Summary of Original Text:	100 points
Translation Draft:	60 points
Peer Review:	40 points
Final Translation Revision:	100 points
Reflective Letter & Final Portfolio:	100 points

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: March 25, 2021

1. Name of Department or Program: **Anthropology**

2. Contact information of proposer(s):

Name(s): **Edward Snajdr**
 Email(s): **esnajdr@jjay.cuny.edu**
 Phone number(s): **718 663-9118**

3. Current number and title of course: **ANT 315 Systems of Law**

4. Current course description: **Cross-cultural comparison of legal systems. Consideration of concepts of justice, rules of procedure, methods of punishment and rehabilitation.**

- a. Number of credits: **3**
- b. Number of class hours (please specify if the course has lab hours): **3**
- c. Current prerequisites: **ENG 201; and a course in anthropology (ANT) or law (LAW) or junior standing or above**

5. Describe the nature of the revision (what are you changing?): **Course title and course description are being updated to reflect the course as it is taught. Course is also being submitted for consideration as a Justice Core 300-level course as part of John Jay's Gen Ed College Option.**

6. Rationale for the proposed change(s): **This course is a popular 300-level anthropology course on legal systems, solving conflicts and the ideas and practices of justice across cultures. Its present course title does not reflect the extent and diversity of the global examination of systems of law, nor does it reflect the substantive engagement with ideas, concepts and practices of justice and injustice across cultures. This course is also presently an elective course in the Anthropology Major, an elective course in the ICJ Major and in the Law & Society Major. Its current content, scope and learning objectives align well with the Justice Core learning objectives.**

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

a. Revised course description: **Using the perspective of anthropology, this course investigates concepts and practices of law, justice and injustice across cultures. Students learn about and critique methods of dispute resolution, and concepts of justice, norms, punishment and rehabilitation. Students engage with ethnographic cases studies - ranging from non-Western, small scale communities to totalitarian and capitalist systems, that explain how different types of societies configure power, maintain order and how they negotiate, mediate and adjudicate conflicts. Students also learn about the integrated cultural aspects of systems of injustice such as gender exploitation, racism, xenophobia and colonial and post-colonial forms of domination as well as cultural movements and transcultural legal concepts such as human rights, that attempt to resist these systems. 3 hours, 3 credits.**

b. Revised course title: **Systems of Law, Justice and Injustice Across Cultures**

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

d. Revised learning outcomes **n/a**

e. Revised assignments and activities related to revised outcomes **n/a**

f. Revised number of credits: **n/a**

g. Revised number of hours: **n/a**

h. Revised prerequisites: **ENG 201; and any ANT or LAW course AND junior standing or above (as required by 300-level Justice Core)**

8. Enrollment in past semesters:

This course usually has two to four sections each semester with an average of 120 students.

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

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

College Option:

Justice Core 100-level: Justice and the Individual	
Justice Core 300-level: Struggle for Justice & Inequality in the U.S.	
Justice Core 300-level: Justice in Global Perspective	X
Learning from the Past	
Communications	

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

This course is perfect for providing students with an opportunity to develop an advanced understanding of the cultural contexts and frameworks of struggles for justice throughout the world as it provides the foundational anthropological and comparative

perspectives of different systems of justice and law as well as how these systems may also include inequalities, disputes and conflicts. From non-Western models of power and order, negotiation and consensus-making to global systems of capital and centralized states and empires, students will be able to engage directly with ethnographic data and analysis by anthropologists in order to differentiate and compare multiple perspectives on systems, ideas and practices of law, of justice and injustice around the world.

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

Every semester <input checked="" type="checkbox"/>	Number of sections: 3
Fall semesters only <input type="checkbox"/>	Number of sections: <input type="checkbox"/>
Spring semesters only <input type="checkbox"/>	Number of sections: <input type="checkbox"/>

10. Does this change affect any other departments?

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

This course is an elective in the Law and Society major. Professors Jamie Longazel and Ke Li, program directors for Law and Society were contacted regarding the addition of this course to the Justice Core Gen Ed. There has been no indication that this course revision will affect the Law and Society major. Additionally, Professor Rosemary Barberet, program director for the International Criminal Justice major expressed interest in adding it as an elective to that program as well.

11. Date of Department or Program Curriculum Committee approval: **November 6, 2020**

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

Alisse Waterston, Edward Snajdr

John Jay General Education College Option Course Submission Form

Course Prefix & Number	ANT 315	
Course Title	Systems of Law REVISED TITLE: Systems of Law, Justice and Injustice Across Cultures	
Department or Program	Anthropology	
Discipline	Anthropology	
Credits	3	
Contact Hours	3	
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201; and a course in anthropology (ANT) or law (LAW) <u>AND</u> junior standing or above	
Co-requisites	None	
Course Description	<p>Current Description: Cross-cultural comparison of legal systems. Consideration of concepts of justice, rules of procedure, methods of punishment and rehabilitation.</p> <p>Revised description: Using the perspective of anthropology, this course investigates concepts and practices of law, justice and injustice across cultures from the perspective of anthropology. Students learn about and critique methods of dispute resolution, and concepts of justice, norms, punishment and rehabilitation. Students engage with ethnographic cases studies - ranging from non-Western, small scale communities to totalitarian and capitalist systems, that explain how different types of societies configure power, maintain order and how they negotiate, mediate and adjudicate conflicts. Students also learn about the integrated cultural aspects of systems of injustice such as gender exploitation, racism, xenophobia and colonial and post-colonial forms of domination as well as cultural movements and transcultural legal concepts such as human rights, that attempt to resist these systems. 3 hours, 3 credits.</p>	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input type="checkbox"/> current course <input checked="" type="checkbox"/> revision of current course <input type="checkbox"/> 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.)		
Justice Core <input type="checkbox"/> Justice & the Individual (100-level) <input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level) <input checked="" type="checkbox"/> Justice in Global Perspective (300-level)	<input type="checkbox"/> Learning from the Past	<input type="checkbox"/> Communication

Learning Outcomes

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

<p>I. Justice Core II: Justice in Global Perspective (300 Level) - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>This course looks fundamentally and comparatively at different systems and concepts of justice and injustice in societies around the globe - including un-centralized political systems, non-state societies, and the incredible diversity of human forms of dispute resolution, adjudication and conflict-solving. From moots to juries, from Sharia law to sorcery interventions, from local magistrates, vigilante groups, to international peace-keeping operations and monitoring of human rights, these formations and ideas are contextualized in ethnographic settings to provide students with the opportunity to assess, compare, critically analyze and incorporate into their own understandings of the law and of justice. The field of anthropology is inherently a discipline in which students MUST engage with other societies, cultures and systems around the globe. The ethnographic record used in this course includes human cultures from all regions and (potentially) time periods.</p>	<ul style="list-style-type: none"> • Contextualize and analyze struggles for justice
<p>Using anthropology as a foundation, this course offers students the experience of engaging with ethnographic data from across different cultures around the globe. Additionally, it incorporates historical, economic, and political perspectives identified by anthropologists as relevant modes of creating and deploying power and political systems as well as resistance movements against them.</p>	<ul style="list-style-type: none"> • Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
<p>Students are required to devise a research project on cross cultural uses of the law and write a final paper. They are required to use digital library resources (legal databases, ethnographic film archives) as well as analog sources (law journals, sociolegal studies, anthropology, etc.).</p>	<ul style="list-style-type: none"> • Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
<p>Students will complete a final paper based on library research and evidence. Topics are open but could include comparing two cultures and their systems of justice, analyzing the cultural underpinnings of systems of injustice, or presenting a case study of resistance to injustice using concepts of laws and rights.</p>	<ul style="list-style-type: none"> • Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

Systems of Law
 [NEW TITLE - **Systems of Law, Justice and Injustice Across Cultures**]
 ANT 315
 Section 02
 John Jay College of Criminal Justice

Professor Edward Snajdr
 esnajdr@jjay.cuny.edu
 (212) 237-8262

Office: 9.63.18 Office hours: TBA and by appointment

Description: Using the perspective of anthropology, this course investigates concepts and practices of law, justice and injustice across cultures. Students learn about and critique methods of dispute resolution, and concepts of justice, norms, punishment and rehabilitation. Students engage with ethnographic cases studies - ranging from non-Western, small scale communities to totalitarian and capitalist systems, that explain how different types of societies configure power, maintain order and how they negotiate, mediate and adjudicate conflicts. Students also learn about the integrated cultural aspects of systems of injustice such as gender exploitation, racism, xenophobia and colonial and post-colonial forms of domination as well as cultural movements and transcultural legal concepts such as human rights, that attempt to resist these systems. We will examine in particular how totalitarian societies in East Europe operated systems of norms and transgressions, exploited indigenous peoples and the legacy of those systems in injustice after the collapse of communism such as human trafficking, rising crime, drug trades and armed conflict. 3 hours, 3 credits.

Learning Objectives: The primary learning objectives for this course are

- to introduce students to advanced comparative methods of investigating cultural phenomena
- to provide students with a foundation for an anthropological and critical analysis of power, law, justice and injustice as well as various methods of conflict resolution in Western and non-Western settings.
- to incorporate knowledge of a variety of norm systems and formal and informal judicial processes as these operate in specific cultural contexts.

Justice Core Learning Objectives:

- to contextualize and analyze struggles for justice
- to discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
- to Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
- Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

Additional Learning Objectives:

Social Science Concepts: Students will also learn about the concepts of ideology, norms, transgressions, and mechanisms of conflict resolution; **Technical Skills:** Students will learn the following academic and critical thinking skills: Researching secondary sources, socio-legal comparison, reading legal ethnography; **Information Literacy:** Students will gain experience in searching J-Stor, sociolegal journals and law reviews; **Writing Skills:** Students will gain knowledge of developing a basic thesis and argument using data from multiple non-Internet sources for a research paper, as well as explicating comparative criticism in textual form. To meet these objectives, the course will include lectures, readings, writing assignments as well as films and class discussions.

Required Reading:

Students are asked to purchase the following texts:

- 1) Merryman, John H. and Rogelio Peres-Perdomo 2007. The Civil Law Tradition. (3rd Ed.) Stanford: Stanford University Press. (Selections)
- 2) Conley, John M. and William M. O'Barr. 1990. Rules Versus Relationships: The Ethnography of Legal Discourse. Chicago: University of Chicago Press.

In addition to the books listed above, the following required readings will be available online (Electronic Reserve):

1. Bohannon, P. 1957. Justice and Judgement Among the Tiv. New York: Routledge (Selections)
2. Chivers, C.J. 2001. The Gun. New York: Simon and Schuster. (Selections)
3. Funder, Anna. 2011. Stasiland: Stories from Behind the Berlin Wall. New York: Harper. (Selections)
4. Gibbs, J. (2001) "The Kpelle Moot." In Applying Anthropology. 6th ed. London: Mayfield Publishing.
5. Hayden, R. (1999) "The Panchayat Process" in Disputes and Arguments amongst Nomads. New York: Cambridge University Press.
6. Hull, Matthew. 2012. Government of Paper: The Materiality of Bureaucracy in Urban Pakistan. University of California Press (Selections).
7. Kobben, A.J.F. "Law at the Village Level: The Cottica Djuka of Surinam."
8. Levine, K. (2003) "Negotiating the Boundaries of Crime and Culture: A Sociological Perspective on Cultural Defense Strategies." In Law and Social Inquiry, 28(1):39-86.
9. Lewellen, T. (2003) "Political Organization" in Political Anthropology. New York: Praeger.
10. McPherson, N. (1997) "Sorcery and Concepts of Deviance among the Kabana, West New Britain." In Magic, Witchcraft and Religion. 4th ed. London: Mayfield Publishing.
11. Merry, Sally (2006) Human Rights and Gender Violence. Chicago: University of Chicago Press.
12. Montgomery, H. "Imposing Rights? A Case Study of Child Prostitution in Thailand."
13. Rosen, Lawrence. 1989. "Law and Culture: An Appeal to Analogy". In The Anthropology of Justice: Law as Culture in Islamic Society. Cambridge: Cambridge University Press.
14. Eames, E. (2000) "Navigating Nigerian Bureaucracies." Conformity and Conflict. 10th ed. Allyn and Bacon.
15. Sutherland, A. (2003). "Cross-Cultural Law: The Case of the Gypsy Offender." Conformity and Conflict. 11th ed. Allyn and Bacon.
16. Sharia Cases (plus various news items)
17. Wolf, Eric. 1990. Power: Old insights and new Questions. American Anthropologist.

Attendance: Attendance in this course is mandatory. If you cannot make it to class please notify the instructor and provide an explanation. Please speak with the instructor if you have any questions regarding this policy.

Academic Integrity: Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Please review the CUNY Policy on Academic Integrity on the college website under "Students." You may find this information at the following link: <https://www.jjay.cuny.edu/academic-integrity-0>

Assistance with Writing. Students in need of additional help with writing should visit this link: <https://www.jjay.cuny.edu/tutor-trac-scheduling-tutoring-appointments>

Grades/Assessment: Grades for this course will be based on exams, participation in classroom discussions, short class assignments and a final paper. Course grades will be calculated based on total student performance. All students are expected to participate in class discussion.

Exam I	20%
Exam II	20%
Class Assignments (2 at 10 points each)	20%
Participation	10%
Final Paper	30%
Total	100%

Explanation of Assessment: Both exams will be a combination of multiple-choice, True/False, Short Answer and Essays. The final paper assignment is explained below. Class Assignments include a scavenger hunt in the library and a response paper to a film - also explained below following the Course Calendar.

COURSE CALENDAR

NOTE - All readings are indicated in the course calendar by author's last name (following academic conventions). * Denotes a film or video to be shown in class.

Date	Lecture
Jan. 28/30	Introduction to the Course: What is law? What is justice? Law and Justice as Culture; the Ethnographic Method <u>Reading:</u> Lewellen
Feb. 4/6	The Comparative Study of Social Control and Conflict Resolution: Norms and Transgressions <u>Reading:</u> Lewellen
Feb. 11/13	Anthropology and the Study of Systems of Power: Bands, Tribes, Chiefdoms, States (Centralized vs Uncentralized Formations) <u>Reading:</u> Kobben
Feb. 18	College Closed - NO CLASS
Feb. 20	Dispute Resolution in Non-State communities Negotiation, Mediation and Adjudication: The Criminal <i>Jir</i> in West Africa <u>Reading:</u> Bohannon
Feb. 25/27	Cases – Disputes in Custom-based Societies Negotiation, Panchayats <u>Reading:</u> Hayden, Gibbs <i>*Ax Fight</i>
March 4/6	Cases - Moots, Ordeals and Magic <u>Readings:</u> McPherson <i>*Cows of Dolo Ken Paye</i>
March 11	Review
March 13	EXAM I
March 18/ 20	U.S. Legal System and Culture: Judges and Juries from an Anthropological Perspective <u>Readings:</u> Merryman, Conley and O'Barr <i>*12Angry Men (cultural analysis of a film)</i>
March 25/ 27	No Class - SPRING BREAK
April 2	No Class - SPRING BREAK
April 3	States, Laws and Adjudication: Common vs. Civil Law in Cultural Contexts

	<u>Readings:</u> Merryman, Conley and O’Barr
April 8/10	Case: Totalitarianism in Practice - Secret Police <u>Reading:</u> Funder
April 15/17	Case: Resistance to Domination - Post-Colonial Nationalist Movements and the AK-47 <u>Readings:</u> Chivers
April 22/24	Law, Religion, Justice - Case: The Sharia and Islam Gender, Power and Punishment Readings: Rosen, Snajdr
April 29/ May 1	Legal Pluralism: Law and Justice in Multi-cultural contexts <u>Readings:</u> Levine, Sutherland, Eames
May 6 and 8	Culture, Law and Human Rights: the view from Anthropology <u>Readings:</u> Montgomery, Merry
May 13	Restorative Justice Systems: Beyond Law <u>Readings:</u> Merry
May 15	Review (Final Papers due) Exam II (TBA)

Class Assignments - due dates to be announced.

Assignment 1: Library Scavenger Hunt

Your first assignment for this class will be sort of a scavenger hunt. There are several aims to this assignment: gaining familiarity with Library of Congress source categorization, accessing and navigating a non-digital academic journal, locating a peer-reviewed academic article, finding your way around John Jay’s library, and recording and writing out a source reference citation.

In the envelop that you received in class on the first day, in addition to this instruction sheet, there is a piece of paper with a number - it is a call number. There are also three other numbers: First, a volume number (for example Vol. 87, Vol. 91 or Vol. 13 or Vol. 40); 2). Next, an issue number (No. 1, No. 2, No. 3 or No. 4); and finally, a page number (p. 371 or p. 747, for example).

Your task is to find the journal to which the call number refers, and find the volume and issue indicated. Next, look for the page number included and you should see the first page of an article.

Please write down the proper citation of this article - in APA format/style.

Hand in to me **1) the typed citation:**

Example - Matoesian, Greg M. (1995). Language, law, and society: Policy implications of the Kennedy Smith rape trial. *Law and Society Review*, 29 (4):669-701.

and **2) the proof** that you actually located this article in the physical volume of the journal, sitting on the shelf in the library. This proof should be a **business card** tucked into the first page of your citation. It has my name on it.

Assignment 2: Discussion Questions for James L. Gibb’s Article “The Kpelle Moot” and film, *The Cows of Dolo Ken Paye*.

1) How are formal courtroom hearings different from moots? (Include a comparison of US and Kpelle ‘courts’ –

from the film Cows of Dolo Ken Paye)

- 2) In what kinds of cases is the formal court effective and in what kinds is it ineffective?
- 3) How is the mediator different from a judge? Who may serve as mediator? As judge?
- 4) What is the function of the blessing at the beginning of the moot?
- 5) In contrast to the official court, how does the procedure used during the moot facilitate harmony and reconciliation?
- 6) Why does Gibbs consider the moot therapeutic?

Paper Assignment

Research Question:

Compare any two cultures and their systems of justice and conflict resolution. Describe and discuss upon what type of political system (following Lewellen) each culture is based. If the two cultures are state systems, then try to focus on how they are different from one another in their idea of norms expressed as a system of laws. How are transgressions handled in each culture? Emphasize as much as possible how they contrast. If either example is a multi-cultural society, then include a discussion of how this bears on the predominant systems of social control. If you are picking a state and a non-state society, then try and discuss (at least for part of your paper) the similarities between their notions of norms/transgressions and how disputes are resolved.

Be careful that your paper makes an **argument** and an **analysis** rather than just listing facts. Your argument should be supported by quotes/references and these should be fully documented with footnotes or endnotes and a bibliography (using any standard form). You may use web sites for some of your research, but it is not appropriate to base your paper primarily on Internet research. Your paper should be primarily based on library sources (books, academic journals, course readings, and lecture).

