

**COLLEGE COUNCIL**

**AGENDA  
& ATTACHMENTS**

**THURSDAY, SEPTEMBER 22, 2022**

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

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

September 22, 2022 – 1:40 pm

- I.** Adoption of the Agenda
- II.** Approval of Members of the College Council Committees (Attachment A), **Pg. 4**
- III.** Election of the Secretary to the College Council
- IV.** Election of the 2022-2023 Executive Committee Members
- V.** Approval of the Minutes of the May 10, 2022 College Council (Attachment B), **Pg. 20**
- VI.** College Council Orientation – Deputy Counsel Jill Maxwell, **Pg. 27**
- VII.** Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C6) – Interim Dean of Academic Programs Andrew Sidman

**New Courses**

- C1. ANT 2XX (229) Global Asian Popular Culture (FC: World Cultures), **Pg. 35**
- C2. ANT 3XX (339) Asian American Identity & Struggles for Justice (CO: JCII), **Pg. 55**
- C3. HUM 2XX (277) Humanities in Action, **Pg. 73**
- C4. HUM 3XX (300) Landmark U.S. Supreme Court Cases: Criminal Justice and Humanistic Perspectives (CO: JCII), **Pg. 89**
- C5. SOC 3XX Drugs in U.S. Society (CO: JCII), **Pg. 149**

**Academic Standards**

- C6. Proposal to Revise the Freshman Forgiveness Policy, **Pg. 172**

- VIII.** Report from the Committee on Graduate Studies (Attachments D1-D3) – Interim Dean of Academic Programs Andrew Sidman

**Course Changes**

- D1. FOS727 Case Analysis in Forensic Toxicology, **Pg. 178**

**New Courses**

- D2. Advanced Certificate in Forensic Psychology, **Pg. 180**

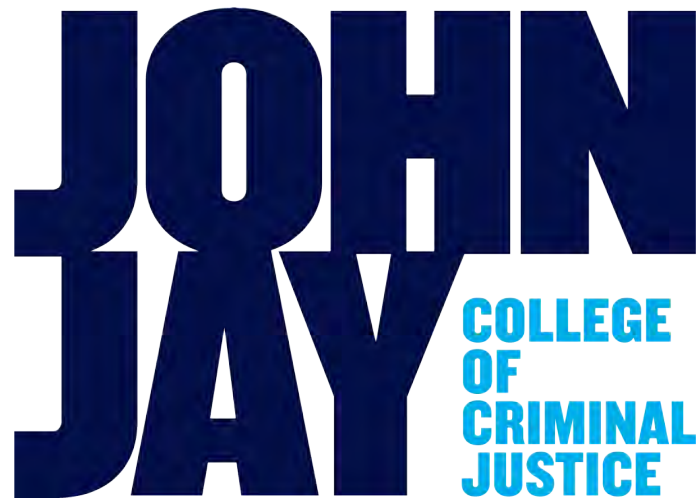
**Correction of Record**

- D3. Revision of Advanced Certificate in Crime Prevention and Analysis (Approved by the CC on 5/10/2022), **Pg. 182**

- IX.** 2021-2022 College Council Committee Activity Report (Attachment E), **Pg. 184**
- X.** 2022-2023 College Council Calendar (Attachment F), **Pg. 185**
- XI.** New Business

**XII.** Announcements:

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



**College Council  
Membership**

**&**

**College Council  
Committees**

**2022-2023**

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## College Council Membership

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

### Administration

- |   |                     |
|---|---------------------|
| 1. President (Chairperson)                                      | Karol Mason         |
| 2. Interim Provost and Vice President for Academic Affairs      | Allison Pease       |
| 3. Interim Vice President and Chief Operating Officer           | Mark Flower         |
| 4. Vice President for Enrollment Management and Student Affairs | Brian Kerr          |
| 5. Interim Dean of Student Academic Engagement and Retention    | Janice Johnson-Dias |
| 6. Interim Dean of Academic Programs                            | Andrew Sidman       |

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

|                    |                  |
|--------------------|------------------|
| 1. Angela Crossman | 2. Anthony Carpi |
|--------------------|------------------|

### Faculty

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

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

|                       |                        |
|-----------------------|------------------------|
| 30. English           | Karen Kaplowitz        |
| 31. History           | Jonathan Epstein       |
| 32. Law, PS and CJA   | Maria (Maki) Haberfeld |
| 33. Law, PS and CJA   | Heath Grant            |
| 34. Public Management | Warren (Ned) Benton    |
| 35. Sciences          | Francis Sheehan        |
| 36. Sciences          | Ana Pego               |

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

|                      |           |
|----------------------|-----------|
| 1. Edward Kennedy    | 5. Vacant |
| 2. Marie-Helen Maras | 6. Vacant |
| 3. Emily Haney-Caron | 7. Vacant |
| 4. Mohammed Islam    | 8. Vacant |

Higher Education Officers elected by the Higher Education Officers Council:

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

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

|                |                     |
|----------------|---------------------|
| 1. Helen Keier | 2. Jennifer Lorenzo |
|----------------|---------------------|

Students

|   |                   |
|---|-------------------|
| 41. President of the Student Council  | Sam Ascencio      |
| 42. Vice President of the Student Council   | Kelvin Pineda     |
| 43. Treasurer of the Student Council  | Esmeralda Polanco |
| 44. Secretary of the Student Council  | Yusuf Khaled      |
| 45. Elected At-Large Representative   | Vacant            |
| 46. Elected graduate student representative   | Vacant            |
| 47. Elected senior class representative   | Gavallia Beauvais |
| 48. Elected junior class representative   | Cheyenne Gonzalez |
| 49. Elected sophomore class representative  | Vacant            |
| 50. Freshman representative designated according to a method duly adopted by the Student Council. | Vacant            |

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

|           |           |
|-----------|-----------|
| 1. Vacant | 3. Vacant |
| 2. Vacant | 4. Vacant |

### **College Council Interim Executive Committee**

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

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

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

### **Executive Committee of the College Council**

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

The Executive Committee shall consist of the following members:

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



- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz
  3. Heath Grant
  4. Amy Green
  5. Marie-Helen Maras
  6. Francis Sheehan
  7. Adam Wandt
- Two (2) higher education officers
  1. Catherine Alves
  2. Helen Keier
- Three (3) students
  1. Sam Ascencio
  2. Kelvin Pineda
  3. Vacant

### **Undergraduate Curriculum and Academic Standards Committee**

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

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

- |   |  |
|---|--|
| • Interim Dean of Academic Programs (Chairperson)   | Andrew Sidman                            |
| • Vice President for Enrollment Management and Student Affairs  | Brian Kerr                               |
| • Associate Dean of Academic Programs   | Katherine Killoran                       |
| • Assistant Vice President for Enrollment Management and Senior Registrar   | Daniel Matos                             |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years |  |
| 1. Africana Studies   | Teresa Booker                            |
| 2. Anthropology   | Ed Snajdr (Fall); Atiba Rougier (Spring) |
| 3. Art and Music  | Roberto Visani                           |
| 4. Communication & Theater Arts   | Marsha Clowers                           |
| 5. Counseling and Human Services  | Ma'at Lewis                              |
| 6. Criminal Justice   | Valerie West                             |
| 7. Economics  | Jay Hamilton                             |
| 8. English  | Madhura Bandyopadhyay                    |
| 9. History  | David Munns                              |
| 10. Interdisciplinary Studies Program (ISP)   | Gerry Markowitz                          |
| 11. Latin American & Latinx Studies   | Suzanne Oboler                           |
| 12. Law, Police Science & CJA   | Beverly Frazier                          |

- |   |  |
|---|--|
| 13. Library                               | Maria Kiriakova  |
| 14. Mathematics & Computer Science        | Genesis Alberto  |
| 15. Modern Languages & Literatures        | Vicente Lecuna (Fall 2022; Cristina Lozano Arguelles (Spring 2023) |
| 16. Philosophy                            | Sergio Gallegos  |
| 17. Political Science                     | Jennifer Rutledge  |
| 18. Psychology                            | Kelly McWilliams   |
| 19. Public Management                     | Judy-Lynne Peters  |
| 20. Sciences                              | Daniel Yaverbaum   |
| 21. Security, Fire & Emergency Management | Robert Till  |
| 22. SEEK                                  | Virginia Diaz-Mendoza  |
| 23. Sociology                             | Jayne Mooney   |
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
    1. Vacant
    2. Vacant
    3. Vacant

### **Committee on Student Interests**

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

- |   |                  |
|---|------------------|
| • Interim Assistant Vice President and Dean of Students (Chairperson)   | Danielle Officer |
| • Director of Athletics   | Catherine Alves  |
| • Senior Director for Student Affairs   | Vacant           |
| • Two (2) members of the faculty <ol style="list-style-type: none"> <li>1. Genesis Alberto</li> <li>2. Nicole Elias</li> </ol>  |                  |
| • Six (6) students <ol style="list-style-type: none"> <li>1. Cheyenne Gonzalez</li> <li>2. Rahele Gadapaka</li> <li>3. Vacant</li> <li>4. Vacant</li> <li>5. Vacant</li> <li>6. Vacant</li> </ol> |                  |

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

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee

shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
  1. Marsha Clowers
  2. Stephen Russell
  3. Toy-Fung Tung
- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Ali Kocak
  2. Heath Grant
  3. Jennifer Holst
  4. Jose Olivo
  5. Shilpa Viswanath
  6. Thomas Kubic
- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
  1. Maria Vidal
  2. Kseniya Kosmina
  3. Helen Keier
  4. Shakia Brown
  5. Yaritma Cabral
  6. Angel Polanco
- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Anisha Cyrus
  2. Vacant
  3. Vacant
  4. Vacant
  5. Vacant
  6. Vacant

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

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

### **Committee on Faculty Personnel**

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

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

- |  |                           |
|--|---------------------------|
| • President (Chairperson)                                    | Karol Mason               |
| • Interim Provost and Vice President for Academic Affairs    | Allison Pease             |
| • Interim Dean of Faculty                                    | Angela Crossman           |
| • Interim Dean of Academic Programs                          | Andrew Sidman             |
| • Associate Provost and Dean of Research                     | Anthony Carpi             |
| • Chairperson of each academic department                    |                           |
| 1. Africana Studies  | Teresa Booker             |
| 2. Anthropology  | Ed Snadjr                 |
| 3. Art and Music   | Claudia Calirman          |
| 4. Communication and Theater Arts                            | Seth Baumrin              |
| 5. Counseling and Human Services                             | Katherine Stavrianopoulos |
| 6. Criminal Justice  | Evan Mandery              |
| 7. Economics   | Geert Dhondt              |
| 8. English   | Jean Mills                |
| 9. History   | Michael Pfeifer           |
| 10. Interdisciplinary Studies                                | Katie Gentile             |
| 11. Latin American and Latinx Studies                        | Lisandro Perez            |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld    |
| 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  | Susan Kang                |
| 18. Psychology   | Daryl Wout                |
| 19. Public Management  | Warren Eller              |
| 20. Sciences   | Shu Yuan (Demi) Cheng     |
| 21. Security, Fire and Emergency Management                  | Robert Till               |
| 22. SEEK   | Erica King-Toler          |
| 23. Sociology  | Robert Garot              |

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Majumdar, Nivedita
  2. Barberet, Rosemary
  3. Grant, Heath
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Mckible, Adam
  2. Shaprio, Lauren
  3. Thompson, Denise
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Della Wang
  2. Vacant

### **Budget and Planning Committee**

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- |  |                        |
|--|------------------------|
| • President (Chairperson)                                      | Karol Mason            |
| • Interim Provost and Vice President for Academic Affairs      | Allison Pease          |
| • Interim Vice President and Chief Operating Officer           | Mark Flower            |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr             |
| • Interim Associate Provost for Institutional Effectiveness    | Nancy Velazquez-Torres |
| • Assistant Vice President for Administration                  | Oswald Fraser          |
| • Interim Dean of Academic Programs                            | Andrew Sidman          |
| • Interim Associate Provost for Strategy and Operations        | Kinya Chandler         |
| • Associate Provost and Dean of Research                       | Anthony Carpi          |
| • Vice President for Institutional Advancement                 | Ketura Parker          |
| • Business Manager   | Ajisa Dervisevic       |
| • President of the Faculty Senate                              | Warren (Ned) Benton    |
| • Vice President of the Faculty Senate                         | Karen Kaplowitz        |

- Two (2) members chosen by the Faculty Senate
  1. Marie-Helen Maras
  2. Raymond Patton
- 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. Vacant
  2. Vacant
- President of the Student Council or designee
- Treasurer of the Student Council or designee
- Additional student representative
- Additional student representative
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Anthony Chambers
  2. Vacant

Teresa Booker  
 Ed Snadjr  
 Claudia Calirman  
 Seth Baumrin  
 Katherine Stavrianopoulos  
 Evan Mandery  
 Geert Dhondt  
 Jean Mills  
 Michael Pfeifer  
 Katie Gentile  
 Lisandro Perez  
 Maria (Maki) Haberfeld  
 Jeffrey Kroessler  
 Douglas Salane  
 Vicente Lecuna  
 Jonathan Jacobs  
 Susan Kang  
 Daryl Wout  
 Warren Eller  
 Shu Yuan (Demi) Cheng  
 Robert Till  
 Erica King-Toler  
 Robert Garot  
 Catherine Alves

Sam Acsencio  
 Esmeralda Polanco  
 Vacant  
 Vacant

### Financial Planning Subcommittee

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Interim Vice President and Chief Operating Officer (Chairperson) Mark Flower
- Interim Provost and Vice President for Academic Affairs Allison Pease

- |  |                     |
|--|---------------------|
| • President of the Faculty Senate                        | Warren (Ned) Benton |
| • Vice President of the Faculty Senate                   | Karen Kaplowitz     |
| • One (1) representative chosen by the Faculty Senate    | Maki Haberfeld      |
| • Chair of the Council of Chairs                         | Katie Gentile       |
| • Vice Chair of the Council of Chairs                    | Jean Mills          |
| • One (1) representative chosen by the Council of Chairs | Robert Till         |
| • Chair of the Higher Education Officers Council         | Catherine Alves     |
| • Student representative                                 | Vacant              |
| • Student representative                                 | Vacant              |

The Interim Associate Provost of Strategy and Operations, Kinya Chandler, and the Business Manager, Ajisa Dervisevic shall staff the subcommittee.

### Strategic Planning Subcommittee

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- |   |                        |
|---|------------------------|
| • Interim Provost and Vice President for Academic Affairs (Chairperson) | Allison Pease          |
| • Interim Associate Provost for Institutional Effectiveness             | Nancy Velazquez-Torres |
| • Interim Vice President and Chief Operating Officer                    | Mark Flower            |
| • President of the Faculty Senate                                       | Warren (Ned) Benton    |
| • Vice President of the Faculty Senate                                  | Karen Kaplowitz        |
| • Two (2) representatives chosen by the Faculty Senate                  |                        |
| 1. Heath Grant  |                        |
| 2. Vacant   |                        |
| • Chair of the Council of Chairs  | Katie Gentile          |
| • Two (2) representatives chosen by the Council of Chairs               |                        |
| 1. Demi Cheng   |                        |
| 2. Vacant   |                        |
| • President of the Higher Education Officers Council                    | Catherine Alves        |
| • Two (2) student representatives:                                      |                        |
| 1. Esmeralda Polanco  |                        |
| 2. Vacant   |                        |

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

### Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic

evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- |  |                                     |
|--|-------------------------------------|
| • Interim Dean of Academic Programs (Chairperson)              | Andrew Sidman                       |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr                          |
| • Interim Assistant Vice President and Dean of Students        | Danielle Officer                    |
| • Chief Librarian  | Jeffrey Kroessler                   |
| • Graduate Program Directors                                   |                                     |
| 1. Criminal Justice  | Sung-Suk Violet Yu                  |
| 2. Criminal Justice (Online)                                   | Frank Pezzella                      |
| 3. Digital Forensics and Cybersecurity                         | Shweta Jain                         |
| 4. Economics   | Ian Seda                            |
| 5. Emergency Management  | Charles Jennings                    |
| 6. Forensic Mental Health Counseling, M.A.                     | Chitra Raghavan                     |
| 7. Forensic Psychology, M.A.                                   | Chitra/Abbie Tuller (Interim 21/22) |
| 8. Forensic Psychology and Law (Dual Degree)                   | Chitra Raghavan                     |
| 9. Forensic Science, M.S.                                      | Mechthild Prinz                     |
| 10. Human Rights, M.A.   | Charlotte Walker-Said               |
| 11. International Crime and Justice                            | Gohar Petrossian                    |
| 12. Law and Public Accountability (Dual Degree)                | Daniel Feldman                      |
| 13. Protection Management                                      | Robert Till                         |
| 14. Public Policy and Protection Management (Dual Degree)      | Yi Lu                               |
| 15. MPA: Public Policy and Administration                      | Yi Lu                               |
| 16. MPA: Public Policy and Administration (Online)             | Nicole Elias                        |
| 17. MPA: Inspection and Oversight                              | Denise Thompson                     |
| 18. MPA: Inspection and Oversight (Online)                     | Jean-Marie Col                      |
| 19. Security Management  | Alexander Alexandrou                |
| • BA/MA Director   | Rebecca Weiss                       |
| • Two (2) graduate students                                    |                                     |
| 1. Vacant  |                                     |
| 2. Vacant  |                                     |