The paper should be between 7 and 8 double-spaced typed pages long, not including bibliography. Please use 12 font size Times New Roman. Please number your pages.

Your Own Question:

You may also select **your own paper topic**, particularly if there is something that interests you, but please let me know about it so I can advise you further.

Papers are due May 15 in class. I will be happy to read drafts and provide commentary any time prior to the due date.

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: March 23, 2021

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

2. Contact information of proposer(s):

Name(s): Cary Sanchez-Leguinel, Ph.D.

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

Phone number(s): 212-237-8147

3. Current number and title of course: **CHS 310: Advanced Interpersonal Counseling Skills**

4. Current course description:

This course is an advanced practical survey of counseling approaches and techniques designed to provide skills in facilitating individual and group human services work. Major emphasis is on examining assumptions about helping, developing observational and communication skills, and facilitating and examining effective counseling techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons, including a 15-hour field experience requirement.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; CHS 150

5. Describe the nature of the revision (what are you changing?): The hourly requirement of field experience will be changed from 15 to 10 hours. The field experience will require completion of the Safe Zone Allyship Program. These require changes to the course description.

6. Rationale for the proposed change(s): Students in the Human Services and Community Justice major are required to complete 350 field education hours. These hours are divided between the required core courses and the field education courses. Five of the core courses require 10 hours of field education to total 50 hours. CHS 310 should only have a 10-hours field education requirement, not 15-hours.

It is essential for students completing the HSCJ major, human services professionals-in-training, to have an awareness and sensitivity to the needs of the LGBTQ+ community in order to reduce societal stigma and discrimination. In partial fulfillment of the 10 field education hours, students will be required to complete the Safe Zone Allyship Program.

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

a. Revised course description: This course is an advanced practical survey of counseling approaches and techniques designed to provide skills in facilitating individual and group human services work. Major emphasis is on examining assumptions about helping, developing observational and communication skills, and facilitating and examining effective counseling techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons. **Students will complete a 10-hour field experience requirement, including the Safe Zone Allyship 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 125 students.

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: March 19, 2021

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

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: **April 5, 2021**

1. Name of Department or Program: **Economics**

2. Contact information of proposer(s):

Name(s): **Jay Hamilton & Zhun Xu**

Email(s): **jhamilton@jjay.cuny.edu zxu@jjay.cuny.edu**

Phone number(s):

3. Current number and title of course: **ECO 215: Economics of Regulation & Law**

4. Current course description:

This course examines the microeconomic theory used to justify government regulation. Business and consumer behavior is analyzed in light of government intervention. Applications include environmental regulations, occupational safety regulations, securities regulations, bank regulations, and a special emphasis is placed on antitrust law.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101 and ECO 101 or ECO 120 or ECO 125**

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

Revising the level of the course from 200 to 300 with corresponding changes in the English prerequisite, Learning Outcomes, Course Description, and assignments.

6. Rationale for the proposed change(s):

This course was created at the 200 level before the creation of the Economics major when the course served other programs and the economics minor. The Economics major was recently revised and now requires three of five electives to be at the 300-level. Therefore, the Economics Department is revising several 200 level electives to the 300 level. *Economics and the Law* is a good subject for a 300-level class because entering students will have a wider exposure to issues of economics and issue of law than and will 200 level students and they

will have the skills necessary to examine this advanced topic.

The revised course includes a new title, new learning outcomes appropriate for 300 level courses, an updated description, and the sample syllabus includes assignments reflecting those Learning Outcomes. Students will be expected to complete longer and more independent research projects. Students can use their research in this class as a bridge to their capstone experience.

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

a. Revised course description:

This course examines the economic forces that create shifts in law and economic theories used to justify or to minimize government regulation. The course also studies social change and how the inter-connectivity between social pressures, economic relationships and legal requirements continue to evolve. Society at large, business and consumer behavior are analyzed in light of government intervention. Government intervention is analyzed in consideration of social change. Applications may include economic intervention, environmental regulation, occupational safety regulation, securities & bank regulation, and antitrust law.

b. Revised course title: **Economics and the Law**

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

d. Revised learning outcomes: Upon complete of this course student can be expected to:

- Analyze the interplay of law, economics, and society.
- Effectively communicate arguments behind their conclusions about the law and economics
- Effectively communicate their understanding of other conclusions about the law and economics that are not their own

e. Revised assignments and activities related to revised outcomes:

Students will now be expected to conduct research assignments and engage in peer review.

f. Revised number of credits: **NA**

g. Revised number of hours: **NA**

h. Revised prerequisites: **ENG 201 and ECO 101 or ECO 120 or ECO 120**

8. Enrollment in past semesters:

Spring 2021: 19

Spring 2019: 29

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **2/12/2021**

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

Geert Dhondt, Chair

Jay Hamilton, Major Coordinator

John Jay College of Criminal Justice
Economics of Law and Regulation ECO 3XX
Semester
Day & Time
Location

Instructor: Professor X
Office Hours: by appointment
Contact Info

Syllabus

Course Description

This course examines the economic forces that create shifts in law and economic theories used to justify or to minimize government regulation. The course also studies social change and how the inter-connectivity between social pressures, economic relationships and legal requirements continue to evolve. Society at large, business and consumer behavior is analyzed in light of government intervention. Government intervention is analyzed in light of social change. Applications may include economic intervention, environmental regulations, occupational safety regulations, securities & bank regulations, and antitrust law.

Learning Outcomes

Upon complete of this course student can be expected to:

- Analyze the interplay of law, economics, and society.
- Effectively communicate arguments behind their conclusions about the law and economics.
- Effectively communicate an understanding of other conclusions about the law and economics that are not their own.

The course will be structured in four components:

1. **Origin:** We will begin with an examination of the origins of the modern legal system (1000 to 1800) both in Europe with the origin of the Magna Carta as well as the Law of Peace and their impact on US founding documents.
2. **US Foundational Document:** We will then study the foundation documents of the US government and the modifications made to governance structures within the first twenty years of the country's existence, inclusive of the Declaration of Independence, Articles of Confederation and the U.S. Constitution.
3. **US Economic Evolution:**
 - a. **Agriculture/Slavery Economy:** We will then study the growing dependence on the slave based agricultural economy contrasted against the moral question of slavery and its impact on the United States in the entirety of the 19th Century from the Dred Scott decision through re-construction.
 - b. **Rise of US manufacturing economy/Depression:** (1900 – 1980) Next we will study the lead up to the Great Depression and the response via the U.S. New Deal and the evolving state of the post-WWII era, and the administrative and regulatory developments it secured.
 - c. **Anti-Regulatory Reaction/Financialization:** (1980 – Present) In the final segment of the course, we will study the era of anti-regulatory reaction to the post WWII New Deal State. We will focus on key legislative acts, court cases, and regulatory decisions; the

balance of powers between the executive branch, legislative branch and judiciary; and the political economic context of U.S. and international legal developments.

Weekly Reading Requirements:

- New York Times
- Wall Street Journal
- The Intercept
- The City

Required Texts: I will provide copies of relevant chapters for class discussion.

Guido Calabrese. *The Future of Law and Economics: Essays in Reform and Recollection*. Yale University Press; 1st edition. January 26, 2016.

W.E.B. Du Bois, [*Black Reconstruction in America, 1860-1880*](#) (New York: Free Press, 2000)

Eric Foner, [*Reconstruction: America's Unfinished Revolution, 1863-1877*](#) (New York: Harper, 1988)

David D. Friedman. *Law's Order: What Economics Has to Do with Law and Why it Matters*. Princeton University Press. 2001.

Richard A. Posner. *The Economics of Justice*. Harvard University Press. 1983.

Heather C. Richardson, [*The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North*](#) (Harvard University Press, 2004)

Michael E. Tigar & Madeleine R. Levy, *Law and the Rise of Capitalism*, Monthly Review Press, 2000.

Lawrence M. Friedman, *American Law in the 20th Century*, Yale University Press, 2002

Frederick Bastiat. *The Law*: http://bastiat.org/en/the_law.html

John Dos Passos. *The Big Money: Volume Three of the U.S.A. Trilogy*. (1933). Mariner Books edition. 2000.

Grading:

I ask that everyone come to class prepared to offer at least one comment, critique or question that advances the class discussion. In advance of each class I will offer opening questions on the readings. At the end of each class I will ask you all for questions on the topic for the next class – which we will address.

You will be graded as follows:

- 10% class participation;
- 30% mid-term research project report (4- 5 pages + biblio) Due week 7 [These are rough drafts]
- 25% group report on research reports; (4 pages) Due week 10 [Students will be assigned into groups of four to produce peer-review of mid-term research project reports.]
- 35% on final research project. (8-10 pages + biblio) Due week 15

Academic Integrity (from the 2020-2021 Undergraduate Bulletin)

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at

http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf.

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

Definitions and Examples of Academic Dishonesty

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

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

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

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

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

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

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

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

Attendance (from the 2020-2021 Undergraduate Bulletin)

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

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

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Class Topics and Readings

Week of February X Law & Economics Introduction:

- Class Overview
- Origin of Law
- The Law: Frederick Bastiat
- http://bastiat.org/en/the_law.html
- Law and the Rise of Capitalism, pp 9-58

Week of February X Origins of Law 1000-1400

- Historical Events/Foundation Documents:
 - Magna Carta
 - <https://www.bl.uk/magna-carta/articles/magna-carta-english-translation>
 - Painter, Sidney. "Magna Carta." *The American Historical Review*, vol. 53, no. 1, 1947, pp. 42–49. *JSTOR*, www.jstor.org/stable/1843678.
https://www.jstor.org/stable/1843678?Search=yes&resultItemClick=true&searchText=magna%20carta%20economic%20causes&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dmagna%2Bcarta%2Beconomic%2Bcauses&ab_segments=0%2Fbasic_SYC-5187_SYC-5188%2Fcontrol&refreqid=fastly-default%3A53db48a3004323cf75fa52719c2428b2&seq=1
 - <https://www.bl.uk/magna-carta/articles/the-origins-of-magna-carta>
 - https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=12656&context=journal_articles
- Great Law of Peace
- Bedford, David, and Thom Workman. "The Great Law of Peace: Alternative Inter-Nation(AI) Practices and the Iroquoian Confederacy." *Alternatives: Global, Local, Political*, vol. 22, no. 1, 1997, pp. 87–111. *JSTOR*, www.jstor.org/stable/40644881. Accessed 15 Jan. 2021.
<https://www.jstor.org/action/doBasicSearch?Query=great+law+of+peace>

[Acknowledgement of the United States Senate to the Contributions of the Iroquois Confederacy of Nations to the U.S. Constitution](https://www.senate.gov/reference/resources/pdf/hconres331.pdf)

<https://www.senate.gov/reference/resources/pdf/hconres331.pdf>

Optional Reading:

Jacobs, Renée. “Iroquois Great Law of Peace and the United States Constitution: How the Founding Fathers Ignored the Clan Mothers.” *American Indian Law Review*, vol. 16, no. 2, 1991, pp. 497–531. *JSTOR*, www.jstor.org/stable/20068706. Accessed 15 Jan. 2021.

<https://www.jstor.org/stable/20068706?seq=1>

Week of February X

- Law and the Rise of Capitalism, 59-168 (1000-1400)
 - Legal Principals
 - Legal Codes

Economic Triggers – Legal Codification

- **American War for independence**
 - **Declaration of Independence**
<https://learnodo-newtonic.com/american-revolution-effects>
- **Lincoln on the Declaration of Independence**
<https://quod.lib.umich.edu/l/lincoln/lincoln2/1:567?rgn=div1;view=fulltext>

- **French Revolution**

HELLER, HENRY. “Marx, the French Revolution, and the Spectre of the Bourgeoisie.” *Science & Society*, vol. 74, no. 2, 2010, pp. 184–214. *JSTOR*, www.jstor.org/stable/25681227. Accessed 16 Jan. 2021.

<https://www.jstor.org/stable/25681227?seq=1>

[Week of February 22 - post-revolution America](#)

[Change in Action: U.S. modifies its approach to governance.](#)

- [Articles of Confederation](#)
- [Federalist Papers and movement towards more Federal control](#)
- [U.S. Constitution & Bill of Rights](#)
- [American Feudalism](#)
 - <https://history.nycourts.gov/case/van-rensselaer-clarke/>

Week of March X through Week of March X

Slavery, Civil War and Reconstruction- The Courts step in

- Pierson v. Post (1805) –
- McCulloch vs. Maryland (1819) –
- Johnson v. McIntosh (1823) –
- Dred Scott v. Sandford (1856)
- <https://supreme.justia.com/cases/federal/us/60/393/>
- Speech on the Dred Scott Decision
 - *Abraham Lincoln* -
Speech at Springfield, Illinois
June 26, 1857

<https://web.archive.org/web/20020908182323/http://teachingamericanhistory.org/library/index.asp?document=52>

Govan, Thomas P. "Slavery and the Civil War." *The Sewanee Review*, vol. 48, no. 4, 1940, pp. 533–543. *JSTOR*, www.jstor.org/stable/27535714. Accessed 16 Jan. 2021.

<https://www.jstor.org/stable/27535714?seq=1>

Hovet, Theodore R. "Christian Revolution: Harriet Beecher Stowe's Response to Slavery and the Civil War." *The New England Quarterly*, vol. 47, no. 4, 1974, pp. 535–549. *JSTOR*, www.jstor.org/stable/364449. Accessed 16 Jan. 2021.

https://www.jstor.org/stable/364449?Search=yes&resultItemClick=true&searchText=slavery%20and%20the%20civil%20war&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dslavery%2Band%2Bthe%2Bcivil%2Bwar&ab_segments=0%2Fbasic_SYC-5187_SYC-5188%2Fcontrol&refreqid=fastly-default%3A4aaef5314f0d88e9c122dc9b2ea03f6d&seq=1

Reconstruction

W.E.B. Du Bois, *Black Reconstruction in America, 1860-1880* (New York: Free Press, 2000)

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper, 1988)

Heather C. Richardson, *The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North* (Harvard University Press, 2004)

"Front Matter." *Journal of the Civil War Era*, vol. 8, no. 4, 2018. *JSTOR*, www.jstor.org/stable/26520985. Accessed 17 Jan. 2021.

https://www.jstor.org/stable/26520991?Search=yes&resultItemClick=true&searchText=post%20US%20civil%20war%20reconstruction%20economics&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dpost%2BUS%2Bcivil%2Bwar%2Breconstruction%2Beconomics%26page%3DeyJwYWdljoyLCJzdGFydHMiOnsiSINUT1JCYNpYyI6MjV9fQ%253D%253D&ab_segments=0%2Fbasic_SYC-5187_SYC-5188%2Fcontrol&refreqid=fastly-default%3A22746893d1eb1c2c37beafe6ee96d59d&seq=1

- U.S. Constitution:
 - 13th amendment
 - 14th amendment
 - 15th amendment

Interstate Commerce Act (1887)

Original Resources:

<https://valley.lib.virginia.edu/VoS/choosepart.html>

Weeks of April X – May X^h

20th Century and the rise of Manufacturing, Capitalism and Regulation

- Herbert Hovenkamp, *Enterprise and American Law, 1836-1937* (1991).
- Lawrence M. Friedman, *A History of American Law*, "Chapter 5: Administrative Law and Regulation of Business," 1880-1929.
- Allan Meltzer, *A History of the Federal Reserve*, Vol. 1: 1913-1951, Chapter 1.
<https://ssrn.com/abstract=3168798>
- John Dos Passos. *The Big Money: Volume Three of the U.S.A. Trilogy*.
- *The Grapes of Wrath* (movie). – in-class viewing.

<https://ssrn.com/abstract=3168798>

The Great Depression, the New Deal, and State Transformation

- Michael Hiltzik. *The New Deal: A Modern History*. 2011 by [Michael Hiltzik](#)

- Ira Katznelson, *Fear Itself: The New Deal and the Origins of Our Time*, “Radical Moment,” 227-275
- Lawrence M. Friedman, *American Law in the 20th Century*, “The Roosevelt Revolution” and “War and Postwar: Prosperity and the Flowering of the Welfare State,” 151-204.
- Kareni Tani, *States of Dependency: Welfare, Rights, and American Governance, 1935-1972*, 23-151
- Hall, Mitchell. “The New Deal.” *Michigan Historical Review*, vol. 25, no. 1, 1999, pp. 135–137. *JSTOR*, www.jstor.org/stable/20173797. Accessed 17 Jan. 2021.
- https://www.jstor.org/stable/20173797?seq=1#metadata_info_tab_contents
- <https://livingnewdeal.org>
- Leo Panitch and Sam Gindin. “The Project for a Global Capitalism – Launching Global Capitalism.” In *The Making of Global Capitalism*. London: Verso, 2013. 89-110

Rights for Labor, Constraints for Capital, 1945-1980, I

- Lawrence M. Friedman, *American Law in the 20th Century*. “Race Relations and Civil Rights”
- Samuel Walker, *In Defense of American Liberties: A History of the ACLU*, “The Great Years, 1954-1964” and “The Rights Revolution 1964-1974,” 217-298.
- Federal Tort Claims Act (1946)
- Civil Rights Act (1964)
- Voting Rights Act (1965)
- Fair Housing Act of 1968
- Education Amendments of 1972 (Title IX)
- Occupational Safety and Health Act
- Lawrence M. Friedman, *American Law in the 20th Century* “Business Law in an Age of Change” “The Law of Property”
- Lawrence M. Friedman, *American Law in the 20th Century*, “The Way We Live Now: The Reagan and Post Reagan Years,” 523-548
- Samuel Walker, *In Defense of American Liberties: A History of the ACLU*, “The Reagan

Week 15 =- May X: Final Exam Period – Final Project Due

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

Course Revision Form

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

Date Submitted: **April 5, 2021**

1. Name of Department or Program: **Economics**

2. Contact information of proposer(s):

Name(s): **Jay Hamilton & Zhun Xu**
 Email(s): **jhamilton@jjay.cuny.edu zxu@jjay.cuny.edu**
 Phone number(s):

3. Current number and title of course: **ECO 235: Finance for Forensic Economics**

4. Current course description:

Forensic economics is the application of the general theories and methodologies of economics to the measurement of economic damages for use in legal settings. Topics that this course will cover include the financial behavior of the large corporation, security markets, stock market pricing and valuation, portfolio and risk analysis, and social applications of financial reasoning.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101, ECO 101 or ECO 120 or ECO 125, MAT 108 or MAT 141**

5. Describe the nature of the revision (what are you changing?): **Revise from 200 to 300 level with corresponding changes in the English prerequisite, Learning Outcomes, readings and assignments.**

6. Rationale for the proposed change(s):

The Economics major was recently revised and now requires three of five electives to be at the 300-level. Therefore, the Economics Department is revising several 200 level electives to the 300 level. *Finance for Forensic Economics* is a good subject for a 300-level class because entering students will have a broader exposure to economic issues and will have the skills

necessary for this advanced topic.