### **Committee on Student Evaluation of the Faculty**

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

- Four (4) full-time members of the faculty
  1. Keith Markus
  2. Christopher Herrmann



- 3. Daniel Yaverbaum
  - 4. Sung-Suk (Violet) Yu
- Two (2) students
    - 1. Vacant
    - 2. Vacant

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

### **Provost Advisory Council**

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

- |  |                           |
|--|---------------------------|
| • Interim Provost and Vice President for Academic Affairs<br>(Chairperson) | Allison Pease             |
| • Interim Associate Provost of Strategy and Operations                     | Kinya Chandler            |
| • President of the Faculty Senate  | Warren (Ned) Benton       |
| • Vice President of the Faculty Senate                                     | Karen Kaplowitz           |
| • Chairperson of each academic department                                  |                           |
| 1. Africana Studies  | Teresa Booker             |
| 2. Anthropology  | Ed Snadjr                 |
| 3. Art and Music   | Claudia Calirman          |
| 4. Communication and Theater Arts  | Seth Baumrin              |
| 5. Counseling and Human Services   | Katherine Stavrianopoulos |
| 6. Criminal Justice  | Evan Mandery              |
| 7. Economics   | Geert Dhondt              |
| 8. English   | Jean Mills                |
| 9. History   | Michael Pfeifer           |
| 10. Interdisciplinary Studies  | Katie Gentile             |
| 11. Latin American and Latinx Studies                                      | Lisandro Perez            |
| 12. Law, Police Science, and Criminal Justice Administration               | Maria (Maki) Haberfeld    |
| 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  | Susan Kang                |
| 18. Psychology   | Daryl Wout                |
| 19. Public Management  | Warren Eller              |
| 20. Sciences   | Shu Yuan (Demi) Cheng     |
| 21. Security, Fire and Emergency Management                                | Robert Till               |
| 22. SEEK   | Erica King-Toler          |
| 23. Sociology  | Robert Garot              |

### **Council of Undergraduate Program Coordinators**

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

- |  |  |
|--|--|
| • Dean of Student Academic Engagement and Retention<br>(Chairperson) | Janice Johnson-Dias  |
| • Coordinators of Undergraduate Majors                               |  |
| 1. Anthropology  | Shonna Trinch  |
| 2. Applied Mathematics: Data Science & Cryptography                  | Hunter Johnson, Michael Puls   |
| 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.)   | Christopher Herrmann   |
| 7. Criminal Justice Management                                       | Henry Smart  |
| 8. Criminology   | Andrew Karmen  |
| 9. Deviance, Crime and Culture                                       | Marta-Laura Haynes   |
| 10. Dispute Resolution Certificate                                   | Maria Volpe  |
| 11. Economics  | Jay Hamilton   |
| 12. English  | Paul Narkunas  |
| 13. Emergency Services Administration                                | Robert Till  |
| 14. Fire Science   | Robert Till  |
| 15. Forensic Psychology  | Silvia Mazzula   |
| 16. Forensic Science   | Jennifer Rosati  |
| 17. Fraud Examination and Financial Forensics                        | David Shapiro  |
| 18. Gender Studies   | Olivera Jokic  |
| 19. Global History   | Matt Perry   |
| 20. Humanities and Justice   | Allison Kavey  |
| 21. Human Services and Community Justice                             | Katherine Stavrianopoulos  |
| 22. International Criminal Justice                                   | Veronica Michel  |
| 23. Latin American and Latinx Studies                                | Brian Montes   |
| 24. Law and Society  | Jennifer Rutledge, Michael<br>Yarbrough, Janice Bockmeyer,<br>Katie Zuber* |
| 25. Library  | Karen Okamoto  |
| 26. Philosophy   | Catherine Kemp   |
| 27. Police Studies   | John Shane, Arthur Storch  |
| 28. Political Science  | Jennifer Rutledge, Michael<br>Yarbrough, Janice Bockmeyer,<br>Katie Zuber* |
| 29. Public Administration  | Glenn Corbett  |
| 30. Security Management  | Hung-Lung Wei  |
| 31. Sociology  | David Green  |
| 32. Spanish  | Cristina Lozano Arguelles  |
| 33. Toxicology   | Shu-Yuan Cheng   |

\*Co-coordinators

### **Committee on Honors, Prizes and Awards**

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

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Senior Director for Student Affairs Vacant
- Three (3) full-time members of the faculty
  1. Mohammed Islam
  2. Peter Mameli
  3. Kevin Wolff
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Cheyenne Gonzalez
  2. Vacant
  3. Vacant

### **Special Committee of the College Council**

#### **Committee on Faculty Elections**

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

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

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

May 10, 2022

The College Council held its eighth meeting of the 2021-2022 academic year on Tuesday, May 10, 2022. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, Erica King-Toler, Elton Beckett, Fritz Umbach, Gregory Sheppard, Mohamed Ben-Zid, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Maureen Richards, Mickey Melendez, Ned Benton, Sung-Suk (Violet) Yu, Veronica Johnson, Silvia Dapia, Andrew Berezhansky, Fatumata Tunkara, Brian Cortijo, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Karol Mason, Mark Flower, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Yi Li, Daniel Matos\*, Anthony Carpi\*, Helen Keier\*, Jennifer Lorenzo\*, Jonathan Epstein\*, Maria (Maki) Habersfeld\*, Patrick Raftery\*, Hashaam Shahzad\*.

Absent: Alexander Long, Andrea Balis, David Brotherton, Marta-Laura Haynes, Samantha Majic, Aiisha J. Qudusi, Katelynn Seodarsan, Samelia James, Adam Ramirez, Yong Hao Zheng, Poonam Latchman, Tisha Brahmbhatt, Anru Lee\*, Mohammed Islam\*, Marta Concheiro-Guisan\*, Yousof Abdelreheem\*, Lutful Mamun Shudin\*, Nicole Calderon\*.

Guests: Jill Maxwell, Katherine Killoran, Tony Balkissoon, Shavonne McKiever.

\* Alternates

#### I. Adoption of the Agenda

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

#### II. Approval of the Minutes of the April 12, 2022 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. Resolution Authorizing College Council and its Committees to Conduct Meetings Using Video-Conference in Accordance with the NYS Open Meetings Law

The committee discussed the Open Meetings Law and the proposed Resolution, including its Sections A and B. The committee decided to adopt the resolution with the following amendments:

- Change Section B to read “If a meeting uses video conferencing, College Council shall meet the requirements of the Open Meetings Law, which are incorporated herein” (see Attachments 1 and 2 of the minutes).

A motion was made to adopt the Resolution as amended. The motion was seconded and approved unanimously.

V. Approval of the 2021-2022 Graduates (Attachment D) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos

A motion was made to certify and approve the list of eligible degree recipients for the graduating class of 2022. The motion was seconded and approved unanimously.

VI. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments E1-E3) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

**Programs**

A motion was made to adopt the item marked E1. Proposal for a New Dual Admission/Joint Degree with Queensborough Community College for the AS in Liberal Arts: Math and Science to BS in Applied Mathematics (CUNY Justice Academy). The motion was seconded and approved unanimously.

A motion was made to adopt the item marked E2. Proposal for a New Dual Admission/Joint Degree with Borough of Manhattan Community College AS in Mathematics to BS in Applied Mathematics (CUNY Justice Academy). The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to adopt the item marked E3. ENG 216 Fiction Writing. The motion was seconded and approved unanimously.

VII. Report from the Committee on Graduate Studies (Attachments F1-F4) – Dean of Graduate Studies Elsa-Sofia Morote

**New Course**

A motion was made to adopt the item marked F1. CRJ 718 Action Research for Crime Analysis. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked F2. PMT 785 Special Topic in Emergency Management. The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to adopt the item marked F3. PMT 748 Project Management for Emergency Management and Public Safety. The motion was seconded and approved unanimously.

**Certificate Change**

A motion was made to adopt the item marked F4. Advanced Certificate in Crime Prevention and Analysis. The motion was seconded and approved unanimously.

- VIII. Proposed College Council Calendar for AY 2022-2023  
The committee reviewed the calendar and had no comments.
- IX. New Business  
No new business was presented.

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

## Attachment 1



**John Jay College of Criminal Justice  
College Council  
May 10, 2022**

**RESOLUTION**

**WHEREAS**, the New York State Open Meetings Law, 7 N.Y. Pub. Off. §103, was recently amended to allow public bodies to conduct business using videoconferencing in some circumstances;

**WHEREAS**, the John Jay College of Criminal Justice College Council (“College Council”) and its Committees have been successfully conducting business remotely since March 2020; and

**WHEREAS**, the College Council wishes to have the option to continue this practice to the extent it is allowed by law.

**RESOLVED**, that the College Council authorizes its meetings and meetings of its Committees to be conducted using video-conference in accordance with the Open Meetings Law and the policies and procedures established in the document, John Jay College’s College Council Remote Meeting Policy & Procedures, attached to this Resolution and that may be amended from time to time.

## Attachment 1

**John Jay College's College Council  
Remote Meeting Policy & Procedures**

Adopted: May 10, 2022

- A. Meetings of John Jay College College's Council ("College Council") and those of its Committees subject to the NYS Open Meetings Law (the "OML") may be conducted using video conference if:
1. There has been a state disaster emergency declared by the New York State Governor pursuant to section 28 of the NYS Executive Law, or by the Mayor of New York City, pursuant to section 24 of the NYS Executive Law, if the ability of the College Council to hold an in-person meeting is impaired due to the circumstances necessitating the declaration of the state disaster emergency; or
  2. A quorum of members is physically present in the same location or locations where the public can attend in person. Other members attending remotely may do so only if they are unable to be physically present due to a significant or unexpected factor including: (a) disability, (b) illness/quarantine, and (c) caregiving responsibilities.
- B. If a meeting uses video-conferencing, College Council shall meet the requirements of the OML, which are incorporated herein. ~~As of the date of adoption of this policy, the following requirements must be met pursuant to OML:~~
- ~~1. Notice of the meeting to the public must include:~~
    - ~~a. that videoconferencing will be used,~~
    - ~~b. that the meeting will be recorded,~~
    - ~~c. where the public can view and/or participate in the meeting remotely,~~
    - ~~d. the physical location(s) where the public can attend in person, and~~
    - ~~e. where relevant documents and/or records will be posted online or available~~
  - ~~2. Members must be able to be heard, seen, and identified.~~
    - ~~a. Members participating remotely must have their camera on with their full name attached to their picture.~~
    - ~~b. Members participating in person must be visible on the camera and have a nametag in front of them. The microphones must be able to pick up all members' voices.~~
  - ~~3. Minutes of the meeting must include which, if any, members participated remotely.~~
  - ~~4. The meeting must be recorded.~~
  - ~~5. The public must have the opportunity to participate in the meeting and access to the meeting must be consistent and in compliance with the Americans with Disabilities Act.~~
  - ~~6. Within five business days following a meeting that used video conferencing the recording must be posted on the public body's website and shall remain available for at least five years.~~
  - ~~7. These policies and procedures must be posted on a public website.~~

Should the above requirements change pursuant to any amendment to OML or other law, those amendments are incorporated and, if different than the above, supersede the above.



## Attachment 2



**John Jay College of Criminal Justice  
College Council  
May 10, 2022**

**RESOLUTION**

**WHEREAS**, the New York State Open Meetings Law, 7 N.Y. Pub. Off. §103, was recently amended to allow public bodies to conduct business using videoconferencing in some circumstances;

**WHEREAS**, the John Jay College of Criminal Justice College Council (“College Council”) and its Committees have been successfully conducting business remotely since March 2020; and

**WHEREAS**, the College Council wishes to have the option to continue this practice to the extent it is allowed by law.

**RESOLVED**, that the College Council authorizes its meetings and meetings of its Committees to be conducted using video-conference in accordance with the Open Meetings Law and the policies and procedures established in the document, John Jay College’s College Council Remote Meeting Policy & Procedures, attached to this Resolution and that may be amended from time to time.

## Attachment 2

**John Jay College's College Council  
Remote Meeting Policy & Procedures**

Adopted: May 10, 2022

- A. Meetings of John Jay College College's Council ("College Council") and those of its Committees subject to the NYS Open Meetings Law (the "OML") may be conducted using video conference if:
1. There has been a state disaster emergency declared by the New York State Governor pursuant to section 28 of the NYS Executive Law, or by the Mayor of New York City, pursuant to section 24 of the NYS Executive Law, if the ability of the College Council to hold an in-person meeting is impaired due to the circumstances necessitating the declaration of the state disaster emergency; or
  2. A quorum of members is physically present in the same location or locations where the public can attend in person. Other members attending remotely may do so only if they are unable to be physically present due to a significant or unexpected factor including: (a) disability, (b) illness/quarantine, and (c) caregiving responsibilities.
- B. If a meeting uses video-conferencing, College Council shall meet the requirements of the OML, which are incorporated herein.

# **COLLEGE COUNCIL ORIENTATION**

## **2022-2023**



# Role of Council

- Primary governing body of the College
- Establishes policy on all matters except those expressly reserved to others

# Membership

Faculty: 30

Students: 10

Administration: 6

HEO-series: 4

Each group has “alternates” who can act if a regular member is absent.

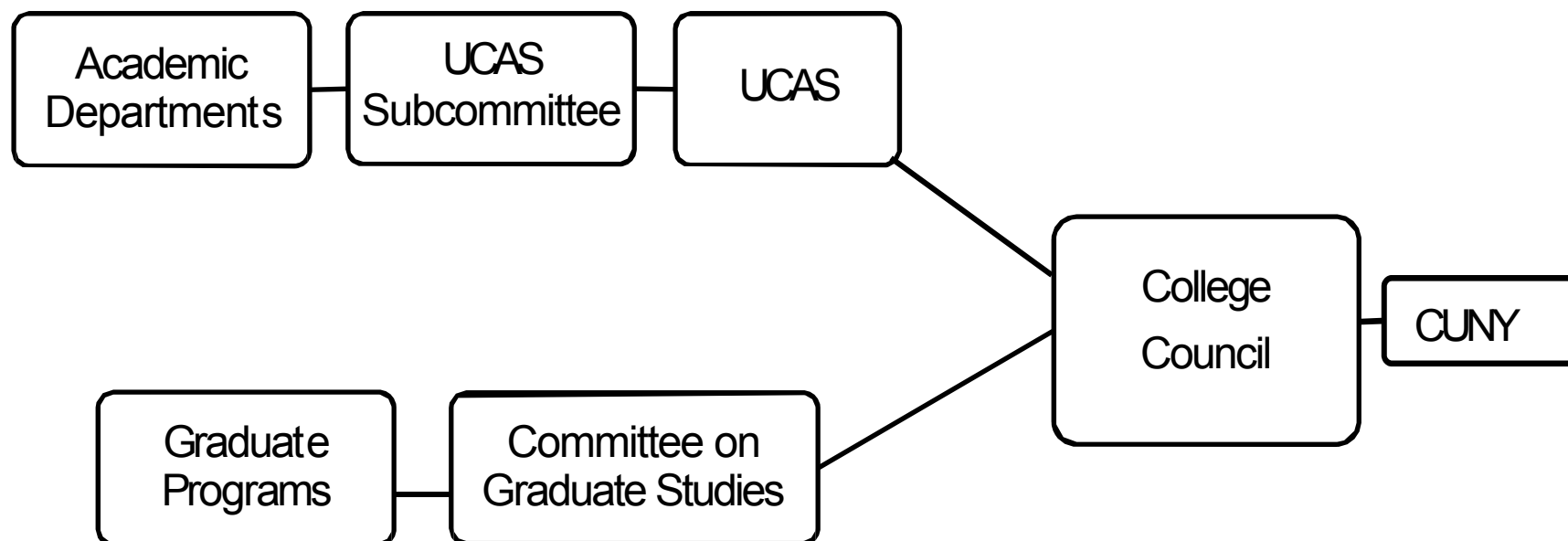
# What Does the Council Do?

- Makes policy decisions for the College
- Agenda is prepared by the Executive Committee
- Only certain groups (Faculty Senate, Council of Chairs, HEO Council, Student Council, and College Council committees) can propose agenda items
- Roberts Rules of Order are followed

# CUNY's Role

Academic curricula must be approved by CUNY

- Routine matters are in the “Academic University Report” and are approved by the University Dean’s Office for Curriculum and Academic Programs
- Other matters are in the CAPPR report and are approved by the Board of Trustees





# Who Can Participate?

- All College faculty, staff and students may speak at College Council meetings.
- The meetings are open to the public (including the written minutes and a record of the final vote on each matter)

# Attendance

- If you miss two straight meetings, you'll be asked to explain. The Executive Committee will consider what to do if you miss a third straight meeting, and will notify you.
- If you miss a third straight meeting, the Executive Committee may decide your spot is vacant. A replacement will then be found.

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

## New Course Proposal Form

Date Submitted: 3/17/2022

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

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

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

Name: Anru Lee

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

Phone number(s) (212) 237-8571

2. a. **Title of the course:** Global Asian Pop Culture

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

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

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

The course 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.):   ANT  

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 integral part of the college's effort to make the John Jay curriculum more diverse and inclusive. The current curriculum has very few courses that directly address the experiences of Asian American and Asian diasporic communities. This course is also a direct response to address the need of students of Asian descent at John Jay, who have expressed their concerns about lacking representation and visibility at the College. This course expands the Anthropology program's coverage of global cultures and lifeways with a focus on a particular culture area in the world and connects this experience with current theory in

social science. It will also be a part of the course offerings of the Global Asian Studies minor that is currently under development at the college.

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

This course explores Asian popular cultures from a global and cross-cultural perspective, especially their role in the production of meaning and construction of different forms of identity. The course will focus on various types of cultural media in specific ethnographic settings to probe the intricate interrelations of power and politics, gender and sexuality, race and ethnicity, class and social hierarchy, and language and discourse. Students will use critical conceptual and analytical tools to examine the ways in which Asian popular cultures are produced, circulated, marketed, altered, and consumed by different audiences in the contexts of cultural diffusion and imperialism, technological convergence, globalization and indigenization, and other transnational processes and transformations.

**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

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

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

- Students will gather, interpret, and assess information from a variety of sources and points of view.
- Students will evaluate evidence and arguments critically or analytically.
- Students will produce well-reasoned written or oral arguments using evidence to support conclusions.

- Students will analyze and describe culture, globalization, or global diversity, and describe an event or process from more than one point of view.
- Students will analyze the historical development of one or more non-U.S. societies.
- Students will analyze the significance of one or more major movements that have shaped the world's societies.

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

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

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

Anthropology Major (Part Three: Anthropology Elective)  
Anthropology Minor

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

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

**Flexible Core:**

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

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

This course satisfies the "World Cultures and Global Issues" requirement of our Gen Ed's flexible core. Asia's rapidly changing social and political context is contributing to the dynamic development of global popular culture. The emphasis in this course on the transnational nature of Asian popular culture as both a world culture and a global issue is consonant with the missions of both CUNY and John Jay College. The context of the course will be international and the orientation of the materials and discussions will be comparative. Students will critically assess issues of global significance, including but not limited to the intricate interrelation of soft power and politics, gender, sexuality, race, and social hierarchy. We will examine the ways in which popular cultures are produced, circulated, marketed, transformed and consumed by different global audiences.

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

Student learning will be accessed through article reviews, Blackboard Discussion Forums, class presentations, and final research paper. Antecedents of student learning will be assessed using the departmental outcome assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings, and student written assignments and participation assessments.

As per the learning goals of this course:

(1) Gather, interpret, and assess information from a variety of sources and points of view

Through a series of scaffolded assignments, students in the class will be engaged in gathering, interpreting, and assessing a range of interdisciplinary texts and other sources to develop their final research paper. Specially, to produce an annotated bibliography for their final paper will require students to gather and assess a variety of sources and points of view on a topic related to the course.

Over the course of the semester, students will also submit article reviews on a weekly basis, which will require that they reflect, interpret and assess assigned readings from an array of sources (such as from anthropology, geography, cultural studies, media studies, and history) that represent different perspectives. For example, class readings in Week 2 expose students to the recent development of a pan-Asian popular culture that transcends individual national borders from historical (temporal) and cultural geographic (spatial) perspectives. Students will be exposed to an interdisciplinary body of literature that addresses contemporary notions of identity, nation, race, class, gender, sexualities, and migration and mobility, which will provide them with a foundation for understanding the significance of popular culture in the production of meaning and construction of identity for different audiences. For example, class readings in Weeks 3, 4 and 5 provide case studies on popular cultures in five Asian nations, each of which entails a different set of politico-economic dynamics, social stratification, and cultural diversification and thus represents a set of identities and embodies a set of meanings unique to the nation.

(2) Evaluate evidence and arguments critically or analytically

Students will evaluate evidence and arguments critically and analytically in various ways in this course:

(1) Article Reviews will require students to critically and analytically examine evidence and arguments presented in the readings and other class materials.

(2) Class discussions will focus on weekly assigned readings, and students will be prompted to interact with each other, debate the merits of arguments made in the readings, and present arguments of their own based on evidence they can point to from the readings or any other reliable sources.

(3) Throughout the semester, different students will be assigned to lead a class discussion on the topic of the week. They will be prompted to use assigned readings to inform the discussion and support their arguments and conclusions.

(4) Students will work on developing a final research paper that will engage them in evaluating evidence and arguments critically or analytically on a topic related to this course. In addition, students will give brief presentations focused on the main arguments in their final research paper. They will be encouraged to present key evidence to support their arguments.

(3) Produce well-reasoned written or oral arguments using evidence to support conclusions

In their final projects, students will conduct research into an important topic about the effects, implications, and ramifications of the globalization of Asian popular cultures. To complete their final research papers, students will be required to draw on at least two separate texts they have read and studied during the semester and two scholarly outside sources as well as interviews, images, and data they have gathered. They will be required to formulate and defend their own arguments based on all these different sources.

Students will be encouraged to use the concepts and arguments that they interrogated in the weekly article reviews and the information that they gathered and the ideas that they developed for the Asian Popular Culture Observations Journal (Weeks 4, 8, and 13) as foundations to take their research project further in the final research paper.

To facilitate students to engage in their independent research, and to encourage them to learn from one another as well as help each other by providing constructive comments, the Research Project is divided into a series of scaffolded assignments, including:

- (1) submitting a final paper topic for approval in Week 7;
- (2) developing and submitting a thesis statement that identifies and articulates their main arguments in Week 10. Concurrently, students will also submit an outline, which will engage them in developing well-organized and well-reasoned arguments.
- (3) submitting an abstract and an annotated bibliography in Week 11. The work on an annotated bibliography will also focus students on identifying and evaluating sources and evidence to be used in their final papers as well as their in-class presentations.
- (4) giving a class presentation in Week 14 or 15; and
- (5) turning in the final research paper in the Finals Week.

Feedback that students receive on their annotated bibliography and other assignments will help them better organize and sharpen their arguments for the final paper and class oral presentations to be made during the last two weeks of the semester. Furthermore, students' final research papers and in-class oral presentations provide additional opportunities to produce and present well-reasoned written arguments using evidence to support their arguments.

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

Course materials, writing assignments and class discussions for this course will engage students in analyzing Asian popular cultures and the development of specific cultural mediums and cultural expressions from national and transnational perspectives. The production, circulation, and consumption of Asian popular cultures will be examined with comparative ethnographic approaches and from Asian and non-Asian perspectives. For this particular reason, students will be doing close reading on case studies on popular culture in different societies such as Taiwan, Hong Kong, China, Japan, South Korea, and India. In addition, a module on "Asia as the Exotic Other" (Week 9) from western viewpoints is incorporated in the syllabus. As another example, how gender and sexuality (re)presented in Asian cultural mediums (such as Japanese mangas and animes and Korean TV dramas) are racially and sexually perceived by western audiences are interrogated in Week 11.

- (5) Analyze the historical development of one or more non-U.S. societies.

Ethnographic case studies and cross-cultural data will be contextualized within global historical processes of capital flows, transnational migrations, and exchange of information and technology. For example, processes of culture change (acculturation, the role of multinational corporations, inter-cultural

stratification, urbanization, etc.) are fundamental to the understanding of the development of global Asian popular cultures. These issues are addressed in class readings such as those in Week 7 (Inter-Asian Referencing) and Week 8 (Cultural Markets). To complete their article reviews and prepare themselves for active participation in class discussion, students will analyze the historical precedents, cultural exchanges and economic transactions that shape the patterns of interactions between Asian societies and between Asia and the rest of the world. Also, the development of popular culture in any given Asian nation will be analyzed within the framework of specific history, customs, practices, and beliefs of that nation. Class readings such as those in Weeks 3 and 4 (Popular Culture in National Specificities) and Week 5 (Food, Authenticity, and Identity) provide concrete ethnographic case studies for students to closely examine how popular culture in a particular national context is both a product of specific political, economic, and social forces and a factor that implicates in the further socio-political development of that particular country. Students will also compare and contrast the experiences of different Asian nations, and identify the similarities and differences between cultural mediums of different national origins.

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

Global expansion of capitalism, technological innovations, and transnational cultural flows are critically examined in this course as these relate to the development and globalization of Asian popular cultures. While class readings in Week 7 (Inter-Asian references) address the dynamics among different countries within Asia, class readings such as those in Week 12 (Youth and Technology) and Week 13 (Global Fan Culture and Activism) require students to look beyond Asia. To complete their article reviews and prepare themselves for active participation in class discussion in this part of the semester, students will focus their analyses on the impact of information technology (e.g., social media, streaming services, etc.), which has created a global platform accessible to and accessed by people in many parts of the world. Students will also analyze how the advancement of this technology has facilitated the rise of a global fan culture, which has not only affected the practices of global cultural industries (such as Hollywood or American music industry) but has also increasingly borne the potential as a base for political mobilization and social activism.

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 Ellen Belcher

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

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

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

No \_\_\_\_\_ Yes   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:**

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

Other (list them here) ☐ AnthroSource; Wiley Online Library; JSTOR

Are there existing library Research Guides to support your class?

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

No ☐

Yes ☒

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

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13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 3/17/2022
15. **Faculty - Who** will be assigned to teach this course? Anru Lee and other qualified adjunct faculty
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?  
☒ No  
☐ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
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: Edward Snajdr (Chair, Anthropology) 3/17/2022

**CUNY Common Core  
Course Submission Form**

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

|   |  |
|---|--|
| <b>College</b>  | John Jay College of Criminal Justice   |
| <b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>   | ANT 2XX (229)  |
| <b>Course Title</b>   | Global Asian Pop Culture   |
| <b>Department(s)</b>  | Anthropology   |
| <b>Discipline</b>   | Anthropology   |
| <b>Credits</b>  | 3  |
| <b>Contact Hours</b>  | 3  |
| <b>Pre-requisites (if none, enter N/A)</b>  | ENG 101  |
| <b>Co-requisites (if none, enter N/A)</b>   | N/A  |
| <b>Catalogue Description</b>  | This course explores Asian popular cultures from a global and cross-cultural perspective, especially their role in the production of meaning and construction of different forms of identity. The course will focus on various types of cultural media in specific ethnographic settings to probe the intricate interrelations of power and politics, gender and sexuality, race and ethnicity, class and social hierarchy, and language and discourse. Students will use critical conceptual and analytical tools to examine the ways in which Asian popular cultures are produced, circulated, marketed, altered, and consumed by different audiences in the contexts of cultural diffusion and imperialism, technological convergence, globalization and indigenization, and other transnational processes and transformations. |
| <b>Special Features (e.g., linked courses)</b>  |  |
| <b>Sample Syllabus</b>  | Syllabus must be included with submission, 5 pages max recommended   |
| <b>Indicate the status of this course being nominated:</b>  |  |
| <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed |  |
| <b>CUNY COMMON CORE Location</b>  |  |
| <b>Please check below the area of the Common Core for which the course is being submitted.<br/>(Select only one.)</b>                                       |  |
| <b>Required</b><br><input type="checkbox"/> English Composition   | <b>Flexible</b><br><input checked="" type="checkbox"/> World Cultures and Global Issues<br><input type="checkbox"/> Individual and Society   |

|  |  |
|--|--|
| <input type="checkbox"/> Mathematical and Quantitative Reasoning<br><input type="checkbox"/> Life and Physical Sciences  | <input type="checkbox"/> US Experience in its Diversity<br><input type="checkbox"/> Scientific World<br><input type="checkbox"/> Creative Expression |
| <p align="center"><b>Learning Outcomes</b></p> <p align="center"><b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b></p>  |  |
| <p><b>II. Flexible Core (18 credits)</b></p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>  |  |
| <p><b>A. World Cultures and Global Issues</b></p>  |  |
| <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>  |  |
| <p>Through a series of scaffolded assignments, students in the class will be engaged in gathering, interpreting, and assessing a range of interdisciplinary texts and other sources to develop their final research paper. Specially, to produce an annotated bibliography for their final paper will require students to gather and assess a variety of sources and points of view on a topic related to the course.</p> <p>Over the course of the semester, students will also submit article reviews on a weekly basis, which will require that they reflect, interpret and assess assigned readings from an array of sources (such as from anthropology, geography, cultural studies, media studies, and history) that represent different perspectives. For example, class readings in Week 2 expose students to the recent development of a pan-Asian popular culture that transcends individual national borders from historical (temporal) and cultural geographic (spatial) perspectives. Students will be exposed to an interdisciplinary body of literature that addresses contemporary notions of identity, nation, race, class, gender, sexualities, and migration and mobility, which will provide them with a foundation for understanding the significance of popular culture in the production of meaning and construction of identity for different audiences. For example, class readings in Weeks 3, 4 and 5 provide case studies on popular cultures in five Asian nations, each of which entails a different set of politico-economic dynamics, social stratification, and cultural diversification and thus represents a set of identities and embodies a set of meanings unique to the nation.</p> | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>          |
| <p>Students will evaluate evidence and arguments critically and analytically in various ways in this course:</p>   | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                                      |

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| <p>(1) Article Reviews will require students to critically and analytically examine evidence and arguments presented in the readings and other class materials.</p> <p>(2) Class discussions will focus on weekly assigned readings, and students will be prompted to interact with each other, debate the merits of arguments made in the readings, and present arguments of their own based on evidence they can point to from the readings or any other reliable sources.</p> <p>(3) Throughout the semester, different students will be assigned to lead a class discussion on the topic of the week. They will be prompted to use assigned readings to inform the discussion and support their arguments and conclusions.</p> <p>(4) Students will work on developing a final research paper that will engage them in evaluating evidence and arguments critically or analytically on a topic related to this course. In addition, students will give brief presentations focused on the main arguments in their final research paper. They will be encouraged to present key evidence to support their arguments.</p>   |  |
| <p>In their final projects, students will conduct research into an important topic about the effects, implications, and ramifications of the globalization of Asian popular cultures. To complete their final research papers, students will be required to draw on at least two separate texts they have read and studied during the semester and two scholarly outside sources as well as interviews, images, and data they have gathered. They will be required to formulate and defend their own arguments based on all these different sources.</p> <p>Students will be encouraged to use the concepts and arguments that they interrogated in the weekly article reviews and the information that they gathered and the ideas that they developed for the Asian Popular Culture Observations Journal (Weeks 4, 8, and 13) as foundations to take their research project further in the final research paper.</p> <p>To facilitate students to engage in their independent research, and to encourage them to learn from one another as well as help each other by providing constructive comments, the Research Project is divided into a series of scaffolded assignments, including:</p> <p>(1) submitting a final paper topic for approval in Week 7;</p> <p>(2) developing and submitting a thesis statement that identifies and articulates their main arguments in Week 10. Concurrently, students will also submit an outline,</p> | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul> |

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| <p>which will engage them in developing well-organized and well-reasoned arguments.</p> <p>(3) submitting an abstract and an annotated bibliography in Week 11. The work on an annotated bibliography will also focus students on identifying and evaluating sources and evidence to be used in their final papers as well as their in-class presentations.</p> <p>(4) giving a class presentation in Week 14 or 15; and</p> <p>(5) turning in the final research paper in the Finals Week.</p> <p>Feedback that students receive on their annotated bibliography and other assignments will help them better organize and sharpen their arguments for the final paper and class oral presentations to be made during the last two weeks of the semester. Furthermore, students' final research papers and in-class oral presentations provide additional opportunities to produce and present well-reasoned written arguments using evidence to support their arguments.</p>   |  |
| <p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>  |  |
| <p>This will be done throughout the semester and in almost every assignment. Through class discussions, article reviews, an Asian Popular Culture Observations Journal, class presentations and a final research project, students will engage in identifying concepts and methods from the scholarly works from leading Asian Studies scholars (e.g., Iwabuchi, Appadurai, Allison, and others) and prominent academics on Asian popular culture from different disciplines (e.g., Otmazgin, Moskowitz, Chua, Yano, Kao, and others). This course will expose students to concepts and methods from disciplines, such as Asian Studies, Anthropology, Geography, Cultural Studies, Media Studies, and History, when examining the cultural, political, and ethno-racial experiences of popular cultural in various Asian national contexts and beyond. Concepts explored include but are not limited to cultural diffusion and imperialism, technological convergence, globalization and indigenization, nationalism and transnationalism.</p> | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul> |
| <p>Course materials, writing assignments and class discussions for this course will engage students in analyzing Asian popular cultures and the development of specific cultural mediums and cultural expressions from national and transnational perspectives. The production, circulation, and consumption of Asian popular cultures will be examined with comparative ethnographic approaches and from Asian and non-Asian</p>   | <ul style="list-style-type: none"> <li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>   |

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| <p>perspectives. For this particular reason, students will be doing close reading on case studies on popular culture in different societies such as Taiwan, Hong Kong, China, Japan, South Korea, and India. In addition, a module on “Asia as the Exotic Other” (Week 9) from western viewpoints is incorporated in the syllabus. As another example, how gender and sexuality (re)presented in Asian cultural mediums (such as Japanese mangas and animes and Korean TV dramas) are racially and sexually perceived by western audiences are interrogated in Week 11.</p>  |   |
| <p>Ethnographic case studies and cross-cultural data will be contextualized within global historical processes of capital flows, transnational migrations, and exchange of information and technology. For example, processes of culture change (acculturation, the role of multinational corporations, inter-cultural stratification, urbanization, etc.) are fundamental to the understanding of the development of global Asian popular cultures. These issues are addressed in class readings such as those in Week 7 (Inter-Asian Referencing) and Week 8 (Cultural Markets). To complete their article reviews and prepare themselves for active participation in class discussion, students will analyze the historical precedents, cultural exchanges and economic transactions that shape the patterns of interactions between Asian societies and between Asia and the rest of the world. Also, the development of popular culture in any given Asian nation will be analyzed within the framework of specific history, customs, practices, and beliefs of that nation. Class readings such as those in Weeks 3 and 4 (Popular Culture in National Specificities) and Week 5 (Food, Authenticity, and Identity) provide concrete ethnographic case studies for students to closely examine how popular culture in a particular national context is both a product of specific political, economic, and social forces and a factor that implicates in the further socio-political development of that particular country. Students will also compare and contrast the experiences of different Asian nations, and identify the similarities and differences between cultural mediums of different national origins.</p> | <ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>                           |
| <p>Global expansion of capitalism, technological innovations, and transnational cultural flows are critically examined in this course as these relate to the development and globalization of Asian popular cultures. While class readings in Week 7 (Inter-Asian references) address the dynamics among different countries within Asia, class readings such as those in Week 12 (Youth and Technology) and Week 13 (Global Fan Culture and Activism) require students to look beyond Asia. To complete their article reviews and prepare themselves for active participation in class discussion in this part of the semester, students will</p>   | <ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul> |

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| <p>focus their analyses on the impact of information technology (e.g., social media, streaming services, etc.), which has created a global platform accessible to and accessed by people in many parts of the world. Students will also analyze how the advancement of this technology has facilitated the rise of a global fan culture, which has not only affected the practices of global cultural industries (such as Hollywood or American music industry) but has also increasingly borne the potential as a base for political mobilization and social activism.</p> |  |
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Department of Anthropology  
 John Jay College of Criminal Justice  
 The City University of New York

## **ANT 229: Global Asian Pop Culture**

Professor: Dr. Anru Lee  
 Class hours: TBA  
 Office hours: TBA  
 Office: L9.63.21NB  
 Telephone: (212) 237-8571  
 Email: alee@jjay.cuny.edu

### **COURSE DESCRIPTION**

This course explores Asian popular cultures from a global and cross-cultural perspective, especially their role in the production of meaning and construction of different forms of identity. The course will focus on various types of cultural media in specific ethnographic settings to probe the intricate interrelations of power and politics, gender and sexuality, race and ethnicity, class and social hierarchy, and language and discourse. Students will use critical conceptual and analytical tools to examine the ways in which Asian popular cultures are produced, circulated, marketed, altered, and consumed by different audiences in the contexts of cultural diffusion and imperialism, technological convergence, globalization and indigenization, and other transnational processes and transformations.