The revised course includes new Learning Outcomes appropriate for 300 level courses and the sample syllabus includes assignments reflecting those Learning Outcomes. Students will be expected to complete longer and more independent research projects. Students can use their research in this class as a bridge to their capstone experience.

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

a. Revised course description: **NA**

b. Revised course title: **NA**

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

d. Revised learning outcomes: Upon completion of this course students are expected to:

- Demonstrate a working vocabulary of financial industry terminology.
- Describe financial industry practices.
- Analyze how regulation affects the financial industry.

e. Revised assignments and activities related to revised outcomes: The course now requires a 10 page research paper.

f. Revised number of credits: **NA**

g. Revised number of hours: **NA**

h. Revised prerequisites: **ENG 201 and ECO 101 or ECO 120 or ECO 125, MAT 108 or MAT 141**

8. Enrollment in past semesters:

Spring 2017: 15

Fall 2017: 14

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

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

10. Does this change affect any other departments?

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

The course is currently an elective if the Fraud Examination and Financial Forensics major.

When asked about the change the FEFF Coordinator replied:

Hi Jay,

I think it's a great idea.

Saludos,

**David M. Shapiro, Coordinator of the Fraud Examination and Financial Forensics programs
Department of Public Management**

11. Date of Department or Program Curriculum Committee approval: **2/12/2021**

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

Geert Dhondt, Chair

Jay Hamilton, Major Coordinator

ECO 3XX Finance for Forensic Economics
 Course Syllabus Semester
 John Jay College of Criminal Justice

Instructor: Professor X
 Contact info:
 Day & meeting time

Course Description:

Forensic economics is the application of the general theories and methodologies of economics to the measurement of economic damages for use in legal settings. Topics that this course will cover include the financial behavior of the large corporation, security markets, stock market pricing and valuation, portfolio and risk analysis, and social applications of financial reasoning.

Course Learning Objectives:

Upon completion of this course students are expected to:

- Demonstrate a working vocabulary of financial industry terminology.
- Describe financial industry practices
- Analyze how regulation affects the financial industry.

Required Texts:

Guide to Financial markets: why they exist and how they work, Sixth edition

Marc Levinson (The Economist in Association with Profile Books, publishers)

Dictionary of Finance and Investment Terms (Barron's Business Dictionaries) April 2014

By John Downes and Jordan Goodman

Additional Readings Available in Blackboard

Grading

• Mid-Term	100 points
• Final Exam	100 points
• Term paper (around 10-pages)	100 points
• Group Project	60 points
• Class attendance & oral participation	40 points
Total possible points	
	400 points

Final Grade

380-400 A

366-379 A-

353-365 B+

340-353 B

326-339 B-

313-325 C+

300-312 C

286-299 C-

273-285 D+

260-272 D

246-259 D-

Attendance (from the 2020-2021 Undergraduate Bulletin)

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

Attendance expectations for this class. Oral participation is required. Each class is 5 points. Lateness will result in 1 point off; leaving early will result in 1 point off. Students will be asked questions on the readings and vocabulary words. Students are expected to arrive at class having read the assigned text chapter and any case studies posted on Black board for that class.

The case studies are listed by week on Blackboard in the Content file on the left menu.

- **It is expected that you arrive at class having read these assignments with notes, summaries or outlines, that enable you to discuss these issues. You will be graded on your class participation.**
- **It is expected that you will take notes in class in preparation for the midterm and the final exams.**

Exams:

There are two exams each worth 100 points. Each exam is made up of the vocabulary words from the 8 weeks prior to the exam. You are to look these words up in your dictionary. I will provide exact definitions; these will be discussed in class. You should make flash cards on 3x5 cards to study for the exams adding each week.

Term Paper

Submission is through Blackboard using the Research Paper link on the left menu.

Paper is Due December Xrd at 11:59 pm. No papers will be accepted through email, hardcopy nor will they be accepted late.

You must choose a topic from the list posted under the research paper link on the left menu, and post it on the discussion board link. One topic per student; you must look to see if someone has already chosen the topic you want, first come first serve.

Instructions for the research paper are posted on the Research Paper link on the left menu in Black board.

The research paper will be graded on:

- How thorough your search is: have you exhausted all sources?
- Have you provided the required information?
- Is the paper organized?
- Are their subtitles indicating what you are writing on?
- Have you written in paragraphs with a leading sentence?
- Length: 10 pages without notes, graphs or sources is expected.
- Grammar, spelling and punctuation: Get someone to edit it before you turn it in.

- Documentation:
 - You must note each source for information throughout.
 - You must list all links where you acquired information
- It must be turned in through Turnitin.com by the stated deadline; it will not be accepted late or by email.

Not turning in your paper by the deadline is an automatic 50 point deduction.

Group Project

You will be divided into groups and given a company of government agency. Your groups will act like a “counter-operations” unit and brainstorm ways to defraud your company/agency. Your final report will consist of a five page paper and Power Point Presentation detail all the vulnerabilities your group has identified.

Academic Integrity (from the 2020-2021 Undergraduate Bulletin)

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

Definitions and Examples of Academic Dishonesty

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

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else’s work as your own

- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

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

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

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

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

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

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

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

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such

as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Students with special obligations--such as in-service students or students in need of special accommodations--should inform the instructor at the first class session. If family or work obligations (or any other extenuating circumstance) threaten to interfere with the student's attendance or his/her completion of the course, the student should notify the instructor as soon as possible (not at the end of the semester period).

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212.237.8031). **It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.**

Schedule

The case study documents are accessed through blackboard. You are expected to read and be prepared to discuss the case studies in class

Week 1

Class 1 Monday August X: Course introduction. Discussion of terminology and discussion of a few Economic theories and the Stock market.

- A. Minsky- the relationship between regulation, the economy and the financial industry.
- B. Weiss- More insights to regulation, the economy and the financial industry.

(Remember – these readings are available in Blackboard)

Class 2 Wednesday August X

A. Demonstration on how to do the research paper. Covers how to perform due diligence in researching a financial entity before investing. Hand out.

- B. Regulatory Agencies- Vocabulary on Blackboard
 - 1. Securities Exchange Commission
 - 2. Commodities and Futures Trading Commission
 - 3. Federal Reserve

Monday September X Labor Day, no class

Week 2 Exchanges and Indexes Chapter 1 “Why Markets Matter” Chapter 1

Class 3. Wednesday September X

- **Access vocabulary list on Blackboard fill out the definitions**
- Getting to know stock exchanges-
 - A. New York Stock Exchange
 - B. American
 - C. NASDAQ
 - D. Indexes

- 1.Dow Jones-30
- 2.S&P 500
- 3.NASDAQ 500
- 4.NADAQ composite

Week 3 Miscellaneous Frauds

Class 4 Monday September X: Frontline documentary: *To Catch a Trader*

Class 5 Wednesday September X: Miscellaneous frauds:

Access the case studies under class 5 in Blackboard, takes notes on each case, be prepared to discuss them in class. I will ask you questions about each case as well as Chapter 2. You will be graded on oral participation.

Week 4 Securitization Chapter 5

Class 6 Monday September X : Securitization, Stocks Trading principles, Securities laws

- Read chapter 5, be prepared to answer questions in class.
- Access the vocabulary list on Blackboard fill out the definitions.
- Read the case studies take notes be prepared to discuss them in class.

Wednesday September X No Class

Submit research topic to Blackboard by 11:59 p.m. September X.

Week 5 Money Markets and Accounting fraud Chapter 3

Class 7 Monday September X: Money markets:

Class 8 Wednesday September X: Accounting frauds- on blackboard

Week 6 Commodities, Futures and Options Markets; Chapter 8

Class 9 Monday October X: Commodities,

Class 10 Wednesday October X ; Futures and Options, More Commodities

Monday October X No class: Columbus Day

Week 7 Foreign Exchange Markets Chapter 2

Class 11 Wednesday October X Foreign Exchange Markets

- Read the articles on Blackboard for the week, take notes and come to class prepared to discuss them. Read Chapter 2.
- Access the vocabulary list, fill out the definition for each word.

Week 8 the Financial Crisis, Sub-prime Mortgages, Mortgage fraud

Class 12 Monday October X: Frontline documentary: *Inside the Meltdown*

Class 13 Wednesday October X: Mortgages and Real estate frauds

Week 9

Class 14 Midterm Wednesday October X

Class 15: Wednesday October X Documentary: *The Warning*

Submit list of research resource URLs for approval by October X to link provided on the Research link.

Week 10 Class 16 Derivatives and Warrants- Chapter 9

Class 16 Monday October X.

Class 17 Bank Crimes Wednesday November X

Week 11 The Euro, International banking and Fixed Income markets; Chapter 6

Class 18 Monday November X : International Banking systems, Fixed Income markets

Class 19 Wednesday November x: Panama Papers; Luxembourg Leaks; **Power point**

- Panama papers- on Black board
- Luxembourg Leaks- Links on Blackboard

Week 12 Equity markets and Annuities; Corporate Crimes Chapter 7

Class 20 Monday November X Documentary: *Breaking the Bank*

Class 21 Wednesday November X Equity Markets and Annuities

Week 13 Bond Markets and Ratings agencies Chapter 4

Class 22 Monday November X Bond markets

Class 23 Wednesday November X Affinity Fraud

Week 14

Class 24 November X IRAs and Pensions; Insurance; etc.
Group Project Presentations

Class 25 November X

- Final exam Review

Group Project Presentations

Research papers due by 11:59 pm

Submit your paper under the Research paper link on the left panel where it says “Due diligence Submit here”

Week 15 Financial Crimes

Class 26 Monday December X : Insider trading, Ponzi Schemes, Pyramid-MLM, Boiler room, Pump and Dump; Poop and Scoop, Churning.

- Ponzi schemes powerpoint

Group Project Presentations

Class 27 Monday December X

Worldcom, AIG Enron (Readings in Blackboard

Group Project Presentations

December X Final exam time to be posted.

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: **April 5, 2021**

1. Name of Department or Program: **Economics**

2. Contact information of proposer(s):

Name(s): **Jay Hamilton & Zhun Xu**
 Email(s): **jhamilton@jjay.cuny.edu zxu@jjay.cuny.edu**
 Phone number(s):

3. Current number and title of course: **ECO 270: Urban Economics**

4. Current course description:

Why cities exist, how their characteristics change over time and how global and national urban networks function are analyzed in the course. Different means of financing city government and related issues such as the impact of globalization, decentralization of government and metropolitan fragmentation on urban finances are explored. A variety of urban problems such as sustainability of cities, housing, health, education, crime, poverty, pollution, labor conditions, discrimination, and transportation are studied. The impact of different theoretical perspectives in economics on urban analysis and policy are considered.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101 and ECO 101 or ECO 120 or ECO 125**

5. Describe the nature of the revision (what are you changing?): **Revise from 200 to 300 level with corresponding changes in the English prerequisite, Learning Outcomes, Course Description, and assignments.**

6. Rationale for the proposed change(s): **This course was created at the 200 level before the creation of the Economics major when the course served other programs and the economics minor. The Economics major was recently revised and now requires three of five electives to be at the 300-level. Therefore, the Economics Department is revising several 200 level**

electives to the 300 level. Urban Economics is an important subfield in economics and has many interdisciplinary connections. Since CUNY is a city university, studies or urban economics should receive the detailed attention designated for 300-level classes.

The revised course includes new learning outcomes appropriate for 300 level courses, an updated description, and the sample syllabus includes assignments reflecting those Learning Outcomes. Students will be expected to complete longer and more independent research projects. Students can use their research in this class as a bridge to their capstone experience.

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

a. Revised course description:

Cities are the core of civilization. Because the economic and social development of cities is the story of humankind this topic deserves detailed study. This course examines cities using multiple economic perspectives. This course helps students understand how their urban environment enables them to become better citizens. Students will be prepared for employment in organizations dedicated to improving the quality of urban life. The course highlights both the advantages of cities and the problems yet to be solved. Topics may include racial segregation (in housing, schooling, etc.), gender identification and sexual orientation (in)equality, environmental sustainability, gentrification, homelessness, crime, health, education, labor, and transportation.

b. Revised course title: **NA**

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

d. Revised learning outcomes: Upon complete of this course student can be expected to:

- Analyze the role of cities in the global economy.
- Effectively communicate the multiple perspectives used to analyze cities.
- Conduct detailed research of issues vital to urban environments.

e. Revised assignments and activities related to revised outcomes:

The course now includes individual and group research projects appropriate for 300 level classes.

f. Revised number of credits: **NA**

g. Revised number of hours: **NA**

h. Revised prerequisites: **ENG 201 and ECO 101 or ECO 120 or ECO 125**

8. Enrollment in past semesters:

Spring 2021: 20

Spring 2020: 27

Spring 2019: 28

Fall 2020: 28

Fall 2019: 27

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **2/12/2021**

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

Geert Dhondt, Chair

Jay Hamilton, Major Coordinator

John Jay College of Criminal Justice
City University of New York
ECONOMICS 270 – URBAN ECONOMICS
Semester (Online - Asynchronous)

Instructor: Professor X

Contact:

Office Hours: There are no regular office hours, but I'll be responsive to e-mails and will be checking blackboard regularly. Send me e-mail if you'd like to set up a meeting.

Course Description

Cities are the core of civilization. Because the economic and social development of cities is the story of humankind this topic deserves detailed study. This course examines cities using multiple economic perspectives. This course helps students understand their urban environment enabling them to become better citizens. Students will be prepared for employment in organizations dedicated to improving the quality of urban life. The course highlights both the advantages of cities and the problems yet to be solved. Subjects may include racial segregation (in housing, schooling, etc.), gender identification and sexual orientation (in)equality, environmental sustainability, gentrification, homelessness, crime, health, education, labor, and transportation.

Course Requirements

The prerequisite for this class is *Econ 101, Introduction to Economics and Global Capitalism*. This means that students should be familiar with the basic methods and models of economics that will be discussed in class and are available in the required readings.

Learning Objectives

Upon complete of this course student can be expected to:

- Analyze the role of cities in the global economy.
- Effectively communicate the multiple perspectives used to analyze cities.
- Conduct detailed research of issues vital to urban environments.

Format of the Course and Workload

1) Online Discussions (10% of Grade): Given the online format of the course, students are expected to actively participate in the discussion forum. I will post questions or discussion topics each week and you will be expected to engage with them and the responses of your classmates on at least 10 different weeks. Specifically, you will need to write at least two paragraphs in which you develop your answer to the discussion questions. In this response, you are expected to include one last sentence in which you ask a question pertaining to **a)** things you might not have understood when reading or watching/listening to the material (there will be videos) **or b)** about things that interest you which might lend themselves to discussion and are related to the topic. This is important given that, apart from posting a weekly two paragraph answer to the question, you are expected to engage and reply to postings made by other people. In other words, **a necessary but not sufficient** condition for receiving full credit for each weekly discussion (**1 pt each**) is that you submit **a minimum of two posts** (one a reply to the question I ask, the other responding to a fellow student's own reply). At the end I will grade you based on your participation **as a whole** (the more you participate the better the chance of getting the full credit irrespective if you make some mistake in your reply). In total, I will put questions for more than 10 weeks so that **a)** you can decide to post all weeks, in

which case I count the top 10 weeks, or **b)** you can post 10 and take the rest of the time off.

You should post your original response to the discussion question by Friday of the relevant week and any response to fellow students by Sunday of that week, unless otherwise noted. You will get partial grade if your post is up to one day late, and a grade of 0 beyond that.

Also, please note that I am expecting good arguments/evidence to back up any opinion or claim you make, as well as evidence that you did read or view the material and other people's comments. This will factor in the grade you get for that week. I will not be grading the quality of English (but please do try to make your texts understandable to me and others) nor the orientation of any point of view. I'll be looking for quality arguments, but you may argue whichever way you want to.

2) Midterm Exam (35% of Grade): One week of the semester will be used for writing a midterm exam, which is worth 30% of your total grade. In that week, you won't have to submit posts for discussions or read new material. You will have approximately one week to prepare this *take-home exam*.

For this midterm exam you will:

a. answer 2 essay questions that I will provide you (length of the answers to be determined later).

b. **propose a research question** for your final research paper:

*You pick and write about an issue that you find interesting/concerning in an urban area or neighborhood – unemployment, gentrification, immigration, transportation, some new urban development project, etc. You will explain briefly how this issue might be impacting the urban area that you are going to explore and will present a proposal as to how to research this issue (to later develop it into a research paper for the end of the course).

3) Group Project (20% of Grade): You will be assigned into groups. Each group will select a neighborhood in New York City and research its most pressing issues. You should select a neighborhood with an intriguing issue to work with – a great neighborhood makes for a boring group project. Your group will provide a “brainstorming” report of all the different ways to approach the problem. Your report will be no more than five pages and may contain bullet lists.

4) Final Research Paper (35% of Grade): You will submit a 10-page research project on the topic you proposed in your midterm exam.

Before submitting this final paper, you will have to conduct your research in several steps: Once you have submitted your research question with the midterm, you will then (1) review 5-6 scholarly articles about the topic, (2) describe the method to approach your own question, (3) collect data about the urban area and the topic you picked and (4) analyze this data with regards to your literature review and understanding of course material.

Your final research paper will be an extensive summary of these four steps. The criteria for how to approach and organize each of these steps will be further discussed during the class.

The 10-page research project should adhere to the following guidelines: 1) include a cover page; 2) format with double spacing and one inch margins; 3) footnotes and citations should follow an acceptable style format; 4) include a bibliography with a minimum of 8 entries (books and articles). The 10-page minimum is linked to the actual essay and does

not include the cover page or the bibliography.

Here is a summary of the course requirements:

- 1) Full Participation in **10** Discussions (10 x 1% each = 10%) (10 *best* grades);
- 2) MIDTERM (35%);
- 3) Group Project (20%)
- 4) URBAN PROJECT AND FINAL RESEARCH PAPER (35%):

Finally, you are expected to access Blackboard at least once everyday of every week in case changes are made to the assigned material. You will sometimes also be able to see work for upcoming weeks in case you want to start reading for the next sections (however, you cannot submit work beforehand).

Grading Scale

The grading scale will be the following (grades rounded to the nearest whole number):

A 100-93 % A- 92-90 % B+ 89-87 % B 86-83 %
 B- 82-80 % C+ 79-77 % C 76-73 % C- 72-70 %
 D+ 69-67 % D 66-63 % D- 62-60 %
 F Less than 60 %

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

Attendance (from the 2020-2021 Undergraduate Bulletin)

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

Disability Policy

Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come and see me as soon as possible. You can meet me after class or privately during office hours. For your information, the phone number for Student Accessibility Services is (212) 237-8031, if you want to call and register.