### **LEARNING OBJECTIVES**

- Students will gather, interpret, and assess information from a variety of sources and points of view.
- Students will evaluate evidence and arguments critically or analytically.
- Students will produce well-reasoned written or oral arguments using evidence to support conclusions.
- Students will analyze and describe culture, globalization, or global diversity, and describe an event or process from more than one point of view.
- Students will analyze a major movement that has shaped a non-U.S. society.
- Students will analyze the significance of one or more major movements that have shaped the world's societies.

### **REQUIRED TEXTS**

I will post all course-related information on Blackboard. At the beginning of every week, I will post a “weekly folder” on Blackboard, in which you can find assigned articles and/or films for you to read or watch for that week. In conjunction with these class materials, I will also post weekly tasks in the folder with detailed instructions.



## **COURSE REQUIREMENTS**

|   |               |
|---|---------------|
| Informed Class Participation                  | 10%           |
| Weekly Article Reviews (6 in total)           | 30% (5% each) |
| Asian Popular Culture Observations Journal    | 15%           |
| Research Paper Project                        | 45%           |
| (1) Final Paper Topic (5%)                    |               |
| (2) Thesis Statement and Outline (5%)         |               |
| (3) Abstract and Annotated Bibliography (10%) |               |
| (4) Class Presentation (5%)                   |               |
| (5) Final Research paper (20%)                |               |
| <b>Total</b>                                  | <b>100%</b>   |

1. **Informed Class Participation**: Vibrant and engaged class discussion relies on student completion of all required readings prior to class and attendance in every class. Throughout the semester, different students will be assigned to lead a class discussion on the topic of the week. Assigned readings should be used to inform the discussion.
2. **Weekly Article Reviews (ARs)**: Students are required to complete 6 Weekly Article Reviews from our required readings. (There will be 11 opportunities for you to choose 6 from.) I will create a weekly Article Review submission link on Blackboard (under the weekly folder) for you to submit your work. Please refer to the syllabus for each of the Article Review due dates.

The article reviews are not long but they should demonstrate substantial engagement with the reading matter for that week. They should analyze but not merely summarize the readings. Each of your article reviews should including the following items. Limit your answer to each question to 1-2 paragraphs.

- State the main topic of the reading.
- State the main argument of the author.
- Identify the evidence the author uses to answer the question posed in the reading.
- Give one thought/comment that you have after reading the article or raise one question that you think the author should address in this article. What is your reason to think so?

3. **Asian Popular Culture Observations Journal**: Throughout the semester students are asked to think about Asian Popular Culture as an issue as they follow the news online, in print, or on television and keep a journal of their reactions. Your journal will be handed in for comment three times during the course of the semester. Students are expected to average reflections of at least 100 to 150 words.
4. **Research Paper Project**: At end of the semester, you will submit a research paper that focuses on one or two topics on Asian popular culture of your choice. Your research paper will draw on all the skills and insights you have learned this semester. Use the concepts and arguments that you interrogated in the Article Reviews and the information that you gathered

and the ideas that you developed for the Asian Popular Culture Observations Journal as foundations to take your project further in the final research paper.

To facilitate the progress of your writing and to help one another to move along the research process, we are dividing the Research Project into the following phases (you can find the due date of each of these phases in the class calendar below):

(1) **Submit final paper topic for approval:** One paragraph with topic you will research related to Asian popular culture, your research plan and reason for interest

(2) **Thesis statement and outline of final paper:**

- For more information about **thesis statements**, see [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)
- For more information about **outlines**, see [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/how\\_to\\_outline.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/how_to_outline.html)

(3) **Abstract and annotated bibliography on research paper topic:**

- Students will submit an **abstract** on their research paper topic. For further information on how to write abstracts, see: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_engineering/handbook\\_on\\_report\\_formats/abstracts\\_and\\_executive\\_summaries.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/handbook_on_report_formats/abstracts_and_executive_summaries.html)
- A sample **annotated bibliography** of AT LEAST two articles from our class readings and two scholarly outside sources should be submitted. Sources should be cited in APA style and annotations/summary should be at least 3 sentences long and in your own words.
- For further information about annotated bibliographies, see: [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)
- For further information about APA format, see John Jay Library resources at: <http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197>

(4) **Class presentations:** Before you submit the research paper, you will be giving a short presentation, in which you will indicate your progress or highlight your research findings and/or conclusions. This is an opportunity for the class to learn about your research and to give you feedback before you finalize your paper. We will discuss the details of class presentations later in the semester.

- (5) **Final Research Paper:** The research paper will be around 2000 words, not including cover page and references. Students in this class are expected to be familiar with and follow proper APA format.

### **ATTENDANCE**

If you are absent for any class, **it is your responsibility** to contact a classmate for handouts, if any, and any other material that may have been distributed and/or covered in class during your absence. You are, therefore, responsible for any material covered during any missed classes. All students are expected to have at least 1-2 "contact persons" to communicate with in order to obtain information about missed material. It is your responsibility to keep track of any missed classes.

### **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 *John Jay College of Criminal Justice Undergraduate Bulletin*, p. 89)

Students who are unsure how and when to provide documentation are advised to consult with me. The Library has free guides designed to help students with problems of documentation. Plagiarism and cheating are violations of [CUNY's policy on academic integrity](#). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also p. 167 of the *Undergraduate Bulletin* for further explanation.

### **OTHER RESOURCES**

The John Jay Writing Center -- The Writing Center, located in Room 01.68 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. The Writing Center is a valuable resource for any student of writing, and I encourage you to use 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.

Internet resources –

Oxford English Dictionary Online (John Jay electronic database)

AnthroSource (John Jay electronic database)

American Anthropological Association (<http://www.aaanet.org>)

For Anthropology in the News: <http://anthropology.tamu.edu/news/>

**COURSE SCHEDULE AND ASSIGNMENTS** (Readings are subject to change depending on progress of class.)

| <b>Week/Topic</b>  | <b>What to Read/Watch</b>  | <b>What is due?</b>   |
|--|--|---|
| <u>Week 1</u><br><b>Introduction</b>   | <u>Reading</u><br>Iwabuchi, Koichi, Eva Tsai, and Chris Berry (2020) “Critical Approaches to East Asian Popular Culture.” In Koichi Iwabuchi (ed.) <i>Routledge Handbook of East Asian Popular Culture</i> . Pp. 1-10. New York: Routledge.  |   |
| <u>Week 2</u><br><b>Historicizing and Spatializing Asian Popular Culture</b> | <u>Reading</u><br>1. Cho, Younghun (2020) “Historicizing East Asian Pop Culture.” In Koichi Iwabuchi (ed.) <i>Routledge Handbook of East Asian Popular Culture</i> . Pp. 13-23.<br>2. Otmazgin, Nissim (2016) “A New Cultural Geography of East Asia: Imagining a ‘Region’ through Popular Culture.” <i>The Asia-Pacific Journal</i> 14(7).  | Article Review (AR) 1 due   |
| <u>Week 3</u><br><b>Popular Culture in National Specificities (I)</b>        | <u>Reading</u><br>1. Huang, Tsung-yi Michelle (2019) “Let’s Talk About Love: Hong Kong’s Geopolitical Narratives of Emotion and Stories of Lifestyle Migration in Taiwan.” In Bi-yu Chang and Pei-yin Lin (eds.) <i>Positioning Taiwan in a Global Context</i> . New York: Routledge.<br>2. Moskowitz, Marc (2015) “From Mao Zedong to Michael Jackson: Revisualizing Culture and History in the YouTube Age.” <i>China Information</i> 29: 309-332. | AR2 due   |
| <u>Week 4</u><br><b>Popular Culture in National Specificities (II)</b>       | <u>Reading</u><br>Condry, Ian (2013) <i>The Soul of Anime: Collaborative Creativity and Japan's Media Success Story</i> . Chapters 6 and 7. Durham: Duke University Press.   | AR3 due<br><br>Asian Popular Culture Observations Journal (I) due |
| <u>Week 5</u><br><b>Food, Authenticity, and Identity</b>                     | <u>Reading</u>   | AR4 due   |

|   |   |  |
|---|---|--|
|   | <ol style="list-style-type: none"> <li>1. Appadurai, Arjun (1988) "How to Make a National Cuisine: Cookbooks in Contemporary India." <i>Comparative Studies in Society and History</i> 30(1): 3–24.</li> <li>2. Allison, Anne (1991) "Japanese Mothers and Obentōs: The Lunch-Box as Ideological State Apparatus." <i>Anthropological Quarterly</i> 64(4): 195–208.</li> </ol>  |  |
| <b>Week 6</b><br><b>The Politics of the Transnational Commons</b> | <u>Reading</u> <ol style="list-style-type: none"> <li>1. Iwabuchi, Koichi (2020) "Trans-East Asia as Method." In Koichi Iwabuchi (ed.) <i>Routledge Handbook of East Asian Popular Culture</i>. Pp. 276-284.</li> <li>2. Chua Beng Huat (2020) "Regional Soft Power/Creative Industries Competition." In Koichi Iwabuchi (ed.) <i>Routledge Handbook of East Asian Popular Culture</i>. Pp. 242-253.</li> </ol>   | AR5 due  |
| <b>Week 7</b><br><b>Inter-Asian Referencing</b>                   | <u>Reading</u> <ol style="list-style-type: none"> <li>1. Silvio, Teri (2019) "Localizing the Japanese Manga System and Making Folk Religion Manga-esque: Wei Zongcheng's <i>Ming Zhan-lu: Final Destiny of the Formosan Gods</i>." In Bi-yu Chang and Pei-yin Lin (eds.) <i>Positioning Taiwan in a Global Context</i>.</li> <li>2. Tung, Anthony (2020) "Border-crossing, Local Modification, and Transnational Transaction of TV Dramas in East Asia." In Koichi Iwabuchi (ed.) <i>Routledge Handbook of East Asian Popular Culture</i>. Pp. 94-101.</li> </ol> | AR6 due<br><br>Submit Research Paper Topic for Approval            |
| <b>Week 8</b><br><b>Cultural Markets</b>                          | <u>Reading.</u> <ol style="list-style-type: none"> <li>1. Lee, Hye-young (2013) "Cultural Policy and the Korean Wave: From National Culture to Transnational Consumerism." In Youna Kim (ed.) <i>The Korean Wave: Korean Media Go Global</i>. New York: Routledge.</li> <li>2. Dewey, Susan (2012) "Fashioning Modern India: From Indo-Chic to 'India Incorporated.'" In Lent and Fitzsimmons (eds.) <i>Asian Popular Culture in Transition</i>. Pp. 59-74.</li> </ol>  | AR7 due<br><br>Asian Popular Culture Observations Journal (II) due |
| <b>Week 9</b><br><b>Asia as the Exotic Other</b>                  | <u>Reading</u> <ol style="list-style-type: none"> <li>1. Hinton, Perry (2014) "Representation or Misrepresentation? British Media and Japanese Popular Culture." <i>European Journal of Media Studies</i> 3(1): 89–108.</li> <li>2. Oh, David C., and Chuyun Oh (2017) "Vlogging White Privilege Abroad: <i>Eat Your Kimchi's</i> Eating and Spitting Out of the Korean Other on YouTube." <i>Communication, Culture, and Critique</i> 10(4): 696-711.</li> </ol>   | AR8 due  |

|  |  |   |
|--|--|---|
| <u>Week 10</u><br><b>Research Paper Mid-term Check-in</b>                            | There is no reading for this week. In the class, students will update us on the progress of their Research Paper and help one another to take the papers further.  | Research Paper Thesis Statement and Outline due                       |
| <u>Week 11</u><br><b>Gender, Sexuality, and Cultural Icons</b>                       | <u>Reading</u><br>1. Yano, Christine (2009) “Wink on Pink: Interpreting Japanese Cute as It Grabs the Global Headlines.” <i>Journal of Asian Studies</i> 68(3): 681-688.<br>2. Jung, Eun-young (2013) “K-pop Female Idols in the West: Racial Imagination and Erotic Fantasies.” In Youna Kim (ed.) <i>The Korean Wave: Korean Media Go Global</i> . New York: Routledge.                            | AR9 due<br><br>Research Paper Abstract and Annotated Bibliography due |
| <u>Week 12</u><br><b>Youth and Technology</b>  | <u>Reading</u><br>1. Allison, Anne (2013) “Pocket Capitalism and Virtual Intimacy: Pokémon as a Symptom of Post-industrial Youth Culture.” In Anthony Fung (ed.) <i>Asian Popular Culture: The Global (Dis)continuity</i> . Pp. 197-212. New York: Routledge.<br>2. Kim, Ju Oak (2021) “BTS as Method: A Counterhegemonic Culture in the Network Society.” <i>Media, Culture, and Society</i> 43(6). | AR10 due  |
| <u>Week 13</u><br><b>Global Fan Culture and Activism</b>                             | <u>Reading</u><br>1. Akhni, Ghaziah Nurika, and Amalia N. Andini (2021) “Exploring Youth Political Participation: K-pop Fan Activism in Indonesia and Thailand.” <i>Global Focus</i> .<br>2. Lee, Wonseok, and Grace Kao (2021) “‘Make it Right’: Why #BlackLivesMatter(s) to K-pop BTS and BTS ARMYs.” <i>IASPM Journal</i> 11(1): 70-87.   | AR11 due<br><br>Asian Popular Culture Observations Journal (III) due  |
| <u>Week 14</u><br><b>In-class Presentations (I)</b>                                  |  |   |
| <u>Week 15</u><br><b>In-class Presentations (II)</b><br><br><b>Final Exam Period</b> |  | Final Research Paper due  |

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

**New Course Proposal Form**

Date Submitted: 03/17/2022

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

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

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

Name: Anru Lee

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

Phone number(s) (212) 237-8571

2. a. **Title of the course:** Asian American Identity and Struggles for Justice

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

c. **Level** of this course: ☐ 100 Level ☐ 200 Level ☒ 300 Level ☐ 400 Level

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

This course is set at the 300-level due to the expectations that students engage with challenging theories and sophisticated analyses in discussion, assignments, and readings. This course will be an elective offered in the Deviance, Crime and Culture major, the Anthropology major, and the Global Asian Studies minor that is currently under development. It is also proposed to be a course in the College Option (Struggle for Justice & Equality in U.S.). This course focuses on the history of Asian Americans in this country, incorporating interdisciplinary and comparative ethnographic approaches and analytical tools to understand the experience of Asian Americans (such as embodied in the popular expressions like “yellow peril,” “perpetual foreigner,” or “model minority”).

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

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.)

Asian American history is American history, and Asian American experience is American experience. This course is an integral part of the college’s effort to make the John Jay curriculum more diverse and inclusive. The current curriculum has few courses that directly

address the Asian American experience. The heightened intensity of anti-Asian language and the increased hate crimes against Asian Americans during the COVID-19 pandemic further highlight the importance of bringing Asian American experience into public awareness. This course is also a direct response to address the needs of Asian American students at John Jay, who have expressed their concerns about lacking representation and visibility at the College. (In a broader context, Mayor Adams and the school's Chancellor, David Banks, have expressed their receptiveness to implementing an Asian American curriculum at the New York City public school system, an idea that leaders in Albany believe will help reduce the 'otherness' factor that many believe fuels anti-Asian attacks, NYT 03/06/2022.) This course expands the Anthropology program's coverage of global cultures with a focus on a particular culture group within the U.S. and connects this experience with current theory in the social sciences. It will also be a part of the course offerings of the proposed Global Asian Studies minor that is currently under development at the college.

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

This course explores the historical and contemporary complexities of Asian American identity and community formation. Using interdisciplinary and comparative ethnographic approaches, students will investigate the struggles and triumphs of Asian Americans in overcoming obstacles in their pursuit of full citizenship and citizen's rights in light of U.S. immigration and public policies, political and cultural discourses, and day-to-day lived experiences. Students will analyze the interconnections between categories such as race and ethnicity, gender, sexuality, class, and language. The goal of this course is to equip students with conceptual tools for critically thinking about the ever-shifting terrain of Asian American identity in the wider contexts of Orientalism, U.S. imperialism and nationalism, racialization and racism, economic restructuring, globalization and transnationalism, and other social processes and transformations. Students will explore how cross-racial intersections and coalition building have been accomplished in the post-civil rights era and can be accomplished in current struggles towards social justice.

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

ENG 201 and junior standing or above.

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   X   Yes. If yes, then please provide:



- a. Semester(s) and year(s): Fall 2021
- b. Teacher(s): Anru Lee
- c. Enrollment(s): 20
- d. Prerequisites(s): ENG 201, HON 201 or MHC 226 (This course was offered as a HON 380 course. The prerequisites were based on the requirements specific to the Honors Program.)

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 contextualize and analyze the historical and cultural development of Asian American identity and struggles for justice.
- Students will discover, gather, interpret, and assess information about Asian American experience from a variety of sources, intellectual perspectives, and approaches.
- Students will analyze and explain a text or creative work using social science and/or cultural studies methods.
- Students will organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

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

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

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

Anthropology Major (Part Three: Anthropology Electives)

Anthropology Minor

Deviance, Crime, and Culture Major (Part Four: Interdisciplinary Thematic Clusters -- Individual and Group Identities and Inequalities)

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

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

This course enhances the college's mission of advocating justice for all by focusing on the Asian American experience in U.S. history, which is frequently overlooked in public discourse and currently underrepresented in the John Jay curriculum. In this course students will investigate the struggles of Asian Americans to overcome obstacles in their pursuit of full citizenship and citizen's rights in this country. More importantly, students will acquire the understanding that learning about the Asian American experience is not just about learning the discrete experience of a minority group. Rather, it is about learning how the racial triangulation of Asian Americans vis-à-vis blacks and whites offers us a critical lens to examine racial politics in relation to socio-cultural and economic processes throughout American history.

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

Student learning will be accessed through Critical Reflection Essays, Blackboard Discussion Forums, class presentations, and final research paper. Antecedents of student learning will be assessed using the departmental outcome assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

As per the learning goals of this course:

(1) Contextualize and analyze the historical and cultural development of Asian American identity and struggles for justice.

Students will analyze course material focused on Asian Americans' struggles for justice in the US including American immigration history and policies and the impact on the Asian diasporas and Asian American communities, the stereotypes constructed around Asian people over the course of American history, and the ways that Asian Americans have responded to these stereotypes. Students will also critically examine how cross-racial interactions and coalition building have been accomplished in the post-civil rights era and can be accomplished in the current struggles of social justice. For example, to complete Critical Reflection Essay 1 in Week 3, students are asked to interrogate foundational questions such as "What are the different forces that challenge the cohesion and stability of Asian/Asian American Identity?," "How can racial triangulation destabilize the Black/White binary of race?," and "How can we think about immigration as a technology of race?," based on their analyses and understandings of class readings and films covered in the first weeks of the semester.

(2) Discover, gather, interpret, and assess information about Asian American experience from a variety of sources, intellectual perspectives, and approaches.

Through class discussions, class presentations, and written assignments, students will use evidence generated from the class readings and documentaries and their individual (library and/or ethnographic) research to support oral and written arguments about the causes and

consequences of discrimination against Asian American and Asian diasporic communities throughout American history.

(3) Analyze and explain a text or creative work using social scientific and/or cultural studies methods.

This will be done throughout the semester and in almost every assignment. 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 Critical Reflection Essays where they will identify the main claims of the readings and respond to them critically. Concurrently, students will be asked to answer specific questions and engage with one another both before and after class meetings – thus extending class conversations -- on weekly Blackboard Discussion Forums. They will also be asked to add any points they felt were left out in class meetings. For example, in Week 9 (Asian Americans and Education), students are asked to explain "Tiger Mom," a popular yet derogatory term closely related to the Model Minority myth but not directly mentioned/cited in the week's readings. Together, these assignments will help assess what students learned from weekly class materials.

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

In their final projects, students will conduct research into an important topic about the effects, implications, and ramifications of a US policy (immigration or otherwise) on Asian American communities or a particular political-cultural discourse or phenomenon pertaining to Asian Americans we have discussed during the semester. To complete their final research papers, students will be required to draw on at least three separate texts they have read and studied during the semester and three scholarly outside sources as well as interviews, images and data they have gathered. They will be required to formulate and defend their own arguments based on all these difference sources. Students are also encouraged to use the concepts that they interrogated and the arguments they developed in the Critical Reflection Essays as a foundation to take their ideas further in the final research paper.

To facilitate students to engage in their independent research, and to encourage them to learn from one another as well we help each other by providing constructive comments, students will update their progress in the middle of semester (Week 8) and present their research findings at the end of semester (Weeks 14 and 15).

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 Ellen Belcher

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

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

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

No \_\_\_\_\_ Yes ☒ 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

☒ X \_\_\_\_\_ NexisUni

☐ \_\_\_\_\_ PsycInfo

☐ \_\_\_\_\_ Criminal Justice Abstracts

☒ X \_\_\_\_\_ Sociological Abstracts

Other (list them here) ☐ \_\_\_\_\_ AnthroSource; Wiley Online Library; JSTOR

Are there existing library Research Guides to support your class?

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

No \_\_\_\_\_

Yes ☒ X \_\_\_\_\_

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

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13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 3/17/2022
15. **Faculty - Who** will be assigned to teach this course? Anru Lee and other qualified adjunct faculty
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?  
☒ X \_\_\_\_\_ No  
☐ \_\_\_\_\_ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?  
☒ X \_\_\_\_\_ Not applicable  
☐ \_\_\_\_\_ No  
☐ \_\_\_\_\_ Yes. If yes, give a short summary of the consultation process and results.

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

19. Approvals: Edward Snajdr (Chair, Anthropology) 3/17/2022

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

|  |  |
|--|--|
| <b>Course Prefix &amp; Number</b>  | ANT 3XX (339)  |
| <b>Course Title</b>  | Asian American Identity and Struggles for Justice  |
| <b>Department or Program</b>   | Anthropology   |
| <b>Discipline</b>  | Anthropology   |
| <b>Credits</b>   | 3  |
| <b>Contact Hours</b>   | 3  |
| <b>Prerequisites</b><br>(ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses) | ENG 201 and junior standing or above   |
| <b>Co-requisites</b>   | None   |
| <b>Course Description</b>  | This course explores the historical and contemporary complexities of Asian American identity and community formation. Using interdisciplinary and comparative ethnographic approaches, students will investigate the struggles and triumphs of Asian Americans in overcoming obstacles in their pursuit of full citizenship and citizen's rights in light of U.S. immigration and public policies, political and cultural discourses, and day-to-day lived experiences. Students will analyze the interconnections between categories such as race and ethnicity, gender, sexuality, class, and language. The goal of this course is to equip students with conceptual tools for critically thinking about the ever-shifting terrain of Asian American identity in the wider contexts of Orientalism, U.S. imperialism and nationalism, racialization and racism, economic restructuring, globalization and transnationalism, and other social processes and transformations. Students will explore how cross-racial intersections and coalition building have been accomplished in the post-civil rights era and can be accomplished in current struggles towards social justice. |
| <b>Sample Syllabus</b>   | Syllabus must be included with submission, 5 pages max recommended   |

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

☐ current course   ☐ revision of current course   ☒ a new course being proposed

**John Jay College Option Location**

| Please check below the area of the College Option for which the course is being submitted. (Select only one.)   |   |  |
|---|---|--|
| <b>Justice Core</b><br><input type="checkbox"/> Justice & the Individual (100-level)<br><br><input type="checkbox"/> Justice & the Individual (200-level transfer seminar)<br><br>X Struggle for Justice & Inequality in U.S. (300-level)<br><br><input type="checkbox"/> Justice in Global Perspective (300-level) | <input type="checkbox"/> Learning from the Past | <input type="checkbox"/> Communication |

| Learning Outcomes  |   |
|--|---|
| <p><b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b></p>  |   |
| <p><b>I. Justice Core II: Struggle for Justice and Equality in the U.S. (300 Level) - Please explain how your course meets these learning outcomes</b></p> <p>Students will:</p>   |   |
| <p>Students will analyze course material focused on Asian Americans' struggles for justice in the US including American immigration history and policies and the impact on the Asian diasporas and Asian American communities, the stereotypes constructed around Asian people over the course of American history, and the ways that Asian Americans have responded to these stereotypes. Students will also critically examine how cross-racial interactions and coalition building have</p> | <ul style="list-style-type: none"> <li>Contextualize and analyze struggles for justice</li> </ul> |

|  |  |
|--|--|
| <p>been accomplished in the post-civil rights era and can be accomplished in the current struggles of social justice. For example, to complete Critical Reflection Essay 1 in Week 3, students are asked to interrogate foundational questions such as “What are the different forces that challenge the cohesion and stability of Asian/Asian American Identity?,” “How can racial triangulation destabilize the Black/White binary of race?,” and “How can we think about immigration as a technology of race?,” based on their analyses and understandings of class readings and films covered in the first weeks of the semester.</p>  |  |
| <p>Through class discussions, class presentations, and written assignments, students will use evidence generated from the class readings and documentaries and their individual (library and/or ethnographic) research to support oral and written arguments about the causes and consequences of discrimination against Asian American and Asian diasporic communities throughout American history.</p>   | <ul style="list-style-type: none"> <li>• Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches</li> </ul> |
| <p>This will be done throughout the semester and in almost every assignment. 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 Critical Reflection Essays where they will identify the main claims of the readings and respond to them critically. Concurrently, students will be asked to answer specific questions and engage with one another both before and after class meetings – thus extending class conversations -- on weekly Blackboard Discussion Forums. They will also be asked to add any points they felt were left out in class meetings. For example, in Week 9 (Asian Americans and Education), students are asked to explain “Tiger</p> | <ul style="list-style-type: none"> <li>• Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>                    |



|   |   |
|---|---|
| <p>Mom,” a popular yet derogatory term closely related to the Model Minority myth but not directly mentioned/cited in the week’s readings. Together, these assignments will help assess what students learned from weekly class materials.</p>  |   |
| <p>In their final projects, students will conduct research into an important topic about the effects, implications, and ramifications of a US policy (immigration or otherwise) on Asian American communities or a particular political-cultural discourse or phenomenon pertaining to Asian Americans we have discussed during the semester. To complete their final research papers, students will be required to draw on at least three separate texts they have read and studied during the semester and three scholarly outside sources as well as interviews, images and data they have gathered. They will be required to formulate and defend their own arguments based on all these difference sources. Students are also encouraged to use the concepts that they interrogated and the arguments they developed in the Critical Reflection Essays as a foundation to take their ideas further in the final research paper.</p> <p>To facilitate students to engage in their independent research, and to encourage them to learn from one another as well we help each other by providing constructive comments, students will update their progress in the middle of semester (Week 8) and present their research findings at the end of semester (Weeks 14 and 15).</p> | <ul style="list-style-type: none"> <li>• Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul> |

Department of Anthropology  
 John Jay College of Criminal Justice  
 The City University of New York

## **ANT 339: Asian American Identity and Struggles for Justice**

Professor: Dr. Anru Lee  
 Class hours: TBA  
 Office hours: TBA  
 Office: L9.63.21NB  
 Telephone: (212) 237-8571  
 Email: alee@jjay.cuny.edu

### **COURSE DESCRIPTION**

This course explores the historical and contemporary complexities of Asian American identity and community formation. Using interdisciplinary and comparative ethnographic approaches, students will investigate the struggles and triumphs of Asian Americans in overcoming obstacles in their pursuit of full citizenship and citizen's rights in light of U.S. immigration and public policies, political and cultural discourses, and day-to-day lived experiences. Students will analyze the interconnections between categories such as race and ethnicity, gender, sexuality, class, and language. The goal of this course is to equip students with conceptual tools for critically thinking about the ever-shifting terrain of Asian American identity in the wider contexts of Orientalism, U.S. imperialism and nationalism, racialization and racism, economic restructuring, globalization and transnationalism, and other social processes and transformations. Students will explore how cross-racial intersections and coalition building have been accomplished in the post-civil rights era and can be accomplished in current struggles towards social justice.

### **LEARNING OBJECTIVES**

- Students will contextualize and analyze the historical and cultural development of Asian American identity and struggles for justice.
- Students will discover, gather, interpret, and assess information about Asian American experience from a variety of sources, intellectual perspectives, and approaches.
- Students will analyze and explain a text or creative work using social scientific and/or cultural studies methods.
- Students will organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

### **REQUIRED TEXTS**

I will post all the course-related information on Blackboard. At the beginning of every week, I will post a "weekly folder" on Blackboard, in which you can find assigned articles and/or films for you to read or watch for that week. In conjunction with these class materials, I will also post weekly tasks in the folder with detailed instructions.

## **COURSE REQUIREMENTS**

|   |                      |
|---|----------------------|
| Weekly Discussion Forums  | 40%                  |
| Critical Reflection Essays (4 in total)   | 20% (5% each)        |
| Regular Class Presentation  | 5%                   |
| Research Paper (3 parts)<br>1) Literature Review (10%)<br>2) Class Presentation (5%)<br>3) Final Research Paper (20%) | 35% (10% + 5% + 20%) |
| <b>Total</b>  | <b>100%</b>          |

1. **Weekly Discussion Forums**: There will be one to two Discussion Forums every week. Discussion Board entries serve as an opportunity for students to make sense of and analyze required readings, reflect on their own experiences relative to class content, share opinions and pose questions. I will post prompts that correspond to each week's assigned activities. Sometimes these prompts will be a question. Sometimes they will focus on a fundamental concept. Sometimes they will relate to current events. Separate instructions will be given for each discussion forum during the semester.

It is in each student's interest to put time and thought into discussion forum posts, not only because it is part of the final grade, but also because it allows me to better gauge student progress and identify which concepts remain confusing. Your activity will be evaluated according to the Discussion Board Grading Rubric posted on Blackboard (under 'Course Information'). Be sure to review the criteria defining quality detailed in the grading rubric!

2. **Critical Reflection Essays (CREs)**: Throughout the semester, you will do 4 Critical Reflection Essays that provide critical analysis and reflections on specific class readings and/or films. These essays are not intended to be a mere summary of the content of the readings or other materials. They are to give you a space to foster your own argument and offer textual evidence related to topics covered in the course. Prior to each of the CRE due dates, I will give you a few "question prompts" to help you develop a focus and think through the specific class materials. Each CRE must be at least two pages in length and follow proper APA format and citation.
3. **Regular Class Presentation**: Each student will choose one class reading to do one class presentation during the semester. Please use the "Class Presentation Sign-Up Sheet" forum in the Discussion Board on Blackboard to sign up for **ONE** time slot. The Signup Sheet is on a first-come, first-serve basis. Sign up as soon as you can. I will finalize our Class Presentation schedule by 9/8 (Wed), so that we all have a clear sense of how our semester will proceed. If you have not signed up for a class presentation by then, I will assign a time slot/reading for you.

For your presentations, focus on the following: 1) the key issue(s) raised by the reading; 2) the apparent agenda of the author(s); the historical context and significance of the reading to the larger context of American society; and 4) your own critique of the reading, including questions or problems for further discussion. You can find additional instructions under "Class Presentation Sign-up Sheet and Instructions" in the Discussion Board on Blackboard.

4. **Research Paper and Class Presentation:** At the end of the semester, you will submit a research paper that focuses on one or two topics on Asian Americans of your choice. The research paper will be between 2500-3000 words. Your research paper must incorporate at least five articles from our class readings and three scholarly outside sources. Use the concepts that you interrogated and the arguments you developed in the Critical Reflection Essays as a foundation to take your ideas further in the final research paper.

Throughout the semester, we will use the Discussion Board on Blackboard to facilitate the progress of your writing and to help one another to move along the research process. Also, before you submit the research paper, you will be giving a short presentation, in which you will indicate your progress or highlight your research findings and/or conclusions. This is an opportunity for the class to learn about your research and to give you feedback before you finalize your paper. We will discuss the details of class presentations later in the semester.

### **ATTENDANCE**

If you are absent for any class, **it is your responsibility** to contact a classmate for handouts, if any, and any other material that may have been distributed and/or covered in class during your absence. You are, therefore, responsible for any material covered during any missed classes. All students are expected to have at least 1-2 "contact persons" to communicate with in order to obtain information about missed material. It is your responsibility to keep track of any missed classes.