Writing Center

If you need help with written English, you may consider dropping by the writing centre, located in room 2450N. They provide free tutoring to students, helping them become more effective writers, from organizing and structuring a paper, to writing and proofreading it. Being able to write well is a useful skill in many situations, a skill definitely worth honing while you have the wherewithal to do it.

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

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Topics and Readings Outline

Required Book: Odeng-Oboom, Franklin. 2016.

Reconstructing Urban Economics: Towards a Political Economy of the Built Environment. London: Zed Books.

**All of the other readings and videos will be available in Blackboard under Readings and Videos sections.

*** Unless noted, each week comprises the interval Monday to Sunday.

Week 1 Introductions and Course Overview

Welcoming Remarks & Personal Introductions

Week 2 Introduction to Urban Economics

Zenner, Walter P. 2002. "Beyond Urban and Rural" in *Urban Life: Readings in the Anthropology of the City*. 53-60.

Davis, Mike. 2006. "The Urban Climatic" in *Planet of Slums*. 1-19.

Demographia, "Definition of Urban Terms." <http://www.demographia.com/db-define.pdf>

Porter, Eduardo. 2020. "Coronavirus Threatens the Luster of Superstar Cities", New York Times, July 21.

Week 3 History of Urbanization

Pirenne, H. 2002. "City Origins" and "Cities and European Civilization" in *Medieval Cities: The Origins and the Revival of Trade*.

Engels, Frederick**. 2002. "The Great Town," in *The City Reader*. 58-66.

Mumford, L. 1961. "Paleotechnic Paradise: Coketown," in *The City in History*.

Week 4 History of Urbanization in the US and New York

Gottdiener, Mark and Hutchison, Ray. 2011. "Urbanization in the United States"

Glaeser, Edward L., "Urban Colossus: Why is New York America's Largest City?"

NBER Working Paper 11398.

Week 5 Urban Theories

Textbook Chapter 2: "The Urban Challenge" in *Reconstructing Urban Economics: Towards a Political Economy of the Built Environment*.

Burgess, Ernest. 2005. "The Growth of the City: An Introduction to a Research Project," in *The Urban Reader*. 73-81.

Park, Robert. 2005. "Human Ecology," in *The Urban Reader*. 65-72.

Week 6 Urban Political Economy

Harvey, D. 2002. "The Urban Process under Capitalism: A Framework for Analysis," in *Blackwell City Reader*. 116-124.

Logan, John and Harvey Molotch. 2005. "The City as a Growth Machine," in *The Urban Reader*. 97-105.

Week 7 World Cities and Global Cities

Braudel, F. 2006. "Divisions of Space and Time in Europe," in *Global Cities Reader*. 25-31.

Friedman, John. 2005. "The World City Hypothesis," in *The Urban Reader*. 223-229.

Sassen, Saskia. 2000. "The Global City: Strategic Site/New Frontier," *American Studies*, 41:2/3 (Summer/Fall). 79-95.

Week 8 Informality and Uncontrolled Urbanization

Textbook Chapter 5: "Informal Economies" in Reconstructing Urban Economics: Towards a Political Economy of the Built Environment.

Davis, Mike. 2006. "The Prevalence of Slums" in *Planet of Slums*.

Week 9 Preparation and Submission of Midterm

Week 10 Economics of Housing Markets and Suburbanization

(readings may change)

Textbook Chapter 7: "Housing" in Reconstructing Urban Economics: Towards a Political Economy of the Built Environment.

Glaeser, Edward L., Matthew E. Kahn, and Jordan Rappaport, "Why Do the Poor Live in Cities? The role of public transportation." *Journal of Urban Economics* 63(2008): 1–24.

Baum-Snow, Nathaniel, "Did Highways Cause Suburbanization?" *Quarterly Journal of Economics* 122(2006): 775–805.

Week 11 Urban Poverty

Textbook Chapter 6: "Urban Poverty; Socio-Spatial Inequality" in Reconstructing Urban Economics: Towards a Political Economy of the Built Environment.

Mingione, E., 1996. Urban poverty in the advanced industrial world: concepts, analysis and debates. *Urban poverty and the underclass: a reader*, pp.3-40.

Fainstein, N., 1996. A note on interpreting American poverty. *Urban poverty and the underclass—a reader*, pp.153-159.

Week 12 Gentrification in New York

Readings: Hackworth, J. 2002. "Post-recession Gentrification in New York City". *Urban Affairs Review*, 37(6), 815–843.

Davila, A. 2004. "Empowered Culture? New York City's Empowerment Zone and the Selling of El Barrio," *The ANNALS of the American Academy of Political and Social Science*. 49-64.

Week 13 Racial Inequality in Urban Spaces

Readings: Wilson, W. (1995). The Political Economy and Urban Racial Tensions. *The American Economist*, 39(1), 3-14.

Gottdiener, M. and Hurchison, R.2011. "Minority Settlement Patterns, Neighborhoods and Communities in the Multicentered Metro Region" in *The New Urban Sociology*. 185-207.

Budds, D. 2016. How Urban Design Perpetuates Racial Inequality—And What We Can Do About It <https://www.fastcompany.com/3061873/how-urban-design-perpetuates-racial-inequality-and-what-we-can-do-about-it>

Week 14 + Urban Outcasts and The New Urban Segregation

****THANKGIVING WEEK****

Readings: Wacquant, L. J. D. 2005. “Urban Outcasts: Stigma and Division in the Black American Ghetto and the French Urban Periphery,” in *The Urban Reader*. 144-151.

Caldeira, Teresa. 2005. (1996). “Fortified Enclaves: The New Urban Segregation,” in *The Urban Sociology Reader*. 327-335.

Group Report due

Week 15 Urban Movements and Sustainable Urban Development

Readings: Textbook Chapter 9: “Sustainable Urban Development” in *Reconstructing Urban Economics: Towards a Political Economy of the Built Environment*.

Castells, M. 1983. “Introduction,” in *The City and the Grassroots: A Cross-cultural Theory of Urban Social Movements*. xv-xxi.

Kohler, B. and Wissen, M. 2005. “Glocalizing Protest: Urban Conflicts and Global Social Movements,” in *The Urban Reader*. 346-353.

Final Submission of Urban Project

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

Course Revision Form

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Date Submitted: **April 5, 2021**

1. Name of Department or Program: **Economics**

2. Contact information of proposer(s):

Name(s): **Jay Hamilton & Zhun Xu**
 Email(s): **jhamilton@jjay.cuny.edu zxu@jjay.cuny.edu**
 Phone number(s):

3. Current number and title of course: **ECO 280: Economics of Labor**

4. Current course description:

Problems and issues in labor economics; wages, hours, and working conditions; trade unionism in the United States; interrelationship of wages, productivity and employment; labor in relation to business, government and economic change; economics of social insurance; collective bargaining and techniques of arbitration; current conditions.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101 and ECO 101 or ECO 120 or ECO 125**

5. Describe the nature of the revision (what are you changing?): **Revise from 200 to 300 level with corresponding changes to the English prerequisite, Learning Outcomes, Course Description, and assignments.**

6. Rationale for the proposed change(s):

This course was created at the 200 level before the creation of the Economics major when the course served other programs and the economics minor. The Economics major was recently revised and now requires three of five electives to be at the 300-level. Therefore, the Economics Department is revising several 200 level electives to the 300 level. Labor is a major

subfield within economics and should be studied at an advanced level where students can read original texts and conducted detailed research.

The revised course includes new learning outcomes appropriate for 300 level courses, an updated description, and the sample syllabus includes assignments reflecting those Learning Outcomes. Students will be expected to complete longer and more independent research projects. Students can use their research in this class as a bridge to their capstone experience.

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

a. Revised course description:

Workers are The Economy. This course helps student develop the skills to work on behalf of labor and to be more aware of their own labor power. This course examines the issues confronting labor using multiple perspectives of analysis. This includes mainstream microeconomic analysis of labor markets and mainstream macroeconomic consequences of labor policy. The course also utilizes heterodox approaches to understand the inherent class conflict between workers and capital including consequences for marginalized groups such as racial minorities, women and the LGBTQ community.

b. Revised course title: **NA**

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

d. Revised learning outcomes: Upon complete of this course student can be expected to:

- Analyze the role of labor in capitalist economic systems.
- Effectively communicate the findings and criticisms of mainstream analyses of labor markets and their role in the macroeconomics.
- Conduct detailed research of labor issues.

e. Revised assignments and activities related to revised outcomes: Students are now expected to conduce a 10-page research paper on a labor issue.

f. Revised number of credits: **NA**

g. Revised number of hours: **NA**

h. Revised prerequisites: **ENG 201 and ECO 101 or ECO 120 or ECO 125**

8. Enrollment in past semesters:

Spring 2021: 22

Spring 2020: 36

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **2/12/2021**

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

Geert Dhondt, Chair

Jay Hamilton, Major Coordinator

John Jay College of Criminal Justice
 Department of Economics
ECO 3XX: The Economics of Labor

Semester
 Date & Time

Instructor: Professor X
 Office Hours:
 email:

Course Description

Workers are The Economy. This course helps student develop the skills to work on behalf of labor and to be more aware of their own labor power. This course examines the issues confronting labor using multiple perspectives of analysis. This includes mainstream microeconomic analysis of labor markets and mainstream macroeconomic consequences of labor policy. The course also utilizes heterodox approaches to understand the inherent class conflict between workers and capital including consequences for marginalized groups such as racial minorities, women, and the LGBTQ community.

Prerequisites: ECO 201 and ENG 101 or ECO 120 or ECO 125

Text:

Ehrenberg, Ronald G. and Robert S. Smith. *Modern Labor Economics: Theory and Public Policy*, 12th Edition, Prentice Hall, 2012, or any recent edition is acceptable. (available on BB)

Additional texts will be posted on blackboard.

Learning Objectives:

Upon complete of this course student can be expected to:

- Analyze the role of labor in capitalist economic systems.
- Effectively communicate the findings and criticisms of mainstream analyses of labor markets.
- Conduct detailed research of labor issues.

Participation and Punctuality

Participation and punctuality will count for 10% of your final grade.

Assignments/Response Papers

There will be five assignments throughout the semester. These will consist of questions, problems and/or response papers. You will receive a score for each assignment ranging from 1 to 4. You may work together on problems and questions, but response papers must be written individually. The assignments will be posted on blackboard and will be submitted to blackboard or gradescope.

Quizzes

There will be four quizzes throughout the semester. Each quiz is worth 2.5% of the class grade.

Research Project

For the research project you will be examine a union organizing campaign. You will do background research on a particular industry/employer where there is an organizing effort between workers and employers. Your goal will be to determine the major grievances and

sources of conflict. You should assess the likelihood of workers achieving a good outcome for themselves. The final paper should be around 10 pages. Details about the research project will be forthcoming. You may want to consider extending this research project for your capstone experience in ECO 405: *Seminar in Economics*. The research paper is worth 35% of the class grade.

Exams

There will be a final exam for this class. The exam will consist of multiple choice and short answer questions. If you have completed the quizzes and assignments, you should have a good idea of what sort of questions to expect. The final is worth 25% of the class grade.

Grading Summary

Attendance/Participation-----	10%
4 Assignments -----	20%
4 Quizzes -----	10%
10 Page Research Project -----	35%
Final Examination -----	25%

There will be no makeup quizzes/homeworks or extra credit assignments.

Academic Integrity (from the 2020-2021 Undergraduate Bulletin)

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

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

Definitions and Examples of Academic Dishonesty

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

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination

- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

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

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

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

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

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

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

Attendance (from the 2020-2021 Undergraduate Bulletin)

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

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

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Schedule**I. Introduction & Labor Supply and Demand****Week 1****Readings:**

Chapter 1 from *Modern Labor Economics*

Chapter 2 from *Modern Labor Economics*

Week 2**Reading:**

Worked Over, Chapter One

Worked Over, Chapter Two

II. Labor Theory of Value and Surplus Value**Week 3****Reading:**

Labor Theory of Value, from *An Introduction to Marxist Economics*

Quiz 1**III. Labor Demand****Week 4****Reading:**

Capital and Capitalism, from *An Introduction to Marxist Economics*

Labor Demand in the Short Run, from *Modern Labor Economics*

Assignment 1 due**Week 5****Reading:**

Labor Demand in the Long Run, Chapter 3 from *Modern Labor Economics*

Elasticity, Chapter 3 from *Modern Labor Economics*

Research Paper topic and preliminary bibliography due

IV. Applying the Hicks-Marshall Rules of Derived Demand

Week 6

H-M Rules of Derived Demand, Chapter 4 from *Modern Labor Economics*

H-M Rules and the Political Economy, Chapter 4 from *Modern Labor Economics*

Quiz 2

V. Frictions, Monopsony and The Minimum Wage

Week 7

Frictions and Monopsony, Chapter 5 from *Modern Labor Economics*

Monopsony and the Minimum Wage, Film: *The Hands that Feed the World*

Assignment 2 due

Week 8

Labor Supply, Chapter 6 from *Modern Labor Economics*

Research paper outline and enhanced bibliography due

Spring Break

VI. Labor Supply and Household Production

Week 9

Readings

Household Production and the Care Economy,

Interview with Nancy Folbre

Home Economics – Heather Boushey

Quiz 3

VII. Unions and Collective Bargaining and Strikes

Week 10

Readings

Unions and the Labor Market, Chapter 13 from *Modern Labor Economics*

Unions and the Labor Market Cont., Chapter 13 from *Modern Labor Economics*

Assignment 3 due

Week 11

Film: *Harlan County U.S.A*

Quiz 4

VIII. Human Capital and Student Debt

Week 12

Human Capital, Chapter 9

Student Loans and College Debt, Reading TBA

Research Paper Rough Draft due

IX. Discrimination

Week 13

Discrimination, Chapter 12 from *Modern Labor Economic*

Unlevel Playing Fields, Pages 76-92 and 159-169

Assignment 4 due

Week 14

Review for Final Exam

Research Paper due

Week 15 - Final EXAM TBA

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

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Faculty Associate Dean of Graduate Studies at mdagostino@jjay.cuny.edu

Date submitted to the Office of Graduate Studies: Forensic Science, MS

Date of Program approval: 04/05/2021

Date of CGS approval: TBD

Effective Term: Spring 2022

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Mechthild Prinz	mprinz@jjay.cuny.edu	212-621-3751
Marta Concheiro-Guisan	mconcheiro-guisan@jjay.cuny.edu	212-237-8492

2. Course details:

Program Name	Forensic Science Graduate Program
Course Prefix & Number	FOS727
Course Title	Case Analysis in Forensic Toxicology
Catalog Description	This course educates students in forensic toxicology interpretation and expert testimony in criminal and civil court cases. Cases to be discussed include the critical review of analytical data from different specimen including hair, accuracy of alcohol testing, issues related to alcohol back-calculations, and parameters influencing drug effects. The course will be follow a Problem-Based Learning (PBL) strategy. PBL is a student-centered learning approach emphasizing the students' own goal-setting, collaboration, communication and critical thinking within real-world practices.
Pre- and/or Corequisites (specify which are pre, co, or both)	FOS 707, 725, 726 Pre-requisites
Credits	3
Contact Hours (per week)	2
Lab Hours	0

- 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).

Forensic Toxicology refers to the use of toxicology for the purpose of the law. It is important that students not only understand the science and medical aspects of Toxicology but also learn how to apply their knowledge of the chemistry and physiological effects of controlled substances and prescription medication to cause of death and impairment cases in a legal setting.

This class provides an essential case analysis-based class for our forensic toxicology students. Including it in our curriculum will improve our Forensic Toxicology track by providing students with experience in case interpretation and expert testimony in both civil and criminal court. This practical experience is key for students preparing to enter the workforce.

- 4. Degree requirements satisfied by the course:**

This course will count as an elective.

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

Yes :X

If yes, please provide the following:

- I. Semester(s) and Year(s): Spring 2021
- II. Teacher(s): Marta Concheiro-Guisan, Ph.D.
- III. Enrollment(s): 7
- IV. Prerequisite(s): FOS 707, 725 and 726.

- 6. Course Learning Outcomes:**

- a. Knowledge Outcomes:** What do you expect students to be able to demonstrate knowledge or understanding of after taking this course?

The student knowledge base will expand on the material learned in their core toxicology classes, namely FOS 707,725, and 726.

- Use analytical and critical thinking skills to interpret toxicological data.
- Apply technical skills to analyze problems, develop answers and convey information in forensic toxicology.
- Use oral and written communication skills to convey toxicological information clearly and effectively.
- Apply their knowledge of the standards of ethics applicable to the practice of forensic toxicology.

- b. Performance Outcomes:** What do you expect students to be able to do after taking this course? (e.g. data presentation, assessments, research)

By the end of the course, students should be able to:

- Demonstrate understanding of the duties and responsibilities of Forensic Toxicologists.

- Demonstrate understanding of the types of interpretation (analytical results, pharmacological aspects).
- Demonstrate understanding of the process of expert testimony, the do's and the don'ts.
- Know and apply the forensic toxicology resources (books, journals, web resources, professional organizations).
- Apply toxicological, pharmacological and chemical knowledge to evaluate and interpret toxicological results.
- Demonstrate the conduct and behavior both in and out of the class consistent with relevant published professional code of behavior and ethics.
- Communicate orally their thoughts and opinions for both public presentations as well as for legal settings.
- Demonstrate writing competence by means of assignments.

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

The course includes five oral presentation (group) and five written report (individual) assignments. Attendance and active participation in class is extremely important in order to complete the course successfully. The course adopts a 100-point grading scale for the grade, which contains the five individual written reports (15% each) and five group presentations (5% each).

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

Text books, peer-reviewed articles and other resources will be provided by the instructor.

Library resources for this course:

Librarian consulted: Ellen Sexton – information received April 2, 2021.

8. Identify and assess the adequacy of available library resources As the instructor will be steering students to, and providing, specific articles and texts, library resources may be considered supplementary and optional. Our toxicology resources while not expansive are sufficient, especially as they are bolstered by the STEM subscriptions provided centrally by CUNY to the whole university. The overwhelming majority of our toxicology content is available in electronic format and can be accessed remotely.

Databases: OneSearch (discovery tool), Scopus, American Chemical Society journals, Science Direct.

Books, Journals and eJournals: Taylor & Francis bundle of forensic science reference books (Forensic NetBase), Elsevier Encyclopedia of Forensic Sciences, Wiley journals. Wiley Online Library is a good source for current technical books, e.g. 2020 title Fundamentals of Analytical Toxicology: Clinical and Forensic. As is Proquest's E-book Central, which contains e.g. Elsevier's 2014 Encyclopedia of toxicology. E-books are discoverable through OneSearch. Journal titles include Nature, Science, Toxicology, Toxicology Trends, Archives of Toxicology, Critical Reviews in Toxicology, Drug Safety Case Reports, Journal of Analytical Toxicology, Forensic Chemistry, Journal of Forensic Sciences, etc.