### **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 *John Jay College of Criminal Justice Undergraduate Bulletin*, p. 89)

Students who are unsure how and when to provide documentation are advised to consult with me. The Library has free guides designed to help students with problems of documentation. Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students

in breach of this policy are liable to severe penalty, including disciplinary action. See also p. 167 of the *Undergraduate Bulletin* for further explanation.

### **OTHER RESOURCES**

The John Jay Writing Center -- The Writing Center, located in Room 01.68 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. The Writing Center is a valuable resource for any student of writing, and I encourage you to use 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.

#### Internet resources –

Oxford English Dictionary Online (John Jay electronic database)

AnthroSource (John Jay electronic database)

American Anthropological Association (<http://www.aaanet.org>)

For Anthropology in the News: <http://anthropology.tamu.edu/news/>

### **COURSE SCHEDULE AND ASSIGNMENTS** (Readings are subject to change depending on progress of class.)

| <b>Week/Topic</b>   | <b>What to Read/Watch</b>   | <b>What is due?</b>                    |
|---|---|--|
| <u>Week 1</u><br><b>Introduction and Foundation</b>                       | <u>Reading</u><br>Chan, Sucheng (2010) “Asian American Struggles for Civil, Political, Economic, and Social Rights.” In Jean Wu, et al. (eds.) <i>Asian American Studies Now: A Critical Reader</i> . New Brunswick: Rutgers University Press.  |  |
| <u>Week 2</u><br><b>History of Immigration and Exclusion</b>              | <u>Reading</u><br>1. Maeda, Daryl J. (2009) “Before Asian America.” In <i>Chains of Babylon: The Rise of Asian America</i> . Pp. 19-39. Minneapolis: University of Minnesota Press.<br>2. Hing, Bill Ong (1994) “Two Contrasting Schemes: Understanding Immigration Policies Affecting Asians Before and After 1965.” In <i>Making and Remaking Asian America Through Immigration Policy, 1850-1990</i> . Pp. 17-42. Stanford: Stanford University Press. |  |
| <u>Week 3</u><br><b>Asian Racialization, Hybridity, and Heterogeneity</b> | <u>Reading</u><br>1. Lowe, Lisa (1991) “Heterogeneity, Hybridity, Multiplicity: Making Asian American Differences.” <i>Diaspora: A Journal of Transnational Studies</i> 1(1): 24-44.<br>2. Kim, Claire Jean (1999) “The Racial Triangulation of Asian Americans.” <i>Politics and Society</i> 27(1): 105-138.   | Critical Reflection Essay 1 (CRE1) due |

|   |  |  |
|---|--|--|
| <p><u>Week 4</u><br/><b>After 1965: Gender, Work, and Globalization</b></p> | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Choy, Catherine Ceniza (2003) “‘Your Cap is a Passport’: Filipino Nurses and the U.S. Exchange Visitor Program.” In <i>Empire of Care: Nursing and Migration in Filipino American History</i>. Pp. 61-93. Durham: Duke University Press.</li> <li>2. Bhatt, Amy (2018) “Transmigrants: Identity, Nationalism, and Bridge Building.” In <i>High-Tech Housewives: Indian IT Workers, Gendered Labor, and Transmigration</i>. Seattle: University of Washington Press.</li> </ol> |  |
| <p><u>Week 5</u><br/><b>Asian American Community Formation (I)</b></p>      | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Salvo, Joseph, and Arun Peter Lobo (2021) “Queens Neighborhoods: From European Strongholds to Global Microcosms.” In Tarry Hum, et al. (eds.) <i>Immigrant Crossroads</i>. Pp. 27-46. Philadelphia: Temple University Press.</li> <li>2. Kim, Jinwoon (2018) “Manhattan's Koreatown as a Transclave: The Emergence of a New Ethnic Enclave in a Global City.” <i>City and Community</i> 17(1):</li> </ol>  |  |
| <p><u>Week 6</u><br/><b>Asian American Community Formation (II)</b></p>     | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Naram, Kartik (2016) “No Place Like Home: Racial Capitalism, Gentrification, and the Identity of Chinatown.” <i>Asian American Policy Review</i> 27: 1-26.</li> <li>2. Hum, Tarry (2020) “‘Flushing -- The Bigger, the Better and Downright Sexier Chinatown of New York’: Transnational Growth Coalitions and Immigrant Economies.” In Cathy Yang Liu (ed.) <i>Immigrant Entrepreneurship in Cities: Global Perspectives</i>. Pp. 215-242. Springer Publishing.</li> </ol>    | CRE2 due   |
| <p><u>Week 7</u><br/><b>Asian American Advocacy and Activism</b></p>        | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Wu, Jean (2002) “Teaching <i>Who Killed Vincent Chin?</i> – 1991 and 2001.” <i>Amerasia Journal</i> 28(3): 13-23.</li> <li>2. Bhojwani, Sayu (2021) “The New Machine: Nonprofits and South Asian Political Incorporation.” In Tarry Hum, et al. (eds.) <i>Immigrant Crossroads</i>. Pp. 193-211. Philadelphia: Temple University Press.</li> </ol>   |  |
| <p><u>Week 8</u><br/><b>Research Paper Midterm Check-in</b></p>             | <p>There is no reading for this week. In the class, students will update us on the progress of their research papers and help one another to take the papers further.</p>  | <p>Research Paper Literature Review due<br/>(see separate instructions in the weekly folder on Blackboard)</p> |

|   |  |          |
|---|--|----------|
| <p><u>Week 9</u><br/><b>Asian Americans &amp; Education</b></p>                         | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Wu, Ellen (2016) "The Invention of the Model Minority." In Cindy I-fen Cheng (ed.) <i>The Routledge Handbook of Asian American Studies</i>. Pp. 285-302. New York: Routledge.</li> <li>2. Davé, Shilpa (2016) "Winning the Bee: South Asians, Spelling Competition, and American Racial Branding." In Shilpa Davé, Leilani Nishime, and Tasha G. Oren (eds.) <i>Global Asian American Popular Cultures</i>. Pp. 228-243. New York: NYU Press.</li> </ol>   |          |
| <p><u>Week 11</u><br/><b>Racial Fetishism and Hypersexualization of Asian Women</b></p> | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Kang, Miliann (2013) "What Does a Manicure Have to Do With Sex?: Racialized Sexualization of Body Labor in Routine Beauty Service." In Carol Wolkowitz et al. (eds.) <i>Body/Sex/Work: Intimate, Embodied and Sexualized Labor</i>. Pp. 160-174. New York: Palgrave Macmillan.</li> <li>2. Nishime, LeiLani (2017) "Whitewashing Yellow Futures in Ex Machina, Cloud Atlas, and Advantagenous: Gender, Labor, and Technology in Si-fi Film." <i>Journal of Asian American Studies</i> 20(1): 29-49.</li> </ol> | CRE3 due |
| <p><u>Week 11</u><br/><b>Disease and Contagion</b></p>                                  | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Shah, Nayan (2010) "Public Health and the Mapping of Chinatown." In Jean Yu-wen Shen Wu and Thomas C. Chen (eds.) <i>Asian American Studies Now: A Critical Reader</i>. Pp. 168-192. New Brunswick: Rutgers University Press.</li> <li>2. Siu, Lok, and Claire Chun (2020) "Yellow Peril and Techno-orientalism in the Time of Covid-19: Racialized Contagion, Scientific Espionage and Techno-economic Warfare." <i>Journal of Asian American Studies</i> 23 (3): 421-440.</li> </ol>                         |          |
| <p><u>Week 12</u><br/><b>Interracial Connections and Coalition Building (I)</b></p>     | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Maeda, Daryl J. (2005) "Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness." <i>American Quarterly</i> 57(4): 1079-1103.</li> <li>2. Anderson, Crystal S. (2016) "Hybrid Hallyu: The African American Music: Tradition in K-Pop." In Shilpa Davé, Leilani Nishime, and Tasha G. Oren (eds.) <i>Global Asian American Popular Cultures</i>. Pp. 290-303. New York: NYU Press.</li> </ol>   |          |
| <p><u>Week 13</u><br/><b>Interracial Connections and</b></p>                            | <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1. Park, Kyeyoung (2019) "Chapter 3: Culture, Race, and Clash." In <i>LA Rising: Korean Relations with Blacks and</i></li> </ol>  | CRE4 due |

|  |   |                          |
|--|---|--------------------------|
| <b>Coalition Building (II)</b>   | <p><i>Latinos after Civil Unrest</i>. Pp. 89-114. New York: Lexington.</p> <p>2. Park, Kyeyoung (2019) “Chapter 6: Changing the Business Plan: .” In <i>LA Rising: Korean Relations with Blacks and Latinos after Civil Unrest</i>. Pp. 165-199. New York: Lexington.</p> <p>3. Park, Kyeyoung (2019) “Chapter 7: Ethnic Tension in the Aftermath: ‘Rebuilding LA without Liquor Stores’.” In <i>LA Rising: Korean Relations with Blacks and Latinos after Civil Unrest</i>. Pp. 201-223. New York: Lexington.</p> <p><u>Code Switch Podcast</u>: “A Letter from Young Asian-Americans to Their Families about Black Lives Matter” (2016) (<a href="https://www.npr.org/sections/codeswitch/2016/07/27/487375314/a-letter-from-young-asian-americans-to-their-families-about-black-lives-matter">https://www.npr.org/sections/codeswitch/2016/07/27/487375314/a-letter-from-young-asian-americans-to-their-families-about-black-lives-matter</a>)</p> |                          |
| <u>Week 14</u><br><b>In-class Presentations (I)</b>                                  |   |                          |
| <u>Week 15</u><br><b>In-class Presentations (II)</b><br><br><b>Final Exam Period</b> |   | Final Research Paper due |



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

## New Course Proposal Form

Date Submitted: April 1, 2022

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

1.
  - a. **Department(s) or program(s)** proposing this course:  
English, History, Humanities & Justice and Philosophy
  - b. **Name** and contact information of proposer(s):

Name: Victoria Bond, Sergio Gallegos, Jay Gates, Olivera Jokic, Cristina Lozano, Sara McDougall, Amie MacDonald, Raymond Patton, Charlotte Walker-Said

2.
  - a. **Title of the course: Humanities in Action**

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

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 can function as an optional, but highly recommended, prerequisite for humanities majors who will complete a 300-level internship course. The course is designed for students who are already interested in and pursuing a humanities major to make connections between learning experiences in their major, justice issues and their professional goals.

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

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

Unlike students in STEM and social science majors, students in the humanities and liberal arts are typically not provided with clear guidance on how to apply their degree to gain employment in relevant fields. Without a roadmap, especially for students who are first generation and do not have the social networks to help navigate possible careers related to the humanities and liberal arts, many end up in jobs that are not only

unrelated, but are most vulnerable to layoffs or in low-wage high-risk jobs that do not have the potential for upward mobility and financial security.

This lack of career preparation for humanities majors essentially cuts off large numbers of students from the promises of mobility and financial security that are possible with a humanities degree, and keeps students from capitalizing on an education that involved overcoming multiple barriers to achieve. Diverse voices and contributions in the humanities and liberal arts will ensure these fields thrive in the 21st century, and the interest among community college students is clearly present; what is missing is the link for students to connect their education and interests to meaningful, sustainable work leading to financial stability.

Students enrolled in HUM 277 will apply the "humanistic lens" developed in coursework at John Jay to professional settings and real-world problems. The development of links to organizations and opportunities outside the classroom will further invigorate the justice focus in our humanities curricula. As a result of their coursework, students will prepare to participate in an internship and gain knowledge of the workflow and design and research methods involved in producing creative, academic works for public consumption in varied industries.

Employers regularly contact our Center for Career and Professional Development seeking candidates with the best writing, research, and communication skills, and who are able to find creative and effective solutions to an organization's needs. The humanities offer essential training in these areas, also providing opportunities to build up students' "soft skills," which employers in every field are said to crave, and which we prefer to call "essential skills," which include research proficiency, cultural competencies, strong oral and written communication capabilities, historical perspective, and resource management skills, among others.

For centuries communities all over the globe have relied on the humanities as fundamental training for their legal, medical, business, and political professionals. This course engages with that skillset to help students get ready to put it into action in their communities and in the world. By the end of this course, students will be prepared to apply for internships or jobs.

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.)

Humanities in Action explores the connections between real world justice issues, the humanities and professional pathways. Students identify potential applications of skills and knowledge from major coursework, collaborate with guest faculty to explore and apply scholarly and activist frameworks for addressing justice issues, and create an educational and professional portfolio.

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

6. Number of:

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

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

       No                        x   Yes. If yes, then please provide:

- a. Semester(s) and year(s): spring 2022
- b. Teacher(s): Wynne Ferdinand & faculty guests
- c. Enrollment(s): 9
- d. Prerequisites(s): ENG 101

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

Students will:

- Identify connections between humanities majors, justice issues and professional goals.
- Identify and present scholarly and professional goals.
- Develop writing and presentation skills for academic and professional settings.
- Design and propose plans to address issues of justice by incorporating existing research, practices and humanistic perspectives.

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)

Elective option in the English, Global History, Humanities and Justice and Philosophy BA programs. Other students interested in humanities majors can also enroll.

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

No   X        Yes             If yes, please indicate the area:

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

Students complete a variety of reading, writing and research in this course to demonstrate their development as humanities researchers interested in justice issues, their ability to synthesize and present create their professional experiences and interests in order to seek out pre-professional opportunities, and to self-assess the intersection of academic and professional goals with their interests and identities.

Learning Outcomes

1. Identify connections between humanities majors, justice issues and professional goals.
2. Identify and present professional goals.
3. Develop writing and presentation skills for academic and professional settings.
4. Design possible solutions to address questions of justice by incorporating existing research, practices and humanistic perspectives.

**Consulting Simulation Project: (LO 3 & 4)** Student receive formative feedback at each phase of the consulting simulation project, during which they are required to: identify a justice issue, develop background knowledge on it, research potential solutions for the problem using primary and secondary sources, analyze evidence, and develop a proposed solution. Students apply readings from Booth and course material to develop criteria for evaluating their problem pitch, research summaries and final proposal. The instructor uses this criteria to provide feedback.

**Infographic Project (LO 3 & 4)** Students will collaborate in class develop criteria for evaluating the features of an infographic by reviewing samples they select. With guidance from the instructor, students create an infographic to present data, events, or other information related to their simulation project. They will self-assess and receive instructor feedback on the selection of appropriate/meaningful information, the design of the infographic, and the degree to which the information presented supports a specific conclusion or argument.

**Professional Portfolio (LO 1 & 2)**

Students demonstrate development of their understanding of professional writing and presentation to document their own employment and educational histories in connection to immediate and long-term professional goals. They will receive peer input and formative feedback from the instructor on their portfolio design, resume, sample cover letter, and an optional job talk. The portfolio is the product of a series of workshops students complete during the semester.

**Guest Lecture Reflections (LO 1, 3, 4)**

Students will submit reflections following each guest lecture/activity class meeting. They will receive formative written feedback from the instructor about their ability to synthesize guests' topics with their understanding of the purposes and roles of the humanities in addressing current justice issues.

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

No ☒ Yes ☐

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

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

No ☒ Yes ☐

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

☒ OneSearch (the library discovery tool)

☒ eBooks

**Subject specific library databases:**

☒ Academic Search Complete

☐ Gale Reference Sources

☐ NexisUni

☐ PsycInfo

☐ Criminal Justice Abstracts

☐ Sociological Abstracts

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

Are there existing library Research Guides to support your class?

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

No ☐

Yes ☐

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

\_\_\_\_\_ n/a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval:  
 Philosophy: fall 21  
 English: 4/16/21  
 HJS: 4/9/21  
 History: 3/7/21
15. **Faculty - Who** will be assigned to teach this course? Fulltime faculty from the Humanities departments or other qualified adjunct faculty.
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

☒ No

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

While there are a variety of 200 level experiential learning courses available at the college, none are linked to humanities majors.

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, English, 4/16/21; David Munns, History, 3/7/21, Allison Kavey, HJS, 4/9/21, Jonathan Jacobs, Philosophy

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## Humanities in Action HUM 277

**Meeting Hours:** Monday & Wednesday, 3:05-4:20 pm Room 1.119 NB

**Instructor Contact:**

**Office Hours:** Wednesdays, 12–1pm, Room 530.05 Haaren Hall and by appointment on Zoom

### Course Description

Humanities in Action explores the connections between real world justice issues, the humanities and professional pathways. Students identify potential applications of skills and knowledge from major coursework, collaborate with guest faculty to explore and apply scholarly and activist frameworks for addressing justice issues, and create an educational and professional portfolio.

This course satisfies a major elective for students in English, Global History, Humanities and Justice and Philosophy.

### Learning Objectives

1. Identify connections between humanities majors, justice issues and professional goals.
2. Identify and present professional goals.
3. Develop writing and presentation skills for academic and professional settings.
4. Design possible solutions to address questions of justice that incorporates existing research and humanistic perspectives.

### Assignments & Activities

**Weekly Reading, Writing and Participation:** Each session of this course builds upon prior sessions, so you should make every effort to attend all class meetings. You can expect to complete weekly readings in preparation for guest faculty activities and in relation to the professional portfolio, simulation and infographic projects. Some weeks will focus on your own research reading, others will be assignments provided to you. You do not need to purchase any texts for this class. All readings will be provided to you.

**Student Survey:** this is an introductory survey, designed to identify a focus for our consulting Simulation project, and let me learn a little bit about you and your goals at JJAY. Due date: complete before class begins on xx date.

**Introductions Activity:** confirm your access to Blackboard by posting a short introduction using Voicethread. You can find the Voicethread in the assignments section of the Blackboard course page. Due date: Complete by XX

**Consulting Simulation Project:** Working with a partner or small group, you will participate in a project where you will identify and engage with a real-world justice issue. You will investigate a problem, research potential solutions for the problem using primary and secondary sources, analyze evidence, and develop a solution. More details will be provided about this project on the assignment sheet.

**Infographic Project:** you will create a data visualization, informational or editorial infographic related to the simulation project. You will receive more detailed instructions about this project when it is assigned.

**Professional Portfolio:** you will create a portfolio of professional content to be used for job and opportunity applications, and to document your John Jay College academic journey. **Portfolio development/set up session: XX during class. Please plan to bring a laptop to class that day.**

**Guest Lecture Reflections/Activities:** Faculty members from humanities disciplines will visit class, beginning in XX, to present work in their fields related to the focus of our Consulting Simulation. You will post a reflection or complete an activity related to each of these sessions.

### **Grading**

Introductions & Survey: 5%

Consulting Simulation: 50%

Infographic Project: 10%

Professional Portfolio: 20%

Guest Lecture Reflections/Activities: 15%

Total: 100%

| Grade | Numerical Grade | Percent Equivalent |
|-------|-----------------|--------------------|
| A     | 4.00            | 93.0–100.0         |
| A–    | 3.70            | 90.0–92.9          |
| B+    | 3.30            | 87.1–89.9          |
| B     | 3.00            | 83.0–87.0          |
| B–    | 2.70            | 80.0–82.9          |
| C+    | 2.30            | 77.1–79.9          |
| C     | 2.00            | 73.0–77.0          |
| C–    | 1.70            | 70.0–72.9          |
| D+    | 1.30            | 67.1–69.9          |
| D     | 1.00            | 63.0–67.0          |
| D–    | 0.70            | 60.0–62.9          |
| F     | 0.00            | Below 60.0         |

### **College wide course policies**

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

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

#### **Academic 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 L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3.

Incomplete Grade Policy: read about incomplete grades here.

<http://jjay.smartcatalogiq.com/current/Undergraduate-Bulletin/Academic-Standards-and-Policies/Grades/Other-Grades/INC-Incomplete>

#### **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 of 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.

If you are unsure how and when to provide documentation, please consult directly with your instructor. We will have a citation workshop in class as part of our consulting project.

Source: *John Jay College of Criminal Justice Undergraduate Bulletin*

### Course Bibliography

BBC. (2021, April 20). *The jump, HIV*. BBC Radio 4. Retrieved April 14, 2022, from <https://www.bbc.co.uk/programmes/m000tcbm>

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research*. University of Chicago Press.

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### **Course Calendar**

| <b>Date</b> | <b>Week/Session Topics</b>                                       | <b>Due at Class Meeting</b>   |
|-------------|--|---|
| 1/31        | What are the humanities?<br><br>Course Introduction              | N/A   |
| 2/2         | How can the humanities help address justice issues?              | Readings:<br>1) "Why we need the humanities in our career-focused world" (5 pages)<br>2) "The Humanities and Modern and Future Economies" (10 pages)<br><br>Complete student survey               |
| 2/7         | Doing Research<br><br>Consulting Simulation Project Introduction | Reading: Booth, Chapters 1 & 2 (17 pages)<br><br>Writing: Create a visual (like a concept map, table or smart art) to show how a research community engages in research and knowledge production. |

|   |   |  |
|---|---|--|
| 2/9<br><br><b>Please bring a laptop to class. You can borrow one from CLSS on L2 if needed.</b> | ePortfolio session  | Reading: Nash, Chapter 4 (15 pages)<br><br>Writing: draft a professional introduction using a scholarly narrative style using the assignment overview provided in class.                               |
| 2/14 Please bring a laptop to class   | Focus Career Tool & Professional Development Introduction   | Job Description post on Blackboard   |
| 2/16  | Simulation Project: Identifying an issue workshop   | Reading: Booth, Chapters 3 & 4 (31 pages)<br><br>Writing: Create a visual representation to summarize your approach to moving from a topic to questions to a problem                                   |
| 2/21  | College closed no class meeting   |  |
| 2/23  | Guest Faculty: Sergio Gallegos Ordorica, Philosophy: Emotions and their role in political life in connection with the humanities  | Read: Chapter 3, "Educating Citizens: The Moral (and Anti-Moral) Emotions."<br><br>Watch: Martha Nussbaum Interview Pontifical Catholic University of Peru<br><br>After class: post session reflection |
| 2/28<br><br>3/2   | Guest Faculty: Charlotte Walker-Said, Africana Studies: Human rights philosophy and European and American history in relation to asylum and immigration law in the United States. | For 2/28: Review data sheets on affirmative and defensive asylum grants<br><br>For 3/2: Complete wiki activity for consulting simulation project<br><br>After class: post session reflection           |

|  |  |   |
|--|--|---|
| 3/7  | Simulation Project: Problem Pitch Work Session & Criteria Development  | Read: The fight over the 1619 project is not about the facts (10 pages)   |
| 3/9  | Guest Faculty: Raymond Patton, History: The stories of the founding of the U.S. & implications of the variations of that story for politics, society and culture           | The 1619 project site<br><br>Post your problem pitch draft to Blackboard by Wednesday, 3/9<br><br>After class: post session reflection  |
| 3/14                                       | Professional Portfolio Development: Resumes Workshop   | Bring a printed resume draft to class   |
| 3/16                                       | Guest Faculty: Victoria Bond, English: Educating on Enslavement  | Read: Introduction and Chapter 1 from Complicity: How the north promoted, prolonged and profited from slavery (28 pgs.)<br><br>The 1619 Project and the long battle over U.S. history (10 pgs.)<br><br>The stealth sticker campaign to expose New York's history of slavery (4 pgs)<br><br>After class: post session reflection |
| 3/21                                       | Guest Faculty: Olivera Jokic, English & Gender Studies: Intersections between social history, science and public health, especially in relation to HIV, AIDs and Covid-19. | Listen: Podcast (28 minutes): "The Jump: HIV."<br><br>Write: Complete the reflection writing assignment in Blackboard after you listen to the Jump.<br><br>Optional Reading: The Trouble with Normal, chapter 3<br><br>After class: post session reflection   |
| 3/23<br><br><b>Bring a laptop to class</b> | Consulting Project: Problem Pitch Workshop   |   |

|   |  |   |
|---|--|---|
| 3/28  | Consulting Project: Problem Pitch Workshop   | Post your revised problem pitch to Blackboard   |
| 3/30  | Guest Faculty, Amie Macdonald, Philosophy: Prison abolition  | Read: Chapters 1-2 from Are Prisons Obsolete? (32 pages)<br><br>After class: post session reflection  |
| 4/4 <b>Please bring a laptop to class</b>     | Simulation Project: Research sources annotation and summary writing<br><br>In class conferences      | Read Chapter 7, Craft of Research (12 pages)<br><br>Write one sentence presenting the argument you wish to make in your consulting project<br><br>Identify at least 2 additional sources to include in your research summaries. |
| 4/6 <b>Please bring a laptop to class</b>     | Simulation project: Research summary introduction writing workshop<br><br>In class conferences       | Revise first set of research summaries <b>BRING a copy of all your research summary materials</b>   |
| 4/11<br>4/13                                  | Guest Faculty: Cristina Lozano Arguelles, Modern Languages: Bilingualism, translation & interpreting | Post your research summary to Blackboard<br><br>Read: Chapter 1, Found in Translation: "Saving Lives and Protecting Rights in Translation."<br><br>After class: post session reflection   |
| 4/25 <b>Please bring a laptop to class</b>    | Resume & Cover Letter Workshop<br><br>Application Session  | Bring an updated resume to class  |
| 4/27<br><b>Please bring a laptop to class</b> | Infographics Work Session & Infographics Checklist Development<br><br>Infographics Work Session      | Bring materials/information from your consulting simulation project to create the infographic to class.   |

|      |  |  |
|------|--|--|
| 5/2  | Making connections between your major and professional goals<br><br>Professional Portfolio Workshops | Post your infographic to Blackboard<br><br>Identify two future opportunities/current job or internship ads you would like to pursue. Post links or screenshot to BB. |
| 5/4  | Consulting Project Workshop  | Post your Research proposal draft to Blackboard  |
| 5/9  | Presentations Workshop   | Prepare your presentation for class  |
| 5/11 | Consulting Project Presentations   | Prepare your presentation for class  |
| 5/16 | Class Reflection & ePortfolio session  | Draft reflection and feedback letter for class<br><br>Complete your final ePortfolio edits and submit simulation reflection  |

## HUM 277 CONSULTING SIMULATION PROJECT

**Project Outcome:** Collaborate with peers to identify and investigate a significant problem in an area of professional or personal interest.

### Project Goals

- Develop collaboration skills
- Pitch a problem
- Conduct research review
- Develop an empirical research plan
- Draft a research proposal
- Create a visual representation of problem and findings
- Present findings and infographic
- Self-assess project contributions

### Topics Options \*as generated by student survey

- a. Education
- b. Incarceration
- c. Youth and Children
- d. Housing

### Components & Due Dates

1. **Problem Definition. Definitions & Wiki Contributions Due xx** Working in small groups, you will review research and popular press sources related to the topic you selected, in order to identify a current and interesting problem to address.
2. **Problem Pitch. Due XX** In this exercise, you will describe a problem of interest. You will write a pitch of about 300 words to address these questions:
  - a. Who experiences this problem?
  - b. How do they experience the problem?
  - c. Who are the stakeholders?
  - d. What is the history of this problem?
  - e. What unsatisfactory situation do you propose to investigate?
  - f. What specifically is unsatisfactory about it?
  - g. Supply any data needed to prove that this is indeed a significant problem. Cite your sources.

In addition, you will present your pitch in class to your working group, and the whole class. We will work together on drafting a pitch format so you can plan your presentation.
3. **Research Summaries & Empirical Evidence Plan Due XX**  
 This component will shape your final proposal. You will identify 3 sources that are relevant, current and useful to understand the problem you are working on and write an annotation for each them that includes **a summary and your own analysis** of the value of the source. We will review and analyze a couple models before this assignment is due to guide your writing. **In class, you and your team members will develop a summary of research sources and present an executive summary as an update to your colleagues.** You will add additional sources as the project continues. The optional empirical evidence plan will document your strategy to collect real-time data, views, or other types of information using quantitative, qualitative or mixed methods. You will draft this plan with a group. It will include: a plan outline, survey or other tools, and a plan to analyze results.
4. **Infographic** you will submit and present your infographic as a part of the research proposal. This component is a visual representation of your research problem and proposed solutions/research plan. Each individual student will create their own infographic.
5. **Research Proposal and Recommendation Report Due xx**  
 This 5-7 page document will include the following components, all derived from your efforts in steps 1-4: Purpose; Summary; Introduction; Visual Representation of the Problem, Stakeholders Overview Potential Solutions/Recommendations; Proposed Plan of Work; Qualifications, Budget and Bibliography. Each student will write their own proposal.
6. **Simulation Presentations** Each student will present their research and recommendation reports. We will develop a template for presentations in class.
7. **Project Feedback and Reflection Due xx**

## HUM 277 SAMPLE REFLECTION QUESTIONS

Imagine today's guest faculty gave their presentation to the city council, but the council members grew frustrated did not see how it was relevant to them. Lucky for them, you are interning at the council. Write a paragraph-long email explaining to the council members why today's themes are important to their work as legislators.

This week's guest faculty discussed [e.g. the ongoing legacy of slavery in New York City, or the nature of courage.] In a few sentences, apply the faculty member's ideas to your work in the consulting simulation. What would the faculty member have to say about the issue you are addressing, or the measures you are proposing in response to it?

Today's presentation drew on the faculty member's training as a [historian, literary critic, etc.]. In 2-3 sentences, describe how they went about analyzing their topic, and how this might be different from the way a [statistician, engineer, etc] might approach the same topic. Then, in 2-3 more sentences, brainstorm how you might analyze the issue in your consulting simulation as a [historian, literary critic, etc.]



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

## New Course Proposal Form

Date Submitted: March 28, 2022

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

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

Africana Studies, Anthropology, Art and Music, Criminal Justice, English, History, Latin American and Latinx Studies, Law and Police Science, Philosophy and Sociology in collaboration with Undergraduate Studies.

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

Name: Wynne Ferdinand, Director of General Education and Educational Partnerships

Email address(es): wferdinand@jjay.cuny.edu

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

2. a. **Title of the course: Landmark U.S. Supreme Court Cases: Criminal Justice & Humanistic Perspectives**

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

c. **Level** of this course    \_\_\_\_100 Level    \_\_\_\_200 Level      X  300 Level    \_\_\_\_400 Level

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

This topics course is a 300-level justice core offering in the Struggles for Justice and Equality in the U.S. category. The course uses a Great Cases model to engage John Jay students in examining complex questions of criminal justice, individual rights, and other justice issues raised in one or more Supreme Court Cases, and through the varied interdisciplinary perspectives of law enforcement professionals, criminologists, historians, philosophers, artists, and writers. Students complete significant reading and writing assignments appropriate for a 300 level General Education course and will develop the ability to analyze legal texts alongside an understanding of complex criminal justice and legal issues within historical and contemporary social context.

The Landmark Cases courses fuse John Jay's strengths in criminal justice and liberal arts education in the 300 level Justice Core offering required of all students. Through these interdisciplinary courses, students will develop their capacity for problem-solving, cultural responsiveness, procedural justice in a learning context that is applicable to the situations students will face in law enforcement, legal and social justice-oriented professions. The learning resulting from conversations, debate, and examination of the different perspectives these courses offer will provide a broad foundation for students successfully carry out their work in the communities they will eventually serve.

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

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

This course strengthens alignment of criminal justice education with the liberal arts. It requires students to contextualize and analyze struggles for justice through the application of academic research-based writing, quantitative reasoning, and analytical skills developed in preceding coursework.

The course is an important opportunity to engage students at junior standing and entering transfer associate degree holders in exploration of social issues and philosophical and legal questions that may inform their future work in law enforcement or other justice-related roles. Seven interdisciplinary faculty teams developed courses around a "Great Case" – a landmark Supreme Court case, and complementary course readings and other media are incorporated to contextualize and explore broader implications of the case through a humanities lens.

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.)

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

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

ENG 201 and junior standing

6. **Number of:**

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

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

  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?

Students will:

- Contextualize and analyze struggles for justice.
- Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
- 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.

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

  X   No                             Yes

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

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

No                             Yes   X                        If yes, please indicate the area:

**College Option:**

|   |          |
|---|----------|
| Justice core:                                       |          |
| Justice & the Individual (100-level)                |          |
| Justice & the Individual (200-level)                |          |
| Struggle for Justice & Equality in U.S. (300-level) | <b>X</b> |

|   |  |
|---|--|
| Justice in Global Perspective (300-level) |  |
| Learning from the Past                    |  |
| Communication                             |  |

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

This course was designed to meet the learning objectives of the 300 level Struggle for Justice and Equality in the U.S. category by introducing a variety of media and texts exploring a central question of justice and equality.

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

Each iteration of the course develops students' ability to contextualize and analyze struggles for justice and analyze and synthesize information from texts and multimodal sources to develop arguments and analyses. Student learning is assessed by the degree to which they meet assignment standards for guided close reading assignments, short response papers, and analytical essays, multimodal presentations, moot court participation, or other assignments related to issues taken up by the cases that help organize the themes of the course.

Formative assessment strategies include instructors' written feedback and application of rubrics to:

- Guided annotation assignments that demonstrate capacity to read and interpret legal texts
- Weekly journal entries to annotate and respond to questions and ideas introduced in weekly readings
- Feedback on student participation in in-class discussions and collaborative learning activities

Summative assessment strategies include written feedback and application of rubrics to:

- Pop-quizzes for readings
- In-class presentations
- Arguments presented in moot court
- Analytical essays to respond to questions and issues related to course content
- Research writing and presentations to analyze a criminal justice or legal issue through a humanities lens

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: Individual proposal groups have consulted with the library.

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

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

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

No \_\_\_\_\_

Yes   X  

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

  X   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   X  

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:** N/A. This course was developed by interdisciplinary teams from several academic departments and sponsored by the Office of Undergraduate Studies.

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

Faculty from departments of Africana Studies, Anthropology, Art and Music, Criminal Justice, English, History, Latin American and Latinx Studies, Law and Police Science,

Philosophy, and Sociology were involved in course development. Instructors from these departments will teach the course. Faculty from other departments will be welcome if they develop a sample syllabus that meets the overall course objectives and the Gen Ed learning outcomes.

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: Dean Dara Byrne, Office of Undergraduate Studies

## John Jay General Education College Option Course Submission Form

|   |   |
|---|---|
| <b>Course Prefix &amp; Number</b>   | HUM 300   |
| <b>Course Title</b>   | Landmark U.S. Supreme Court Cases: Criminal Justice and Humanistic Perspectives   |
| <b>Department or Program</b>  | Office of Undergraduate Studies   |
| <b>Disciplines</b>  | Interdisciplinary   |
| <b>Credits</b>  | 3   |
| <b>Contact Hours</b>  | 3   |
| <b>Prerequisites</b><br>(ENG 101 required for 200-level,<br>ENG 201 required for 300 & 400-<br>level courses) | ENG 201 and junior standing or above  |
| <b>Co-requisites</b>  | N/A   |
| <b>Course Description</b>   | Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty. |
| <b>Sample Syllabus</b>  | Syllabus must be included with submission, 5 pages max recommended  |

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

☐ current course   
 ☐ revision of current course   
 ☒ a new course being proposed

### John Jay College Option Location

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

|   |   |  |
|---|---|--|
| <b>Justice Core</b><br><input type="checkbox"/> Justice & the Individual (100-level)<br><br><input type="checkbox"/> Justice & the Individual (200-level transfer seminar)<br><br><input checked="" type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)<br><br><input 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><b>I. Justice Core II: Struggle for Justice and Equality in the U.S. (300 Level)</b> - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>  |  |
| <p>The Landmark Cases explored in each iteration of this course take on questions central to ongoing struggles for justice in the U.S. The development of course bibliographies that pair legal documents with additional sources develops students' understanding of the context for each case they explore and develop their understanding of connections to questions and concerns they may encounter in law enforcement, legal or social justice professions.</p> <p>For example, in:</p> <ul style="list-style-type: none"> <li>• "You Can't Say That! Exploring Freedom of Speech in Art and the Law," students examine a variety of cases and related materials to develop understanding of how the Courts have determined the limits of free speech especially in regard to works of literature, music and other art forms.</li> <li>• Native Americans, Property &amp; the Environment, students explore the relationship of indigenous Americans and colonizing Europeans to use and ownership of resources in the U.S.</li> <li>• Citizenship, Rights and Expression, students begin the course by reading the Dred Scott case, and continue reading case decisions and other sources to understand the Courts' historical and contemporary interpretation of citizenship and human rights.</li> <li>• Loving v. Virginia: An Interdisciplinary Exploration of the Criminalization of Love and Marriage, students read extensively about the social and legal constructs related to race, marriage and intimacy alongside case decisions in order to understand the relationship between legal decisions and marriage and intimacy in the U.S. from the early 20<sup>th</sup> century to present day.</li> </ul> | <ul style="list-style-type: none"> <li>• Contextualize and analyze struggles for justice</li> </ul>  |
| <p>Each sample course syllabus incorporates a variety of text and other media alongside one or more case decisions and supplemental legal documents. Students will develop their understanding of the legal questions addressed in each case around which the course is designed. Further, students will interpret and assess legal questions and issues using perspectives from the humanities to unpack the social and historical context in which the case took place, and its impact on current legal and social issues. Progressively challenging reading and writing assignments require students to make connections between legal texts, literature, artworks, philosophy and history and other sources introduced in class as well as from readings or other media they identify.</p> <p>For example:</p> <p>In "Native Americans..." students' first major essay requires them to compare and contrast Native American and colonial settlers' concept of land and property ownership, using readings ranging from John Locke to Roxanne Dunbar Ortiz that present these diverging viewpoints (see page 35).</p> <p>In "Citizenship..." students collaborate to prepare and present a critique of a work of art centered on the themes of human rights, civil rights and/or citizenship they analyze in course readings.</p>   | <ul style="list-style-type: none"> <li>• Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches</li> </ul> |



|  |   |
|--|---|
| <p>In “You Can’t Say That...,” students complete series of journal assignments requiring them to analyze and react to a text using an analysis framework provided by the faculty.</p> <p>In “Loving v. Virginia...,” students participate in a moot court exercise to understand and argue the Loving case prospectively from the perspective of Virginia and the Lovings, and then discuss the implications of these arguments, thus developing their ability to interpret and present varied points of view.</p>   |   |
| <p>Students undertake extensive close reading activities using methods from the humanities and criminal justice and legal fields. Each course will include multiple assignments designed to enhance students’ ability to read and interpret legal texts. See appendix following the syllabi samples for a sample annotation activity in which students practice identifying the key features of case decision and then making connections to it and posing questions about it.</p> <p>In addition, students participate in a series of guided reading and writing activities to learn about the interpretative framework appropriate to various disciplines. For example, in “You Can’t Say That...,” students read and write an analysis comparing an academic and popular source presenting diverging opinions about issues related to a legal case and develop their own original analysis of two controversial works of art.</p> <p>Writing assignments require students to demonstrate their ability to analyze connections between legal cases, as in “Native Americans...,” in which the second essay assignment requires students to analyze the connections between USA v. Winans and another related case.</p>   | <ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>                                       |
| <p>Students are required to complete substantial research or other types of summative writing assignments in each iteration of the course.</p> <p>For example, in:</p> <ul style="list-style-type: none"> <li>“Loving V. Virginia,” students write a paper analyzing the representations of intimate relationships in a work of popular culture, such as <i>Passing</i>, <i>Guess Who’s Coming to Dinner</i>, <i>Moonlight</i>, or another work, requiring them to develop an argument about the choices various artists and writers make in crafting representations.</li> <li>“You Can’t Say That,” students complete a scaffolded research project analyzing a significant historical period or movement in the U.S. and its relationship to Art and Politics, requiring them to connect events, arts to the contexts in which they occur.</li> <li>“Citizenship, Rights and Expression,” students write an essay analyzing the relationship between the focal case (in this case, <i>Dred Scott</i>) and a selected work of art, requiring them to synthesize the core argument of the case and the decision in order to develop and argument about how art represents these issues.</li> <li>“Native Americans, Property and the Environment,” students write an analysis of the ways Momaday’s <i>The Way to Rainy Mountain</i> is a resistance to removal and dispossession, requiring them develop an argument citing a literary work and presenting their understanding of the historic and contemporary practices of removal and dispossession.</li> </ul> | <ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul> |

## Landmark US Supreme Court Cases Course Syllabi

|  |    |
|--|----|
| HUM 300: You Can't Say That! Exploring Freedom of Speech in Art and the Law.....                               | 11 |
| HUM 300: Native Americans, Property & the Environment.....   | 35 |
| HUM 300: Citizenship, Rights and Expression.....   | 42 |
| HUM 300: Loving v. Virginia: An Interdisciplinary Exploration of the Criminalization of Love and Marriage..... | 48 |
| HUM 300: Whiteness at The Margins: Hernández v. Texas and Latino Racial Politics in the United States.....     | 56 |

## **HUM 300: You Can't Say That! Exploring Freedom of Speech in Art and the Law**

### **Bulletin Course Description:**

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

### **Section Description**

This course examines Supreme Court cases that have determined the limits of freedom of speech. Works of art, music, and other forms of cultural production have been celebrated by some and called obscene, degenerate, and violent by others. How are clashes between the law, artists, and everyday citizens transformed into permanent rules, especially as it concerns intersectional inequities? This class prepares students to analyze and contextualize struggles for justice through legal studies and the humanities. Public discourse around politics, government, social activism, art and education are complex, especially when gender and racial identities are centered. This course examines poetry, song lyrics, visual art, and news media paired with Supreme Court cases to analyze debates about censorship and rights to free speech.

### **300 Level Justice Core Learning Objectives:**

1. Contextualize and analyze struggles for justice.
2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

### **Language & Syllabus Content Warning**

The content and discussion in this course will necessarily engage with challenging topics and themes such as racism, obscenity, violence and more every week. Much of it will be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense content that discusses or represents mature themes and will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully

with difficult content every week. If you have particular concerns, please do not hesitate to set up a time to meet with me.

### **Assignments:**

1. Popular & Primary 2 x 10 % each = 20%
2. Weekly Journal Entries 30%
3. Artwork Analysis 2 x 10% each = 20%
4. Class Facilitations 10%
5. Final Research Project 20%

Total - 100%

#### **1. Popular and Primary: Court Case Issues and Analysis - In Class Assignment in Small Groups -**

Students will identify and select two articles—one article from a popular culture source and one primary source document that discuss or relate to the same court case or issue, but offer contrasting views. In class, students will work in small groups to respond to the questions below for each article in writing and will share their findings with the class:

- What is the issue?
- What is the goal of the analysis?
- What is the context of the conflict?
- What key facts should be considered?
- What alternatives are available to the decision-maker?
- What would you recommend — and why?

#### **2. Journal Entries - Close Reading Assignments - Individual**

The purpose of this assignment is for students to independently connect course readings, visual texts, assignments, and discussions to everyday life. Students will compose and post Journal Entries on a Blackboard blog each week by the start of class on Mondays. The focus and content of Journal Entries are up to each student. One suggestion is use the entry to take notes on a reading or cultural artifact or to process a particular question or provoking issue from the weekly readings. Each entry should contain at least the following:

- Annotation - properly cited source for quote/artwork reference
- Outline - list the key arguments from the material
- Reaction - describe your reaction to the author's key points. What resonates with you, or not? What connections can you make to other materials or your everyday life?

A minimum of one direct quote from readings/course materials must be included or responded to in each journal. All journal entries should be between 250-500 words. At the end of the semester, students will select THREE of their best journals to turn in as the final Journal Selections on Blackboard for a grade.

### 3. Artwork Analysis - contextualizing censored lyrics/artists/books - Individual

Choose TWO examples of censored or controversial artworks to ground in context and analyze. The overarching questions to address in the analysis are:

- What historical forces — technological, political, cultural — brought this protested issue or point of propaganda to a critical point at the moment of creation in the artwork you are looking at?
- What are the specific arguments being raised in the protest or propaganda?
- How does your artifact/text embody these historical forces and detailed arguments?

### 4. Class Facilitations - Partners

Working in pairs or small groups, students will be responsible for leading class discussion on a selected date. Students will present at least three major themes/ideas from the assigned readings and will highlight an artist whose work relates to the topic. Facilitations must include information about the artist, details on the readings and three keys from the readings on PowerPoint/visual display, and five discussion questions for the class. *Creativity for facilitations is STRONGLY encouraged. Presentations with no visuals will lose points.* Students will sign-up for dates to facilitate during the second week of class. Further details will be given in class and posted on Blackboard.

### 5. Final Research Projects - Partners

Outline - due Week 10 - 5%

Draft of annotated bibliography- due Week 12 - 5%

Revisions and Slides - due Week 14 - 5%

Final Project presentation - due Week 15 - 5%

Rubric and details will be posted on Blackboard. Choose one of the following topics for research projects.

### **Music, Politics, and . . .**

The Harlem Renaissance  
 The Depression era  
 The Works Progress Administration  
 The McCarthy era ("Red Scare")  
 The Revolutionary War  
 The Civil War  
 WWI or WWII  
 The Korean War  
 The Vietnam War  
 The Iraq War  
 Music and the military  
 Music's function in The White House  
 The music press's responses to 9/11  
 Reggae's mainstream appeal in the U.S.  
 American musicians' involvement in opposing South African Apartheid  
 The Black Panthers and the Black Power movement  
 John Cage's avant-garde subversion of musical and social hierarchies  
 Christian rock  
 Industry censorship of hip hop lyrics.

### **Grades**

Grades will be posted and tracked in the Blackboard Grade Center for ease of access and transparency. The grading scale at John Jay is as follows:

#### **Grade Percentage Equivalent**

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

### **Readings**

There is no textbook required for purchase in this course. Most materials can be accessed

for free through the John Jay library and/or will be uploaded on Blackboard.

Schenck v. United States, 249 U.S. 47 (1919) - anti-war protesters, clear & present danger test, yelling fire in a crowded theater

Chaplinsky v. New Hampshire, 315 U.S. 568 (1942) - fighting words

Roth v. United States, 354 U.S. 476 (1957) –obscenity, pornography in mail, community standards

Brandenburg v. Ohio, 395 U.S. 444 (1969) - KKK rally

Watts v. US 394 U.S. 705 (1969) - “true threat” angry words at draft protest

Cohen v. California, 403 U.S. 15 (1971) - F\*ck the Draft on a shirt

Miller v. California, 413 U.S. 15 (1973) – obscenity, pornographic film, the Miller test

National Socialist Party of America v. Village of Skokie, 432 U.S. 43 (1977) - Nazis and swastika

Virginia v. Black et al. 538 U.S. 343 (2003) - Cross burning

Elonis v US 575 US \_ (2015) – violent rap lyrics do not constitute “true threat”

Commonwealth of Pennsylvania v Knox 190 A.3d 1146 (Pa. 2018) - rap lyrics as evidence of criminality

Luke Records v. Navarro - 960 F.2d 134 (11th Cir. 1992) - 2 Live Crew not legally obscene

Bartlett, Tom (2021) A Professor’s Apology for Showing a Film with Blackface Was Not Enough. October 14, Chronicle of Higher Education. Available at: <https://www.chronicle.com/article/a-professors-apology-for-showing-a-film-with-blackface-was-not-enough>

Bax, Anna (2018) “The C-Word” Meets “the N-Word”: The Slur-Once-Removed and the Discursive Construction of “Reverse Racism.” Journal of Linguistic Anthropology 28(2): 114-136.

Brown, Alexander (2015) Chapter 2: Ten Clusters of Laws/Regulations/Codes That Constrain Uses of Hate Speech, pps. 19-48. In Hate Speech Law: A Philosophical Examination. Routledge, New York.

Crenshaw, Kimberlè Williams (1993) Chapter 5: Beyond racism and misogyny: black feminism and 2 Live Crew, pps. 111-132. In Matsuda, Mari, Charles R. Lawrence, Richard Delgado, Kimberlè Williams Crenshaw, Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment. Routledge, New York.

Deflem, Mathieu (2020) Popular Culture and Social Control: The Moral Panic on Music Labeling. *American Journal of Criminal Justice* 45: 2–24.

Delgado, Richard (1993) Chapter 4: Words that wound: a tort action for racial insults, epithets, and name calling, pps. 89-110. In Matsuda, Mari, Charles R. Lawrence, Richard Delgado, Kimberlè Williams Crenshaw, *Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment*. Routledge, New York.

Fischer, Paul (2009) Music Censorship. Middle Tennessee State University. Available at: <https://www.mtsu.edu/first-amendment/article/1132/music-censorship>

Hill, Rosemary & Heather Savigny (2019). Sexual violence and free speech in popular music. *Popular Music* 38(2): 237-251.

Lawrence, Charles R. III (1993) Chapter 3: If he hollers let him go: regulating racist speech on campus, pps. 53-99. In Matsuda, Mari, Charles R. Lawrence, Richard

Delgado, Kimberlè Williams Crenshaw, *Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment*. Routledge, New York.

Pettit, Emma (2021) When Professors Offend Students: Classroom norms are changing. Where's the line, and who decides? December 16, *Chronicle of Higher Education*. Available at: [https://www.chronicle.com/article/when-professors-offend-students?cid=gen\\_sign\\_in](https://www.chronicle.com/article/when-professors-offend-students?cid=gen_sign_in)

*\*schedule is subject to change\**

| Week | Theme | Topics & Readings | Assignment Due |
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| 1.1 | Introductions   | <p>Syllabus, Course expectations</p> <p>What are rights and responsibilities?</p> <p>What are human rights? Contextualizing the Supreme Court</p>   | In Class: How to Take Notes on a Court Case |
| 1.2 | <p>First Amendment &amp; the Supreme Court</p> <p>Understanding Rights &amp; Responsibilities</p> | <p>Reading the First Amendment</p> <p>Edwards, Linda H., "The Humanities in the Law School Curriculum: Courtship and Consummation" (2016). Scholarly Works. 994.<br/> <a href="https://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=2018&amp;context=facpub">https://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=2018&amp;context=facpub</a></p>       |   |
| 2.1 | <p>What are Critical Race Theory &amp; Intersectionality? Why are they important?</p>             | <p>Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stan. L. Rev.</i>, 43, 1241.</p> <p>Crenshaw, K. W. (2010). Twenty years of critical race theory: Looking back to move forward. <i>Conn. L. Rev.</i>, 43, 1253.</p>  | In Class: Sign up for Class Facilitations   |
| 2.2 | <p>What is Critical Media Literacy? How is CML useful?</p>  | <p>Kellner, D., &amp; Share, J. (2007). Critical media literacy, democracy, and the reconstruction of education. <i>Media literacy: A reader</i>, 3-23.</p> <p>Funk, S., Kellner, D., &amp; Share, J. (2016). Critical media literacy as transformative pedagogy. In <i>Handbook of research on media literacy in the digital age</i> (pp. 1-30). IGI Global.</p> |   |

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| 3.1 | Freedom of Speech:<br>Seditious Advocacy/Terrorism | <p>Schenck v. United States, 249 U.S. 47 (1919). Pgs 47-53, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep249/usrep249047/usrep249047.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep249/usrep249047/usrep249047.pdf</a>-</p> <p>anti-war protesters, clear &amp; present danger test, yelling fire in a crowded theater</p> <p>Watts v. US (1969). pgs. 705-712, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep394/usrep394705/usrep394705.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep394/usrep394705/usrep394705.pdf</a>-</p>  | In Class Workshop:<br>Critique and Feedback |
| 3.2 |  | <p>“true threat” angry words at draft protest</p> <p><b>Watch/Listen -</b></p> <p><a href="https://www.poetryfoundation.org/collections/144186/the-poetry-of-the-vietnam-war">https://www.poetryfoundation.org/collections/144186/the-poetry-of-the-vietnam-war</a></p> <p>Royalty (2018) “A Letter to