Browsing tables of contents and articles is especially easy with our Browzine app. Scopus is our best discovery tool for topic searches.

9. Identify recommended additional library resources

In addition to the forensic science literature compendium the OneSearch function provides students with a tool to locate relevant articles.

https://cuny-jj.primo.exlibrisgroup.com/discovery/search?vid=01CUNY_JJ:CUNY_JJ&mode=advanced

Relevant subscription databases, open federal reference compilations (NIH), open repositories and pre-print servers are listed at <https://www.lib.jjay.cuny.edu/databases/science>

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

Not applicable.

No cost estimate is provided because existing library resources are sufficient. Nevertheless, librarian Ellen Sexton mentioned the following desirable resources: It would be good to have SciFinder (Chemical Abstracts), currently lacking from our resources, but we don't have money for it. It is available on site at CUNY City College's Science Library. We could also use some updated core chemistry & toxicology reference works in electronic format, but given the increasing openness of science information, this may not be critical.

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

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

13. Proposed instructors:

Marta Concheiro-Guisan is Assistant Professor of Forensic Toxicology at John Jay College of Criminal Justice, City University of New York. She received her Diploma M.Sc. in Pharmacy and her Ph.D. in Toxicology in 2002 and 2006, respectively, both from the University of Santiago de Compostela, Spain. During her Ph.D., she trained at foreign institutions, specifically at the *Institute de Médecine Légale et de Médecine Social* in Strasbourg (France) and at the *Instituto Nacional de Medicina Legal* in Lisbon (Portugal). From 2008-2009, she was a Postdoctoral Research Fellow at the Chemistry and Drug Metabolism section of the National Institute on Drug Abuse (NIDA), NIH, in Baltimore, MD. For two years she worked as a researcher and instructor of Forensic Toxicology at the University of Santiago de Compostela, Spain and from 2012 to 2014 as a Research Scientist at NIDA. Dr. Concheiro is an expert in a broad range of technical fields in toxicology, including sample preparation (solid phase extraction, liquid-liquid extraction), and analytical techniques (liquid-chromatography coupled to simple or tandem mass spectrometry, high resolution mass spectrometry). She has actively participated in Drugs and Driving Research Projects, including the ROSITA (Road Side Testing Assessment) and DRUID (Driving Under the Influence of Drugs) European Projects, and in Clinical Protocols at NIDA. Dr. Concheiro has more than 80 publications in peer-reviewed journals, and has presented her work at more than 30 professional toxicology meetings.

14. Other resources needed to offer this course:

No other resources are needed for this course.

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

The subject matter of the proposed courses does not conflict with existing or proposed courses in other programs.

16. Syllabus

See below

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
524 W 59th street, New York, New York 10019

CASE ANALYSIS IN FORENSIC TOXICOLOGY
FOS 826
Semester TBD

Instructor: Marta Concheiro-Guisan, Ph.D.

Email: mconcheiro-guisan@jjay.cuny.edu

Office: Room 5.66.02

Office Phone: 212-237-8492

Office hours: By appointment

Course Description

This course educates students in forensic toxicology interpretation and expert testimony in court in criminal and civil cases. Cases that will be investigated and discussed include the critical review of analytical data (what causes a false positive drug test result?), the accuracy of alcohol testing and the issues related to alcohol back-calculations, how doses and route of administration influence the drug's effects, and interpretation of hair analysis, among others.

The course will be follow a Problem-Based Learning (PBL) strategy. PBL is a student-centered learning approach based on the student's autonomy on their goal-setting, collaboration, communication and critical thinking within real-world practices.

Course Objectives

- Provide the students with the analytical and critical thinking skills needed to interpret toxicological data.
- Learn how to apply technical skills to analyze problems, develop answers and convey information in forensic toxicology.
- Develop and improve oral and written communication skills to convey toxicological information clearly and effectively.
- Acquire the knowledge of the standards of ethics applicable to the practice of forensic toxicology.

Learning Outcomes

By the end of the course, students should be able to:

- Demonstrate understanding of the duties and responsibilities of Forensic Toxicologists.
- Demonstrate understanding of the types of interpretation (analytical results, pharmacological aspects).
- Demonstrate understanding of the process of expert testimony, the do's and the don'ts.
- Know and apply the forensic toxicology resources (books, journals, web resources, professional organizations).
- Apply toxicological, pharmacological and chemical knowledge to evaluate and interpret toxicological results.
- Demonstrate the conduct and behavior both in and out of the class consistent with relevant published professional code of behavior and ethics.
- Communicate orally their thoughts and opinions for both public presentations as well as for legal settings.
- Demonstrate proper written competence by means of assignments.

Course Pre-requisites

FOS 707, 725 and 726.

Scientific Literature Resources

Text books, peer-reviewed articles and other resources will be provided by the instructor.

Cheating and Plagiarism

There is a zero-tolerance policy regarding cheating and plagiarism in this course. Material copied from handouts, textbooks, other students' work, or other sources must be contained within quotes and with the source cited.

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) 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.

This course will use turnitin.com. Plagiarism will result in an automatic "zero" for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Americans with Disabilities Act (ADA) Policies

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

Course Attendance

Students are required to attend all the class sessions on time. Thirty minutes of lateness will be counted as a half absence. Two absences with proper documentation will be granted.

Class Rules

Students are expected to actively engage in classroom learning and discussion. Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus impedes the mission of the College. Inappropriate behavior in the classroom shall result in a directive to leave the class and the student should be counted as absent. Students are not permitted to read any material that is unrelated to the course during class. Students failing to abide by these rules will be expelled from the classroom.

Blackboard

Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, **students are responsible** for checking their **John Jay e-mail account** regularly for important announcements. Contact DoIT, **not** your instructor, for help with e-mail or Blackboard.

You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occur through blackboard and/or your email account.

Course Calendar

Week	Topic	Description
1	Introduction to the course	<ul style="list-style-type: none"> • Brief review of previous toxicology courses • Introduction to expert testimony • What is Problem-Based Learning? • Defining roles of students & instructor • Expectations & grades • Creation of the teams (3 students max)
2	Case 1: Driving under the influence (Ethanol & Drugs)	<ul style="list-style-type: none"> • Presentation of the case • Definition of the problem • Analyze the problem and offer tentative explanations • Identification of the scientific literature resources • Collect information
3	Case 1: Driving under the influence (Ethanol & Drugs)	<ul style="list-style-type: none"> • Synthesize the information • Elaborate explanations and present them orally • Discussion • Individual written report
4	Expert visit	<ul style="list-style-type: none"> • A forensic toxicologist expert will visit the class and share his/her experience with the students
5	Case 2: Drug Facilitated Sexual Assault	<ul style="list-style-type: none"> • Presentation of the case • Definition of the problem • Analyze the problem and offer tentative explanations • Identification of the scientific literature resources • Collect information
6	Case 2: Drug Facilitated Sexual Assault	<ul style="list-style-type: none"> • Synthesize the information • Elaborate explanations and present them orally • Discussion • Individual written report
7	Case 3: Homicide by Poisoning	<ul style="list-style-type: none"> • Presentation of the case • Definition of the problem • Analyze the problem and offer tentative explanations

		<ul style="list-style-type: none"> • Identification of the scientific literature resources • Collect information
8	Case 3: Homicide by Poisoning	<ul style="list-style-type: none"> • Synthesize the information • Elaborate explanations and present them orally • Discussion • Individual written report
9	Expert visit	<ul style="list-style-type: none"> • A forensic toxicologist expert will visit the class and share his/her experience with the students
10	Case 4: Workplace Drug Testing	<ul style="list-style-type: none"> • Presentation of the case • Definition of the problem • Analyze the problem and offer tentative explanations • Identification of the scientific literature resources • Collect information
11	Case 4: Workplace Drug Testing	<ul style="list-style-type: none"> • Synthesize the information • Elaborate explanations and present them orally • Discussion • Individual written report
12	Case 5: Doping	<ul style="list-style-type: none"> • Presentation of the case • Definition of the problem • Analyze the problem and offer tentative explanations • Identification of the scientific literature resources • Collect information
13	Case 5: Doping	<ul style="list-style-type: none"> • Synthesize the information • Elaborate explanations and present them orally • Discussion • Individual written report
14	Mock Expert Testimony	

Assignments

During the course students will be given five oral presentation (group) and five written report (individual) assignments.

Attendance and active participation in class is extremely important in order to complete the course successfully.

Grading/Rubrics

There will be a 100-point grading scale for the grade, which contains five individuals written reports (15% each) and five group presentations (5% each).

In Memoriam

This course is dedicated to the blessed memory of my mother, Aliza Frida Nartzizenfeld, and her family from Leżajsk, Poland, victims, and survivors of the Holocaust.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK**

Proposal for a New Graduate Course

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Faculty Associate Dean of Graduate Studies at mdagostino@jjay.cuny.edu

Date submitted to the Office of Graduate Studies:

Date of Program Approval:

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Itai Sneh	Isneh	8854 917 972 0174

2. Course details:

Program Name	MA ICJ
Course Prefix & Number	ICJXXX
Course Title	History of Genocide
Catalog Description	A rigorous thinking course, with a stress on current application and discussions on racial justice, U.S. foreign policy and war crime tribunals, offering a comprehensive analysis of the political, social, cultural, economic, and geographic context of international criminal justice, or lack thereof, that led to genocide. Students will gain understanding of relevant definitions of genocide, and identify major facts, strategies, personalities, and movements in particular situations. Focus will be given to acts of genocide against Indigenous people in Africa and in the Americas, Armenians, Soviet citizens, the Jewish Holocaust, Cambodians, Yugoslavians, and Rwandans, and the difference between international socialism and (German) National Socialism (Nazis).
Pre- and/or Corequisites	N/A
Credits	3
Contact Hours	3
Lab Hours	0

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).

Graduate students, given the continual atrocities during international and intra-state wars, in racial justice, in criminal justice, in international criminal justice, in human rights, and in terrorism, should learn about the history and the politics of experiences concepts such as genocide, crimes against humanity, war crimes, and international humanitarian law.

From a theoretical and analytical perspectives, this course aims to familiarize and sensitize students with the global history of genocide, providing a comprehensive framework how to identify the danger for acts of genocide, and how to prevent them,

The strength of this course is that its contents and analysis blend inter-disciplinary approaches and perspectives for future advocates and practitioners seeking to prevent.

The question of why the U.S. has not ratified the 1998 Rome Statute that established the International Criminal Court, while other countries feel moral and diplomatic obligation not only to join this structure, but also to actively pursue justice will be a major concern. Analyzing the historical and contemporary reasons behind American reluctance is important for present politics and for future application.

4. Degree requirements satisfied by the course:

Elective for ICJ and CRJ and has been used as an elective in the Certificate on Terrorism.

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

Yes No

If yes, please provide the following:

- I. Semester(s) and Year(s): Fall '05, Fall '06, Spring '07, Fall '07, Spring '08, Spring '11, Spring '12, and Spring '21.
- II. Teacher(s): Itai Sneh; Alternates: Marcia Esparza, Maki Haberfeld, and Mangai Natarajan.
- III. Enrollment(s): 15-25 each time.
- IV. Prerequisite(s): N/A

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 semester, students will be able to construct an argument grounded in evidence from primary and/or secondary sources; be able to locate an event and sources in historical context, to determine the interrelationship among themes, regions, and periodization; know and appreciate the multiple roots of international law; be sensitized to the impact of racial justice on acts of genocide; the important personalities, movements, events, cases, and principles in the

history of genocide; and having **actively** participated in class and analyzed the materials, will be able to develop a critical approach to the actions of politicians and judges.

- b. How do the course outcomes relate to the program's outcomes?
Students will become sensitized to major policy issues concerning genocide and familiarize themselves with contextual issues that would help prevent acts of genocide.
- c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Student will gain skills in reading comprehension and analysis, and especially in evaluating and comparing historical interpretation;

Student will secure skills in responsible argumentation by refining their abilities to identify, evaluate, and incorporate evidence within the parameters of persuasive writing; and

Student will explore history through primary source materials and show capacity to analyze their merit.

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

David Andress, *The Terror: The Merciless War for Freedom in Revolutionary France*. (New York: Farrar, Straus & Giroux, 2005).

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Viking Press, 1963.

Judy Batalion, *The Light of Days: The Untold Story of Women Resistance Fighters in Hitler's Ghettos*. New York: Morrow, 2020.

Michael Bazyler, *Holocaust, Genocide and the Law: A Quest for Justice in Post-Holocaust World*. New York: Oxford University Press, 2016.

Joseph W. Bendersky, *A Concise History of Nazi Germany*. Lanham, Mass: Rowman & Littlefield, 2014. ISBN-13: 978-1442222687; ISBN-10: 1442222689

Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust*. New York: Rowman & Littlefield, 2016. ISBN-10:1442242280 ISBN-13 978-1442242289

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: HarperCollins, 1998.

Michael Burleigh, *Blood and Rage: A Cultural History of Terrorism* (New York: Harper Collings, 2008).

John Cooper, *Raphael Lemkin and the Struggle for the Genocide Convention*. London, UK: Palgrave MacMillan, 2008 ISBN 978-0-230-58273-6.

John Cox, *To Kill A People: Genocide in the Twentieth Century*. New York: Oxford University Press, 2016. ISBN- 13: 978-0190236472; ISBN-10: 0190236477

Catherine A. Epstein, *Nazi Germany: Confronting the Myths* (Chichester: John Wiley & Sons, Inc., 2014) <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=1910202>

- Marcia Esparza, Henry R. Huttenbach. Daniel Feierstein (Eds.), *State Violence and Genocide in Latin America: The Cold War Years*. New York: Routledge, 2009. ISBN 9780415496377
- Saul Friedländer, *Nazi Germany and the Jews*.
- Robert Gellately and Ben Kiernan (Eds.), *The Specter of Genocide: Mass Murder in Historical Perspective*. Cambridge: Cambridge University Press, 2010.
- Daniel Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf, 1996.
- Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families*. New York: Farrar, Straus and Giroux, 1998.
- Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*. New York: Farrar, Straus and Giroux, 2006.
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Mariner Books, 1998.
- , *The Unquiet Ghost: Russians Remember Stalin*. Boston: Mariner, 2003. ISBN 978-0-618-25747-8
- Douglas Irvin-Erickson, *Raphaël Lemkin and the Concept of Genocide*. Philadelphia: University of Pennsylvania Press, 2016. ISBN 9780812248647
- Adam Jones, *Genocide: A Comprehensive Introduction*, 3rd edition. Routledge; New York, 2017. ISBN-10: 1138823848 ISBN-13: 978-1138823846
- Ian Kershaw, *The Hitler Myth: Image and Reality in the Third Reich*.
- Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale University Press, 2007. ISBN 978-0300100983
- Claudia Koonz, *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: Routledge, 2013.
- Berel Lang, *Genocide: The Act as Idea*. Philadelphia: University of Pennsylvania Press, 2016.
- Jacob Lassner, *Middle Eastern Politics and Historical Memory*. New York: I.B. Tauris, 2020.
- Primo Levi, *Survival in Auschwitz*. New York: Simon and Schuster, 1996. ISBN: 0684826801 (or any other edition).
- Stanley Milgram, *Obedience to Authority: An Experimental View*. New York: Harper Perennial Modern Classics; Reprint edition, paperback: [ISBN 0-06-176521-X](#) [ISBN 978-0061765216](#), 2009.
- Donald E. Miller and Lorna Touryan Miller, *Survivors: An Oral History Of The Armenian Genocide*. Los Angeles: University of California Press, 1997. ISBN: 9780520219564
- Norman Naimark, *Genocide: A World History*. New York: Oxford University Press, 2017.
- Samantha Power, *A Problem from Hell: America and the Age of Genocide*, New York: Basic Books, 2002. ISBN: 0060541644 (or any other editions).
- Joshua Rubenstein, *The Last Days of Stalin*.
- Itai Sneh, "History of Genocide," in Mangai Natarajan (Editor), *International and Transnational Crime and Justice Book*, New York: Cambridge University Press, 2019, 327-332.
- Philippe Sands, *East West Street: On the Origins of "Genocide" and "Crime Against Humanity"*. New York: Penguin Random House, 2016.
- Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca: Cornell University Press, 2006.
- Ronald Grigur Suny, *Stalin: Passage to Revolution*. Princeton: Princeton University Press: 2020.

---, *They Can Live in the Desert but Nowhere Else": A History of the Armenian Genocide (Human Rights and Crimes against Humanity)*. Princeton: Princeton University Press, 2017.

Ruti G. Teitel, *Humanity's Law*. New York: Oxford University Press, 2011.

Samuel Totten and William S. Parson (Eds.) *Centuries of Genocide: Critical Essays and Eyewitness Testimony*. Fourth Edition. New York: Routledge, 2012.

Loung Ung, *First They Killed My Father: A Daughter of Cambodia Remembers*. New York: HarperCollins, 2000.

James E. Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing* 2nd Edition. New York: Oxford University Press, 2007.

Ellie Wiesel, *Night*. New York: Hill & Wang, 1960.

Eric Weitz, *Weimar Germany: Promise and Tragedy*.

Michela Wrong, *Do Not Disturb: The Story of a Political Murder and an African Regime Gone Bad*. 2021

Leni Yahil, *The Holocaust: The Fate of European Jewry, 1932-1945*. New York: Oxford University Press, 1991.

Reference Encyclopedias:

Israel W. Charny (Editor), *Encyclopedia of Genocide*. (2 Volumes). Santa Barbara, California: ABC-Clio, 1999. ISBN: 0874369282

Dinah Shelton (Editor), *The Encyclopedia on Genocide and Crimes Against Humanity*, New York: MacMillan, 2004.

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

Maria Kiriakova; Ellen Sexton (via email).

8. Identify and assess the adequacy of available library resources

a. Databases include

JSTOR, Historical Abstracts, Economist Historical Archive, Worldwide Political Science Abstracts.

b. Books, Journals and eJournals

Daniel Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf, 1996. ISBN 978-0-679-44695-8

---, *Worse than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity*. New York: PublicAffairs, 2009 [ISBN 978-1-58648-769-0](#)

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Mariner Books, 1998.

---, *The Unquiet Ghost: Russians Remember Stalin*. Boston: Mariner, 2003. ISBN 978-0-618-25747-8

Adam Jones, *Genocide: A Comprehensive Introduction*, 3rd edition. Routledge; New York, 2017. ISBN-10: 1138823848 ISBN-13: 978-1138823846

Primo Levi, *Survival in Auschwitz*. New York: Simon and Schuster, 1996. ISBN: 0684826801 (or any other edition).

Norman Naimark, *Genocide: A World History*; New York: Oxford University Press, 2017

Samantha Power, *A Problem from Hell: America and the Age of Genocide*, New York: Basic Books, 2002. ISBN: 0060541644 (or any other editions).

Supplementary readings:

David Andress, *The Terror: The Merciless War for Freedom in Revolutionary France* .(New York: Farrar, Straus & Giroux, 2005)

[Hannah Arendt](#), *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: [Viking Press](#), 1963.

Judy Batalion, *The Light of Days: The Untold Story of Women Resistance Fighters in Hitler's Ghettos*. New York: Morrow, 2020.

Michael Bazylar, *Holocaust, Genocide and the Law: A Quest for Justice in Post-Holocaust World*. New York: Oxford University Press, 2016.

Joseph W. Bendersky, *A Concise History of Nazi Germany*. Lanham, MD: Rowman & Littlefield, 2014. ISBN-13: 978-1442222687; ISBN-10: 1442222689

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: HarperCollins, 1998.

Michael Burleigh, *Blood and Rage: A Cultural History of Terrorism* New York: Harper Collings, 2008.

Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II*. New York: Basic books, 2012.

John Cooper, *Raphael Lemkin and the Struggle for the Genocide Convention*. London, UK: Palgrave MacMillan, 2008 ISBN 978-0-230-58273-6.

Mikhal Dekel, *Tehran Children: A Holocaust Refugee Odyssey*. New York: WW Norton, 2019.

Marcia Esparza, Henry R. Huttenbach. Daniel Feierstein (eds.), *State Violence and Genocide in Latin America: The Cold War Years*. New York: Routledge, 2009. ISBN 9780415496377

Daniel Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf, 1996. ISBN 978-0-679-44695-8

---, *Worse than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity*. New York: PublicAffairs, 2009 [ISBN 978-1-58648-769-0](#)

Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families*. New York: Farrar, Straus and Giroux, 1998.

Douglas Irvin-Erickson, *Raphaël Lemkin and the Concept of Genocide*. Philadelphia: University of Pennsylvania Press, 2016. ISBN 9780812248647

Berel Lang, *Genocide: The Act as Idea*. Philadelphia: University of Pennsylvania Press, 2016.

Jens Meierhenrich, *Genocide: A Reader*. New York: Oxford University Press, 2014.

- Benny Morris and Dror Ze'evi, *The Thirty-Year Genocide: Turkey's Destruction of Its Christian Minorities, 1894–1924*. Cambridge, Mass: Harvard University Press, 2019. ISBN-10: 067491645X; ISBN-13: 978-0674916456
- Mangai Natarajan, *International and Transnational Crime and Justice*, Cambridge, Cambridge University Press, 2019.
- Donald L. Niewyk, *The Holocaust: Problems and Perspectives of Interpretation*. Problems in European Civilization Series. 4th ed. Boston: Cengage Learning, 2011. ISBN-13: 978-0547189468; ISBN-10: 054718946X
- Monica Porter, *Children Against Hitler: Young Resistance Heroes of the Second World War*. London, England: Pen & Sword, 2020.
- Philippe Sands, *East West Street: On the Origins of "Genocide" and "Crime Against Humanity."* New York: Penguin Random House, 2016.
- Ronald Grigur Suny, *Stalin: Passage to Revolution*. Princeton: Princeton University Press: 2020.
- , *"They Can Live in the Desert but Nowhere Else": A History of the Armenian Genocide (Human Rights and Crimes against Humanity)*. Princeton: Princeton University Press, 2017.
- Ruti G. Teitel, *Humanity's Law*. New York: Oxford University Press, 2011.
- Samuel Totten and William S. Parson (Eds.) *Centuries of Genocide: Critical Essays and Eyewitness Testimony*. Fourth Edition. New York: Routledge, 2012.
- Saskia Wieringa, Jess Melvin, Annie Pohlman, (Eds.), *The International People's Tribunal for 1965 and the Indonesian Genocide*. London: Routledge, 2019
- Ellie Wiesel, *Night*. New York: Hill & Wang, 1960.
- Loung Ung, *First They Killed My Father: A Daughter of Cambodia Remembers*. New York: HarperCollins, 2000.
- Benjamin A. Valentino, *Final Solutions: Mass Killing and Genocide in the 20th Century*. Cornell Studies in Security Affairs. 1st Edition. Ithaca: Cornell University Press, 2005.
- Michela Wrong, *Do Not Disturb: The Story of a Political Murder and an African Regime Gone Bad*. 2021
- Leni Yahil, *The Holocaust: The Fate of European Jewry, 1932-1945*. New York: Oxford University Press, 1991.

Reference [available in the library, but not in the book store]:

- Donald Bloxham and A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies*. New York: Oxford University Press, 2010.
- Israel W. Charny (Editor), *Encyclopedia of Genocide*. (2 Volumes). Santa Barbara, California: ABC-CLIO, 1999. ISBN: 0874369282
- Dinah Shelton (Editor), *The Encyclopedia on Genocide and Crimes Against Humanity*, New York: MacMillan, 2004.

9. Identify recommended additional library resources

Human Rights and History research guides: <http://guides.lib.jjay.cuny.edu/?b=s>

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).

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

Yes No

If no, what resources will be needed? With whom have these resource needs been discussed? Matter was discussed with Kathleen Collins.

13. Proposed instructors:

Itai Sneh, Marcia Esparza, Maki Haberfeld, and 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:

N/A

16. Syllabus

Attached.



**Master of Arts Degree Program in International Crime and Justice &
Advanced Certificate in Transnational Organized Crime Studies IC&J 750: Special Topics
in International Crime & Justice: History of Genocide (Synchronous Course)**

SPRING 2021

Prof. Itai [I strongly prefer to go by my first name]

Itai Nartzizenfeld Sneh, Ph.D., LL. B.

Associate Professor: World Civilizations, Human Rights and International Law

Faculty profile: <http://www.jjay.cuny.edu/history/facultyprofile/sneh.asp>;

John Jay College promotion: <https://www.youtube.com/watch?v=VML1Ehxvvik>

Ted talk: <http://www.youtube.com/watch?v=7dYk-aaQFr8>

Linkedin: http://www.linkedin.com/profile/view?id=204385&trk=nav_responsive_tab_profile

Email address: isneh@jjay.cuny.edu

Office: 524 West 59th Street, New York, NY 10019, Room # 8.65.17

Meeting: Mondays, 4:10PM – 6:00PM

COURSE DESCRIPTION

This is a rigorous thinking course, with a stress on current application and discussions on genocide, racial justice, criminal justice, international criminal justice, U.S. foreign policy, and war crime tribunals. Why the U.S. has not ratified the 1998 Rome Statute that established the International Criminal Court, while other countries feel moral and diplomatic obligation not only to join this structure, but also to actively pursue racial and criminal justice will be a major concern. Having the right to do something and doing the right thing are different! Additional contents offer a comprehensive analysis of the political, social, cultural, economic, and geographic context that led to acts of genocide. Students will gain understanding of definitions of genocide, relevant international law, and identify major historical facts, strategies, personalities, and movements in particular situations. Preventive approaches to genocide will be highlighted.

TEACHING STYLE

Knowledge of details, facts, and names in assigned book chapters serve as a launching pad to thematic discussions. Supplementary materials amplify the framework. The professor will regularly provide questions and guidelines to enhance the readings. Take notes regularly as that practice would tremendously help answering the final exam. Since you know the questions in advance, it is highly recommended that you start typing a record of all issues and match them with the required responses. This course is about grounding in history. That is why I ask you to review the materials very closely, and reflect on the roots for events past and present.

LEARNING OUTCOMES

By the end of the semester, students will be able to construct a historical argument grounded in evidence from primary and/or secondary sources; be able to locate an event and sources in historical context, to determine the interrelationship among themes, regions, and periodization; know and appreciate the multiple roots of international law; the important personalities, movements, events, cases, and principles in the history of genocide; and having **actively** participated in class and analyzed the materials, will be able to develop a critical approach to the actions of politicians and judges.

COURSE PRE-REQUISITES OR CO-REQUISITES: NONE.

COURSE ASSIGNMENTS AIM

- To improve student skills in reading comprehension and analysis, and especially in evaluating and comparing historical interpretation;
- To improve student skills in responsible argumentation by refining their abilities to identify, evaluate, and incorporate evidence within the parameters of persuasive writing; and
- To explore history through primary source materials.

COURSE REQUIREMENTS

Some basic guidelines are essential to assure that you leave the semester with a sense of enrichment rather than disappointment. By enrolling and remaining in this course you agree to abide by the following standards. If you have valid personal, professional, or other problems that affect your ability to meet deadlines for handing in assignments, advise me, in advance, as early as possible so we can resolve the issue. If an emergency occurs, try to notify the instructor as soon as you are able to communicate by email. You may be asked to provide medical documents, bereavement notices or any other materials to verify the crisis alleged. The instructor avoids giving incompletes as much as possible, but will help anybody with a genuine problem. You will need to keep current with the readings. Weekly response papers are meant to verify a general and factual knowledge of the materials assigned.

GREAT EXPECTATIONS

May reason be your tool, and justice be your cause! This syllabus spells out exactly what this class requires. In order for you to get the most out of the course, you are expected to review this syllabus on a regular basis, do the assignments punctually, come to class ready to learn, and participate thoughtfully and respectfully in our discussions. In turn, expectations will be clear, your questioned will be answered about the requirements and material, grade your work fairly and promptly, and you will be provided with everything that you need to succeed in this course.

GRADING

Grading is divided into three parts:

Because our study weeks begin on Fridays, regular work will have weekly Thursday deadlines for **15 reflection papers** by midnight of about one page. I do not penalize for lateness. Substance should analyze any portion of the assigned readings, meaning textbook chapters and supplementary materials. Response papers should be about a page each. They will not to be graded, but they will be acknowledged by me. Contents are helpful, and can be used for the final

exam answers. Supplementary materials are different from the textbook readings, but complement them. I will provide weekly reminders of the work assigned.

If you submit ALL of them you will get full credit, meaning an A for **a third of your course grade!** Grade of that portion of the course grade will be diminished by half a letter for any missing work: 14-A-, 13-B+, 12-B, 11-B-, 10-C+, 9-C, 8-C-, 7-D+, 6-D, 5-D-, 4- (or less) -F.

If you are quoting directly from course materials, for the textbook put [Jones, 90], for supplementary readings [Notes, 4/2]. Either MLA or APA styles are acceptable.

Another third of your grade is the term research paper. About ten pages. Good papers analyze, explore the issues, laws, and leaders involved. A critical approach enriches your work. Comparing the past to the present is fine as long as contents focus on course.

The final third of your grade is an open-books final exam. Essays and concepts: Together but separate, do NOT repeat the questions, avoid headers. Just write Part I question 1. and so on. Quoting does need full citation, and a work cited page. NO QUOTA for quotes! AT LEAST two pages, each, for 5 essays, and a nice paragraph, each, for 5 concepts. If you are quoting directly from course materials, for either essays or concepts, for the textbook put [Murrin et.al, 90], for supplementary readings [Notes, 4/2]. Either MLA or APA styles are acceptable.

Assignment	Percent
Reflection papers (15)	30%
Term Research Paper	30%
Final Exam	30%

I use letter grades, not numbers.

Grades are awarded on a scale from A to F, where A is the best grade and F is a fail.

Grade scale

95-100 A	65-69 C
90-94 A-	60-64 C-
85-89 B+	56-59 D+
80-84 B	50-55 D
75-79 B-	45-49 D-
70-74 C+	44 and below F

More than one person can choose a topic as long as papers are distinct. Late submissions not excused by documentation will be penalized (at least a half-letter grade). No drafts, revisions, or re-submissions will be accepted.

Paper topics can be important personalities, movements, and events in the history of genocide. Paper topics should not be American-focused. PLEASE DO NOT choose from your own background or heritage, so you can learn about other groups to expand your intellectual horizons.

To assure uniformity, and my ability to read them if necessary, all scholarly sources have to be in English. You are encouraged to focus your topic, then research widely, using databases such as Google, H-Net, and the library.

Papers of about ten pages of text (an abstract will count, BUT cover sheet and list of references are EXTRA), single side, double space, regular margins, and in font size 12 Times New Roman, NO large FOOTERS/HEADERS, submitted two weeks before the interview, using APA style.

For guidance see http://guides.lib.jjay.cuny.edu/ld.php?content_id=44028142.

An abstract summarizes, usually in one paragraph of between 150–250 words, the major aspects of a research paper or dissertation in a prescribed sequence that includes: The overall purpose of the study. Information regarding the method and participants. Main findings or trends. Your interpretations and conclusion.

Political Science Abstracts. Human Rights and History research guides:

<http://guides.lib.jjay.cuny.edu/?b=s>;

Seven sources MUST be articles from various law reviews or academic periodicals, of at least ten pages, or chapters from analytical books written by different authors, since 2000. To help find scholarly articles and annotated bibliographies, useful tutorials are:

<https://www.lib.jjay.cuny.edu/resources-for/students/tutorials>.

ONE exception is permitted. Additional allowances must be explained to be excused.

Unacceptable: Course materials, encyclopedias, dictionaries, movies, newspapers, magazines, textbooks, cases or casebooks, documentaries, and websites.

You have four options on paper format:

Regular term paper integrating seven scholarly source; or Annotated Bibliography: Besides a general narrative on the topic, on each book or article you will analyze its thesis, evidence, strengths and weaknesses; or [my favorite] Comparative Annotated Bibliography: Contrast various sources, referring to the background of authors and their conclusions. This may be the most demanding alternative, but also the most rewarding for you, as it is the best preparation for the interview; or Making/Refuting arguments for/against a thesis such “genocide X was inevitable” or “we can prevent the NEXT genocide in Y.”

The leading criteria in evaluating your performance will be 7 Cs: Coordinating topic with course materials and the professor; overall Competence; Communication skills; the Clarity of the paper; knowledge of topic Context; Contents of work; and the Consequences of the topic.

FINAL EXAM - Due no later than May 20 to me by email isneh@jjay.cuny.edu

An outline (Six paragraphs, two for each answer, regular space, regular margins, and in font size 12 Times New Roman) is mandatory. It is a part of your answers and 25% of grade for each answer. You CAN use the weekly response papers for the exam. Answer all three essays (33% each). Use class materials, citing names, dates, and reason your opinion. Write as clearly and analytically as possible. What will make the difference in your grade is the quality of analysis and original thinking. Your answer should show knowledge of the issues and the facts involved, and an ability to interpret that information. **Make sure to write your name on your work.** If you only use supplementary readings and the textbook, there is no need for outside reference sheet. If you do use ANY outside sources, you need to cite them.

Write well-organized, fully supported essays, detailed narratives: Answer ALL questions (equal weight, 33% each, including an outline).

1. How is genocide defined? What are the strengths and weaknesses of the Genocide Convention? When do massive killings qualify as genocide? Why do people initiate genocide?
2. Analyze the history of genocide in various parts of the world and in different periods. Choose a theme, an affected group, significant individual(s), and/or the aftermath of the genocide. Using assigned readings, highlight what you learned this semester.
3. A famous phrase says that those who do not know history are bound to repeat its multiple mistakes. Deducing from our class, do YOU think that this maxim is correct in conflicts that escalated into acts of genocide? Please provide examples from course.

COURSE POLICIES

Incomplete Grade Policy:

You cannot receive a grade without submitting a paper, conducting the related interview, and writing the final exam. No exceptions. If you stop showing up, you will get WU (withdrew unofficially). No exceptions. If you attended class sufficiently, but did not complete either or both requirements, you will get an incomplete. Unjustified delayed performance will cause a grade penalty. D- is another option. Non-completion of course assignments within the time prescribed by the Registrar will result in an automatic F. No exceptions.

Extra Work During the Semester

NONE BESIDES WHAT IS PRESCRIBED ABOVE.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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

Room L.66.00
524 West 59th Street
New York, NY 10019

Phone: 212.237.8031

Fax: 212.237.8144

It is the student's responsibility to initiate contact with OAS and to follow the established procedures for having the accommodation notice sent to the instructor.

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.

Online harassment can be any conduct involving the use of the internet that has the intent or effect of unreasonably interfering with an individual or group's educational or work performance at the University or that creates an intimidating, hostile, or offensive educational, work, or living environment. In some cases, online harassment may also be a violation of applicable criminal and/or civil laws. Online harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group. Statements constituting "hate speech" toward an individual or a group are a violation of this policy.

Generally, a statement posted on an internet site, such as Blackboard, general message board, internet blogs, and the like, is libelous if it is false and injurious to the reputation of another. The intentional posting of libelous statements may also subject the responsible party to applicable civil penalties in a court of law.

The University is committed under this policy to stopping online harassment and associated retaliatory behavior. The University will promptly investigate any reported incidents suspected of violating the foregoing section. Anyone wishing to report any such incidents should first contact the Director of Student Services. A preliminary investigation into the matter will be conducted and the findings reported to the Dean for further investigation and action, if appropriate.

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.

A student handbook on Online Etiquette can be found at:

http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf

Academic Advisement (<http://www.jjay.cuny.edu/academic-advisement-center>)

Services available to support students in need may be found here:

<http://www.jjay.cuny.edu/student-resources>

Students who identify as immigrants, including undocumented students, can get support, or get involved in issues relating to immigrant and undocumented issues through Immigrant Student

Success Center: <https://www.jjay.cuny.edu/immigrant-student-center> who helps students access legal aid and advice, among other supports

Veterans should connect with Military and Veteran Services: <http://www.jjay.cuny.edu/military-and-veteran-services>

Emergency funds to support students who are facing food insecurity or housing insecurity/homelessness may be found in: <http://www.jjay.cuny.edu/emergency-funding>

Wellness and mental health support are available from the Wellness Center, including counseling services and a nurse available at: <http://www.jjay.cuny.edu/student-resources>

The Women's Center for Gender Justice supports students with counseling and crisis intervention: <http://www.jjay.cuny.edu/womenscenter/genderjustice>

Academic resources in the form of the Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>)

Math and Science Resource Center (<http://www.jjay.cuny.edu/mathematicsscience-resource-center>)

Modern Language Center (<http://www.jjay.cuny.edu/modern-language-center>)

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. 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 it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

The penalty for plagiarism depends on its nature. Students who are unsure they fully understand what academic integrity rules are should consult with the Alan Siegel Writing Center. Additionally, the Lloyd Sealy Library has free guides about academic standards (See *John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, Chapter IV Academic Standards)

The detection of intentional or unintentional plagiarism will cause the student to get: (a) first instance of plagiarism, an F first for 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.

LETTERS OF RECOMMENDATION

You may ask me to support your application to internships, fellowships, graduate programs, law schools, and alike, only after you earned a grade of at least a B+ upon completing my course. I will likely ask for a resume, college transcripts, and explanation of your qualifications as a candidate for the purpose in mind. If I don't feel that I know you well enough, or that the connection between your work in my course and the application is tenuous, I may have to refuse your request. To guarantee the confidentiality and the potency of my letter, you must waive your access to reading any document that I sign, and submit your request at least a week in advance of any deadlines. No exceptions.

REQUIRED TEXTS [Available in the bookstore, but not in the library]

(<http://jjay.textbookx.com/institutional/index.php?action=browse#books/2654443/>)

Adam Jones, *Genocide: A Comprehensive Introduction*, 3rd edition. Routledge; New York, 2016. ISBN-10: 1138823848 ISBN-13: 978-1138823846

Primo Levi, *Survival in Auschwitz*. New York: Simon and Schuster, 1996. ISBN: 0684826801 (or any other edition).

Samantha Power, *A Problem from Hell: America and the Age of Genocide*, New York: Basic Books, 2002. ISBN: 0060541644 (or any other editions).

Supplementary readings [helpful for relevant response papers, final exam and research but not mandatory]:

David Andress, *The Terror: The Merciless War for Freedom in Revolutionary France*. (New York: Farrar, Straus & Giroux, 2005).

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Viking Press, 1963.

- Judy Batalion, *The Light of Days: The Untold Story of Women Resistance Fighters in Hitler's Ghettos*. New York: Morrow, 2020.
- Michael Bazyler, *Holocaust, Genocide and the Law: A Quest for Justice in Post-Holocaust World*. New York: Oxford University Press, 2016.
- Joseph W. Bendersky, *A Concise History of Nazi Germany*. Lanham, MD: Rowman & Littlefield, 2014. ISBN-13: 978-1442222687; ISBN-10: 1442222689
- Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust*. New York: Rowman & Littlefield, 2016. ISBN-10:1442242280 ISBN-13 978-1442242289
- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: HarperCollins, 1998.
- Michael Burleigh, *Blood and Rage: A Cultural History of Terrorism*. New York: HarperCollins, 2008.
- Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II*. New York: Basic books, 2012.
- John Cooper, *Raphael Lemkin and the Struggle for the Genocide Convention*. London, UK: Palgrave MacMillan, 2008 ISBN 978-0-230-58273-6.
- John Cox, *To Kill A People: Genocide in the Twentieth Century*. New York: Oxford University Press, 2016. ISBN-13: 978-0190236472; ISBN-10: 0190236477
- Mikhal Dekel, *Tehran Children: A Holocaust Refugee Odyssey*. New York: WW Norton, 2019.
- Marcia Esparza, Henry R. Huttenbach. Daniel Feierstein (Eds.), *State Violence and Genocide in Latin America: The Cold War Years*. New York: Routledge, 2009. ISBN 9780415496377
- Robert Gellately and Ben Kiernan (Eds.), *The Specter of Genocide: Mass Murder in Historical Perspective*. Cambridge: Cambridge University Press, 2010.
- Daniel Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf, 1996. ISBN 978-0-679-44695-8
- , *Worse than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity*. New York: PublicAffairs, 2009 ISBN 978-1-58648-769-0
- Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families*. New York: Farrar, Straus and Giroux, 1998.
- Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*. New York: Farrar, Straus and Giroux, 2006.
- William L. Hewitt, *Defining The Horrific: Readings on Genocide and Holocaust in the Twentieth Century*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2004. ISBN: 013110084X
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Mariner Books, 1998.
- , *The Unquiet Ghost: Russians Remember Stalin*. Boston: Mariner, 2003. ISBN 978-0-618-25747-8.
- Douglas Irvin-Erickson, *Raphaël Lemkin and the Concept of Genocide*. Philadelphia: University of Pennsylvania Press, 2016. ISBN 9780812248647
- Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale University Press, 2007. ISBN 978-0300100983
- Claudia Koonz, *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: Routledge, 2013.

- Alan Kramer (with John Horne), *German Atrocities, 1914. A History of Denial*. London and New Haven, 2001.
- Berel Lang, *Genocide: The Act as Idea*. Philadelphia: University of Pennsylvania Press, 2016.
- Jacob Lassner, *Middle Eastern Politics and Historical Memory*. New York: I.B. Tauris, 2020.
- Jens Meierhenrich, *Genocide: A Reader*. New York: Oxford University Press, 2014.
- Stanley Milgram, *Obedience to Authority: An Experimental View*. New York: Harper Perennial Modern Classics; Reprint edition, 2009. paperback: ISBN 0-06-176521-X ISBN 978-0061765216,
- Benny Morris and Dror Ze'evi, *The Thirty-Year Genocide: Turkey's Destruction of Its Christian Minorities, 1894–1924*. Cambridge, Mass: Harvard University Press, 2019. ISBN-10: 067491645X; ISBN-13: 978-0674916456
- Mangai Natarajan, *International and Transnational Crime and Justice*. Cambridge, Cambridge University Press, 2019.
- Norman Naimark, *Genocide: A World History*. New York: Oxford University Press, 2017.
- Donald L. Niewyk, *The Holocaust: Problems and Perspectives of Interpretation*. Problems in European Civilization Series. 4th ed. Boston: Cengage Learning, 2011. ISBN-13: 978-0547189468 ISBN-10: 054718946X
- Monica Porter, *Children Against Hitler: Young Resistance Heroes of the Second World War*. London, England: Pen & Sword, 2020.
- Philippe Sands, *East West Street: On the Origins of "Genocide" and "Crime Against Humanity."* New York: Penguin Random House, 2016.
- Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca: Cornell University Press, 2006
- Ronald Grigur Suny, *Stalin: Passage to Revolution*. Princeton: Princeton University Press: 2020.
- . *They Can Live in the Desert but Nowhere Else": A History of the Armenian Genocide (Human Rights and Crimes against Humanity)*. Princeton: Princeton University Press, 2017.
- Ruti G. Teitel, *Humanity's Law*. New York: Oxford University Press, 2011.
- Loung Ung, *First They Killed My Father: A Daughter of Cambodia Remembers*. New York: HarperCollins, 2000.
- Benjamin A. Valentino, *Final Solutions: Mass Killing and Genocide in the 20th Century*. *Cornell Studies in Security Affairs*. 1st Edition. Ithaca: Cornell University Press, 2005.
- James E. Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. 2nd Edition. New York: Oxford University Press, 2007
- Ellie Wiesel, *Night*. New York: Hill & Wang, 1960.
- Leni Yahil, *The Holocaust: The Fate of European Jewry, 1932-1945*. New York: Oxford University Press, 1991.

References [Available in the library, but not in the bookstore]

- Donald Bloxham and A. Dirk Moses (Eds.), *The Oxford Handbook of Genocide Studies*. New York: Oxford University Press, 2010.
- Israel W. Charny (Editor), *Encyclopedia of Genocide*. (2 Volumes). Santa Barbara, California: ABC-CLIO, 1999. ISBN: 0874369282
- Dinah Shelton (Editor), *The Encyclopedia on Genocide and Crimes Against Humanity*, New York: MacMillan, 2004.

CURRENT NEWSPAPERS

Students are expected to critically analyze in class genocide issues of the day in the context of historical developments. To support these discussions, each and every student is required to read regularly

The New York Times (www.nytimes.com-students can gain free access through <https://www.lib.jjay.cuny.edu/nyt>), or another substantive daily newspaper or digests, such as <http://www.realclearworld.com>,

The Washington Post (www.washingtonpost.com),

The Christian Science Monitor (www.csm.com),

or digests such as Slate (www.slate.com), www.truthout.org, www.commondreams.org,

www.opinionjournal.com, and www.NRAnews.com,

or weeklies such as Time (www.time.com), Newsweek (www.newsweek.msnbc.com), and U.S. News and World Report (www.usnews.com).

From Britain, The Economist (www.economist.com; available via the database in the library since 1988), the BBC (www.bbcnews.com), and www.Janes.com.

From Canada, the Globe and Mail (www.globeandmail.com); the Montreal Gazette (www.montrealgazette.com); the Toronto Star (www.thestar.com); and the Vancouver Sun (www.vancouver.sun.com); most are available via the NexisUni database in the library.

English sources from the non-Western world include:

From India: www.in.indiatimes.com;

From Pakistan: www.dawn.com;

From Egypt: <http://weekly.ahram.org.eg>;

From Israel: www.haaretz.com, www.jpost.com, www.debka.com;

From Russia: www.moscowtimes.ru; and

From China: www.chinadaily.com.cn.

COURSE CALENDAR

Lecture-Discussion Topics and Readings Schedule of Classes:

Week 1

Week of January 29

Introductions, Origins and Definition of Genocide in International Law

Readings: The Convention on the Prevention and Punishment of the Crime of Genocide & Jones, Chapter 1.

Reflection paper due February 4 by email: isneh@jjay.cuny.edu

THINK ABOUT THE PAPER!

THINK ABOUT THE FINAL!

Week 2

Week of February 5

Psychological and Memory Perspectives on Genocide

Readings: Jones, chapters 10 and 14

Reflection paper due February 11 by email: isneh@jjay.cuny.edu

RESEARCH THE PAPER!

THINK ABOUT THE FINAL!

Week 3

Week of February 12

Sociological and Anthropological Perspectives on Genocide

Readings: Jones, chapter 11

Reflection paper due February 18 by email: isneh@jjay.cuny.edu

RESEARCH THE PAPER!

THINK ABOUT THE FINAL!

Week 4

Week of February 19

Political Science and International Relations Perspectives on Genocide

Readings: Jones, chapter 12

Reflection paper due February 25 by email: isneh@jjay.cuny.edu

RESEARCH THE PAPER!

THINK ABOUT THE FINAL!

Week 5 (paper topic sign up- please send in a separate message)

Week of February 26

Gender Perspectives on Genocide

Readings: Jones, chapter 13

Reflection paper due March 4 by email: isneh@jjay.cuny.edu

RESEARCH THE PAPER!

THINK ABOUT THE FINAL!

Week 6

Week of March 5

Genocides of Indigenous Peoples

Readings: Jones, chapter 3

Reflection paper due March 11 by email: isneh@jjay.cuny.edu

RESEARCH THE PAPER!

THINK ABOUT THE FINAL!

Week 7

Week of March 12

Ottoman-perpetrated genocides

Readings: Jones, chapter 4

Reflection paper due March 18 by email: isneh@jjay.cuny.edu

RESEARCH THE PAPER

Week 8

Week of March 19

Communist-perpetrated genocides

Readings: Jones, chapter 5

Reflection paper due by March 24 [given spring recess]

RESEARCH THE PAPER!

PREPARE FOR THE FINAL!

Research paper due by March 20: EMAIL isneh@jjay.cuny.edu

Week 9

Week of March 26 [including spring recess]

Jewish Holocaust

Readings: Jones, chapter 6

Reflection paper due by April 7 [given spring recess]

PREPARE FOR THE FINAL!

Week 10

Week of April 4 [including spring recess]

Victims of the Holocaust, Individual Responsibility, Nuremberg & Tokyo Trials

Readings: Primo Levi, Survival in Auschwitz, (entire book) & Jones, chapter 15

Reflection paper due by April 10

PREPARE FOR THE FINAL!

Week 11

Week of April 11

U.S. Foreign Policy

Readings: Power, pp. 61-86 & 155-170 & Jones, chapter 2

Reflection paper due by April 17

PREPARE FOR THE FINAL!

Week 12

Week of April 18

Cambodia

Readings: Power, pp. 87-154 & Jones, chapter 7

Reflection paper due by April 24

PREPARE FOR THE FINAL!

Week 13

Week of April 25

Former Yugoslavia

Readings: Power, pp. 247-328 & 391-474 & Jones, chapter 8.

Reflection paper due by May 1

PREPARE FOR THE FINAL!

Week 14

Week of May 2

Middle East

Readings: Power, pp. 171-246 & Jones, chapter 16.

Reflection paper due by May 8

PREPARE FOR THE FINAL!

Week 15

Week of May 9

AFRICA: Great Lakes and Darfur

Readings: Power, pp. 329-390 & Jones, chapter 9.

LAST reflection paper due by May 15

PREPARE FOR THE FINAL!

FINAL EXAM Due no later than May 20 to me by email isneh@jjay.cuny.edu

PROGRAM IN Forensic Science, MS**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

The City University of New York

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Forensic Science program leading to the Masters of Science Degree.

Program Name and Degree Awarded: MS in Forensic Science

HEGIS Code: 1999.20

NY State Program Code: 02526

Effective term: Fall 2021

Date of Program Curriculum Committee approval: 04/05/2021

Date of CGS approval:

Rationale for proposed changes (A): Addition of Case Analysis in Forensic Toxicology (FOS727) under highly recommended electives

The current list of available electives for the Masters in Forensic Science does not have a course that provides students with relevant knowledge and practice in forensic toxicology interpretation and expert testimony in court in criminal and civil cases. The course “Case Analysis in Forensic Toxicology” uses simulated case data to practice reporting and testimony. Case discussions include the critical review of analytical data, e.g. root cause analysis for false positive drug test results and accuracy of alcohol testing, issues related to alcohol back-calculations, interpretation of hair analysis results, and how doses and route of administration influence drug effects. The course will be following a Problem-Based Learning (PBL) strategy. PBL is a student-centered learning approach based on the student’s autonomy on their goal-setting, collaboration, communication and critical thinking within real-world practices.

The course has been taught as an experimental class (FOS826) the spring of 2021. The class has been submitted to be approved as a permanent class under the number FOS727. This is a valuable elective and students will benefit from having the option to choose this class.

Rationale for proposed changes (B): Addition of Crime Scene Investigation for Forensic Scientists (FOS738) under highly recommended electives

The current list of available electives for the Masters in Forensic Science does not have a course that provides students with a class on Crime Scene Investigation. This course explores the techniques and procedures used by crime scene investigators in gathering probative forensic evidence. Often criminalists within lab settings receive evidence for analysis which does not provide context for how and where it was collected, nor the context under which it has been forwarded to the lab. The determination of contributing probative events which lead to a crime

scene must be approached in a logical and discriminatory manner to provide investigators, prosecutors, and jurors with a fair and accurate understanding of how a crime unfolds.

The course has been taught as an experimental class (FOS829) the spring of 2020 and the spring of 2021 and was approved as a permanent class under the number FOS738. This is a valuable elective and students will benefit from having the option to choose this class.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
Requirements for the Degree Program: ** strike through what is to be changed.		Requirements for the Degree Program: ** <u>underline</u> the changes.	
Degree Requirements: Program requirements consist of 41-43 credit hours. Core courses provide the student with the knowledge and skills required of crime laboratory analysis. In addition, elective courses and research experience provide training in more specialized areas within forensic science.		Degree Requirements: Program requirements consist of 41-43 credit hours. Core courses provide the student with the knowledge and skills required of crime laboratory analysis. In addition, elective courses and research experience provide training in more specialized areas within forensic science.	
All students are required to write a thesis. There are no alternatives.		All students are required to write a thesis. There are no alternatives.	
Required Courses:		Required Courses:	
706 Physical and Biological Evidence	3	706 Physical and Biological Evidence	3
707 Principles of Forensic Toxicology	3	707 Principles of Forensic Toxicology	3
710 Advanced Criminalistics I	5	710 Advanced Criminalistics I	5
721 Instrumental Analysis I	5	721 Instrumental Analysis I	5
722 Instrumental Analysis II	5	722 Instrumental Analysis II	5
730 Forensic DNA Technology	5	730 Forensic DNA Technology	5
795 Thesis Prospectus I	3	795 Thesis Prospectus I	3
796 Thesis Prospectus II	1	796 Thesis Prospectus II	1
797 Thesis Prospectus III	1	797 Thesis Prospectus III	1
FOS730: Not required for students in the Molecular Biology specialization.	1	FOS730: Not required for students in the Molecular Biology specialization.	1
	27		27
Required Courses for the Criminalistics Specialty		Required Courses for the Criminalistics Specialty	
711 Advanced Criminalistics II	5	711 Advanced Criminalistics II	5
Select one of the following:		Select one of the following:	
717 Organic Compound Structure Determination	3	717 Organic Compound Structure Determination	3
735 Advanced Topics in Physical Science	3	735 Advanced Topics in Physical Science	3
736 Forensic Examination of Firearms and Toolmarks	3	736 Forensic Examination of Firearms and Toolmarks	3
	3		3
	8		8

Required Courses for the Molecular Biology Specialty			Required Courses for the Molecular Biology Specialty		
704	Advanced Genetics	3	704	Advanced Genetics	3
732	Advanced Molecular Biology I	5	732	Advanced Molecular Biology I	5
733	Advanced Molecular Biology II	5	733	Advanced Molecular Biology II	5
Required Courses for the Forensic Toxicology Specialty		13	Required Courses for the Forensic Toxicology Specialty		13
725	Forensic Toxicology I	5	725	Forensic Toxicology I	5
726	Forensic Toxicology II	5	726	Forensic Toxicology II	5
Highly Recommended Electives for All Specialties		10	Highly Recommended Electives for All Specialties		10
FOS705	Mathematical Statistics for Forensic Scientist	3	FOS705	Mathematical Statistics for Forensic Scientist	3
FOS717	Organic Compound Structure Determination	3	FOS717	Organic Compound Structure Determination	3
FOS735	Advanced Topics in Physical Science	3	<u>FOS727</u>	<u>Case Analysis in Forensic Toxicology</u>	3
FOS736	Forensic Examination of Firearms and Toolmarks	3	FOS735	Advanced Topics in Physical Science	3
FOS760	Scientific Evidence, Expert Testimony and Ethics for Research and Forensic Scientists	3	FOS736	Forensic Examination of Firearms and Toolmarks	3
FOS761	Forensic Anthropology: Osteological & Genetic Identification	3	FOS737	Microscopy, Spectrometry, and Diffraction with Electrons in Forensic and Chemical Analysis	3
CRJ708	Law, Evidence, and Ethics	3	<u>FOS738</u>	<u>Crime Scene Investigation for Forensic Scientists</u>	3
			FOS760	Scientific Evidence, Expert Testimony and Ethics for Research and Forensic Scientists	3
			FOS761	Forensic Anthropology: Osteological & Genetic Identification	3
			FOS762	Current Trends in Forensic Pathology and Entomology	3
			CRJ 708	Law, Evidence, and Ethics	3
Sub-total: 35-37			Sub-total: 35-37		
Electives: 6			Electives: 6		
Total credits required: 41-43			Total credits required: 41-43		

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

Does this change affect any other program?

No Yes If yes, what consultation has taken place?

Proposal from the Committee on Student Evaluation Of Faculty to Adopt a New Form for Student Evaluation of Faculty - Keith A. Markus (PSY)

Resolution: The College shall adopt the evaluation items proposed by the Student Evaluation of Faculty (SEOF) Committee for use in the student evaluation of faculty process, administered using the IOTA service or equivalent. The SEOF committee shall engage in ongoing assessment of the instrument and the process for use, and may periodically propose refinements to the College Council based on the assessment findings.

Rationale: The College is mandated to conduct student evaluation of faculty. The current student evaluation of faculty (SEOF) form was adopted over 20 years ago and a survey of key stakeholder groups indicated that it is no longer serving the needs of the College.

The SEOF Committee has been developing a replacement for several years, empirically testing various proposed changes, sharing the results in reports on the College Intranet, and eliciting feedback. The current pandemic-induced shift toward more online teaching has intensified the need for a replacement.

The proposed new form was designed from the start to be platform neutral in terms of delivery (online or paper) and applicable to all courses (online, hybrid, classroom, across departments and pedagogies). This design choice reflects a fundamental principle that fairness in personnel decisions requires that people in the same job category be evaluated the same way.

The revised form incorporates content derived from the stakeholder survey and refined based on both feedback and empirical testing. The proposed form focuses only on things that students are able to directly observe.

The proposed form involves clusters of items that form scales. Scale scores are more robust and informative than relying on individual item scores, and also make the scores more robust to differences across courses.

The proposed form uses a technique known as behavioral anchors to give the responses a clear meaning: The bottom third reflects inadequate teaching, the middle third, adequate, and the top third, exemplary. Research has shown that this method greatly improves the reliability of ratings.

The current form reduced the number of response options (from 7 to 5) which made the scores less sensitive and less reliable. The proposed form corrects this historical error by extending the scale to provide more informative and reliable scores.

The proposed form divides the current open-ended prompt into several topic-specific prompts. Research has shown that this elicits more comments and more useful comments. Past research indicates that students complete the form well within the allotted 20 minutes. The SEOF Committee is currently conducting a further study of completion time in response to feedback expressing concern about the length of the form.

In summary, the proposed form offers many empirically tested improvements over the current form.

Current SEOF Committee Members:

Keith A. Markus, Chair (Psychology Department)

Daniel Martins-Yaverbaum (Physics Department)

Christopher Herrmann (Law, Police Science and Criminal Justice Administration Department)

Sung-suk Violet Yu (Criminal Justice Department)

Jayvon Thomas (Student Government)

Seema Ramdat (Student Government)

Appendix
Proposed New Student Evaluation of Faculty Instrument
Spring 2021
Student Evaluation of Faculty Committee

The Faculty Senate affirmed four purposes that the Student Evaluation of Faculty instrument should serve (SEOF, 2012; See FAQ for exact wording). The first involves clarifying expectations for faculty, the remaining three involve providing feedback to faculty and providing information for personnel decisions to departments and to personnel committees. The proposed revised instrument has been carefully developed to optimize its usefulness for these four tasks. A stakeholder survey of students, faculty and specifically personnel committee members revealed dissatisfaction with the current instrument and this instrument is designed to address the sources of that dissatisfaction.

Herein, we offer a significantly improved instrument for the John Jay College student evaluation of faculty. This work was begun in response to a request from the Faculty Senate and Provost in 2010. The revised instrument reflects the following steps in its development: (1) discussions with the Faculty Senate leadership, (2) a vote by the faculty senate to reconfirm four key functions of the instrument (with one revision), (3) a stakeholder survey, (4) a test blueprint designed to meet the four stipulated functions, (5) development of behavioral anchors to improve the instrument, (6) feedback from the Faculty Senate, (7) multiple data collection efforts designed to resolve issues raised in the feedback and solicit additional input from users, (8) revision of the proposed form reflecting the results of those studies. The proposed instrument was designed to be applicable in all types of courses, in keeping with the current Provost's request for review of the current instrument.

The new instrument includes the following innovations:

- Items are organized into sub-scales based on stakeholder needs.
- Items focus on content observable by students.
- Reliability and sensitivity are increased with a 9-point response scale.
- The response options use behavioral anchors providing greater reliability.
- All questions now include a non-applicable option.
- There are now multiple specific prompts for constructed response feedback.

In considering the new instrument, it is important to keep in mind that this instrument was specifically designed to serve the four purposes affirmed by the Faculty Senate based on research conducted by the SEOF committee. It will not and cannot meet the individual preferences of every user and the committee encourages individual faculty members to collect additional feedback in their courses in accordance with their needs. Likewise, the instrument is not intended to provide a primary source of outcomes evaluation data for departments. This instrument instead represents an effort to design an instrument that works for all courses and provides useful information to faculty, departments, and the College Personnel Committee in a way that is fair and standardized for all faculty members.

We have organized the remainder of this document as a set of Frequently Asked questions.

Q: Why are we revising the form?

A: Revisions were requested by the Provost and Faculty Senate.

The stakeholder survey shows that the current form is failing to meet the needs of many users (SEOF, 2012).

Q: What are the blueprint and specifications and how were they decided on?

A: The blueprint and specifications describe the design of the proposed instrument. They were based on the four functions of the instrument and the stakeholder survey (SEOF, 2011; 2012).

Q: What were the four purposes of the SEOF instrument affirmed by the Faculty Senate?

- A:**
1. To provide information to new and continuing faculty regarding the criteria by which their teaching is to be evaluated by their students,
 2. To provide student feedback to the members of the faculty who teach them,
 3. To provide information to departmental personnel committees and to the College Faculty Personnel Committee for use in the personnel decision processes of full-time faculty,

4. To provide information to department Chairs (and to department personnel committees) for use in making decisions about the reappointment of adjunct faculty. (SEOF, 2012)

Q: Why do the questions have 9 response options?

A: The current instrument reduced the number of responses from 7 to 5. The committee views this as having been a mistake and seeks to rectify that mistake here. Users often focus on responses to individual items and this will make them more sensitive and reliable when used in isolation from their scales. Scales with more points are more reliable, which is important because the College has no lower limit to the number of students for which it will report results. Also, the 9-point scale helps facilitate the behavioral anchors (c.f., SEOF 2013; 2014).

Q: Why does the instrument have scales?

A: This will make the instrument more robust to use in different types of courses. The applicability of one item can vary across courses more than a sum score across a domain of related items. The profile of sum scores for the scales will provide a more robust means of comparison that has been previously available.

Q: How were the scales chosen?

A: Based on the survey responses from stakeholders (SEOF, 2011; 2012).

Q: Why has the open ended response been divided into multiple questions?

A: Most students leave the current question blank. Research showed that more specific questions generated more responses and thus make the open ended responses more useful. (SEOF, 2017)

Q: Why are the anchors linked to clusters of three response options?

A: Research shows that behavioral anchors produce more consistency in responses. Nine anchors would have been too dense. Our research showed that this approach does not bias students toward particular responses and helped make the options clearer for students (SEOF, 2020).

Q: Will the new instrument take too long to complete?

A: No. Our data collection shows that student complete the form quickly. No additional time during class will be required.

Q: Does including fewer anchors than response options bias the response patterns?

A: Our study suggests that it does not but the braces also mitigate this concern (SEOF 2014; 2020).

Q: Why do individual items include an option for "Not applicable"?

A: This was suggested by research participants and makes it clearer to students how to respond when an item does not apply to a specific course. Also, it helps users interpret non-responses to individual items (SEOF, 2020).

Q: Why do none of the scales assess student learning?

A: The scales are designed to serve the four purposes described earlier by assessing things that students are able to directly observe. Departments that wish to assess student learning for outcomes assessment should adopt more appropriate methods specific to that task.

Q: Why do none of the items assess faculty availability during office hours?

A: Because office hours are not a contractual obligation for some faculty. This came up in the survey as a concern of students but was dropped from the instrument in response to feedback from the Faculty Senate.

Q: Why is there only one form for all courses?

A: Because the ratings are used in the personnel process. Best practices and professional standards for educational personnel evaluation recommend that all personnel in the same job title be evaluated against the same standards. If different faculty members were evaluated using different scales this could introduce inequities in the process and provide grounds to challenge negative personnel decisions.

Q: How will the questions be presented online?

A: The committee envisions the open ended question for each topic directly following the five rating scale questions for the same topic. This is easier online than on paper because pages are not restricted by paper sizes. There is also more flexibility online because the format in which questions are presented does not constrain the format in which they

are reported the way that it did for paper forms.

References

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<http://inside.jjay.cuny.edu/apps/SEOF/index.asp>
- Student Evaluation of Faculty Committee (2017). Open-ended question pilot study.
<http://inside.jjay.cuny.edu/apps/SEOF/index.asp>
- Student Evaluation of Faculty Committee (2020). Fall 2017 and 2018 pilot studies: Brackets and does-not-apply response options. <http://inside.jjay.cuny.edu/apps/SEOF/index.asp>

Instructions: Fill in the oval that most accurately represents your observations of the instructor. If you are unsure or if the question is not applicable, then leave the question blank.

For Questions 1-15: Rate each statement from 1 to 9, 1 being the least favorable and 9 being the most favorable rating. Next to some of the numbers in each rating scale you will see descriptions of teaching behaviors. These do not include all possible examples and will not all apply to every instructor.

Feel free to skip any question.

Please **do not write your name anywhere on the form.**

Direct Instructional Activities

1. The instructor presents course content in ways students can understand.

- 1 }
2 } Offers few or disorganized explanations
3 }
4 }
5 } Offers sufficient explanations
6 }
7 }
8 } Offers thorough explanations
9 }

N Not Applicable

2. The instructor provides opportunities for students to participate.

- 1 }
2 } Does not allow time for student participation
3 }
4 }
5 } Allows some time for student participation
6 }
7 }
8 } Encourages student participation
9 }

N Not Applicable

3. The instructor encourages students to think independently.

- 1 }
2 } Discourages student reasoning
3 }
4 }
5 } Allows student reasoning
6 }
7 }
8 } Encourages student reasoning
9 }

N Not Applicable

4. The instructor presents course content in interesting ways.

- 1 }
2 } Presents in a dull manner
3 }
4 }
5 } Presents in a plain manner
6 }
7 }
8 } Presents in a lively manner
9 }

N Not Applicable

5. The instructor uses course time effectively.

- 1 }
2 } Manages class time poorly
3 }
4 }
5 } Manages class time adequately
6 }
7 }
8 } Manages class time masterfully
9 }

N Not Applicable

Course Design and Course Mechanics

6. The instructor returns grades quickly enough for the feedback to be useful.

- 1 }
2 } Returns work unreliably
3 }
4 }
5 } Returns work eventually
6 }
7 }
8 } Returns work quickly
9 }

N Not Applicable

7. The instructor assigns grades in ways that students can understand.

- 1 }
2 } Unclear grade computations
3 }
4 }
5 } Understandable grade computations
6 }
7 }
8 } Clear grade computations
9 }

N Not Applicable

8. The instructor follows the policies listed in the syllabus.

- 1 }
2 } Ignores the policies
3 }
4 }
5 } Deviates slightly from the policies
6 }
7 }
8 } Follows the policies
9 }

N Not Applicable

9. The instructor assigns readings and other materials that help students understand the course content.

- 1 }
2 } Connects readings to class poorly
3 }
4 }
5 } Connects readings to class adequately
6 }
7 }
8 } Connects readings to class vividly
9 }

N Not Applicable

10. The instructor assigns homework and other assignments that help students to understand the course content.

- 1 }
 2 } Connects homework to class poorly
 3 }
 4 }
 5 } Connects homework to class adequately
 6 }
 7 }
 8 } Connects homework to class vividly
 9 }

N Not Applicable

Student Relations

11. The instructor encourages students to share their points of view.

- 1 }
 2 } Discourages student expression
 3 }
 4 }
 5 } Allows student expression
 6 }
 7 }
 8 } Encourages student expression
 9 }

N Not Applicable

12. The instructor answers student questions in helpful ways.

- 1 }
 2 } Answers vaguely or not at all.
 3 }
 4 }
 5 } Answers minimally without elaboration.
 6 }
 7 }
 8 } Answers fully and informatively.
 9 }

N Not Applicable

13. The instructor offers encouragement to students.

- 1 }
 2 } Indifferent to student effort and success.
 3 }
 4 }
 5 } Responsive to student effort and success.
 6 }
 7 }
 8 } Committed to student effort and success.
 9 }

N Not Applicable

14. The instructor demonstrates awareness of individual student concerns.

- 1 }
 2 } Neither acknowledges nor addresses student
 3 } concerns.
 4 }
 5 } Acknowledges but does not address student concerns.
 6 }
 7 }
 8 } Acknowledges and addresses student concerns.
 9 }

N Not Applicable

15. The instructor responds respectfully to students.

- 1 }
 2 } Condescending or insulting toward students.
 3 }
 4 }
 5 } Polite but distanced toward students.
 6 }
 7 }
 8 } Personable and supportive toward students.
 9 }

N Not Applicable

Student Satisfaction with Course

16: I am satisfied with how the course was organized.

- 1 Extremely Dissatisfied.
 2
 3 Dissatisfied.
 4
 5 Neither Satisfied nor Dissatisfied.
 6
 7 Satisfied.
 8
 9 Extremely Satisfied.

17: I am satisfied with the critical thinking skills that I developed in this course.

- 1 Extremely Dissatisfied.
 2
 3 Dissatisfied.
 4
 5 Neither Satisfied nor Dissatisfied .
 6
 7 Satisfied.
 8
 9 Extremely Satisfied.

18: I am satisfied that the course covered material I needed to learn.

- 1 Extremely Dissatisfied.
 2
 3 Dissatisfied.
 4
 5 Neither Satisfied nor Dissatisfied.
 6
 7 Satisfied.
 8
 9 Extremely Satisfied.

19: I am satisfied with how the instructor taught the course.

- 1 Extremely Dissatisfied.
 2
 3 Dissatisfied.
 4
 5 Neither Satisfied nor Dissatisfied.
 6
 7 Satisfied.
 8
 9 Extremely Satisfied.

20: I am satisfied with the degree to which the course challenged me.

- 1 Extremely Dissatisfied.
 2
 3 Dissatisfied.
 4
 5 Neither Satisfied nor Dissatisfied.
 6
 7 Satisfied.
 8
 9 Extremely Satisfied.

Overall Evaluation

21: Overall, the instructor is an effective instructor.

- 1 Completely Disagree.
- 2
- 3 Disagree.
- 4
- 5 Neither Agree nor Disagree.
- 6
- 7 Agree.
- 8
- 9 Completely Agree.

22: I would take another class taught by this instructor.

- 1 Completely Disagree.
- 2
- 3 Disagree.
- 4
- 5 Neither Agree nor Disagree.
- 6
- 7 Agree.
- 8
- 9 Completely Agree.

23: I would recommend this instructor to other students.

- 1 Completely Disagree.
- 2
- 3 Disagree.
- 4
- 5 Neither Agree nor Disagree.
- 6
- 7 Agree.
- 8
- 9 Completely Agree.

Demographics

A: What is your class standing?

- (a) Freshman.
- (b) Sophomore.
- (c) Junior.
- (d) Senior.
- (e) Graduate.
- (f) Other.

B: What is your overall Grade Point Average (GPA)?

- (a) Below 2.0.
- (b) 2.0-2.49.
- (c) 2.5-2.99.
- (d) 3.0-3.49.
- (e) Above 3.50.

C: Which is closest to your expected grade in this course?

- (a) A.
- (b) B.
- (c) C.
- (d) D.
- (e) F.
- (f) P. (Pass)
- (g) R. (Repeat)
- (h) INC. (Incomplete)

D: How many credits are you taking this semester?

- (a) 0-6.
- (b) 7-11.
- (c) 12-14.
- (d) 15-17.
- (e) 18 or more.

E: What is your primary reason for taking this course?

- (a) Prerequisite.
- (b) Elective.
- (c) Required for major.
- (d) Fits schedule.
- (e) Other.

F: How many hours per week do you work (i.e., paid employment)?

- (a) None.
- (b) 1 to 10.
- (c) 11 to 20.
- (d) 21 to 30.
- (e) 31 to 40.
- (f) 41 or above.

Written Responses

Direct Instructional Activities: Please use the space below to provide specific comments about how the instructor performed as a teacher. These comments could include clarifications of your responses to the other items in this section, specific examples of instructor activities, or additional observations of the instructor's teaching not reflected in the other items in this section.

Course Design and Course Mechanics: Please use the space below to provide specific comments about how the instructor organized and administered the course. These comments could include clarifications of your responses to the other items in this section, specific examples of instructor activities, or additional observations of course organization not reflected in the other items in this section.

Student Relations: Please use the space below to provide specific comments about how the instructor interacted with students. These comments could include clarifications of your responses to the other items in this section, specific examples of instructor activities, or additional observations of instructor-student interactions not reflected in the other items in this section.

Student Satisfaction with Course: Please use the space below to provide specific comments about your general level of satisfaction with the opportunities provided by the instructor. These comments could include clarifications of your responses to the other items in this section, specific examples of instructor activities, or additional observations about your level of satisfaction not reflected in the other items in this section.

Overall Evaluation: Please use the space below to provide any additional comments about the instructor of this course. These comments could include clarifications of your responses to the other items in this section, specific examples of instructor activities, or any additional general observations about the instructor.



**College Council
Membership**

&

**College Council
Committees**

2020-2021

Table of Contents

College Council Membership	319
College Council Interim Executive Committee	321
Executive Committee of the College Council	321
Undergraduate Curriculum and Academic Standards Committee	322
Committee on Student Interests	323
Faculty-Student Disciplinary Committee	323
Committee on Faculty Personnel	325
Budget and Planning Committee.....	326
Financial Planning Subcommittee	328
Strategic Planning Subcommittee	328
Committee on Graduate Studies	329
Committee on Student Evaluation of the Faculty	330
Provost Advisory Council.....	330
Council of Undergraduate Program Coordinators	331
Committee on Honors, Prizes and Awards.....	332
College-Wide Grade Appeals Committee.....	332
College-Wide Assessment Committee	333
Committee on Faculty Elections.....	333

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
------------------	-----------------

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) Habersfeld
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:

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

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

1. Neil Caesar	2. Alisa Thomas
----------------	-----------------

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:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President and Chief Operating Officer Mark Flower
- Vice President for Enrollment Management and Student Affairs Brian Kerr
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
 1. Andrea Balis
 2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Hera Javaid
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezhansky

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li

- | | |
|---|--|
| 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. Rhojay Brown
 3. Luis Sanchez
 4. Avijit Roy
 5. Hashaam Shahzad
 6. **Vacant**

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

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

Committee on Faculty Personnel

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

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

- | | |
|---|---------------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Dean of Graduate Studies | Elsa-Sofia Morote |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | 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. Poonam Latchman

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**

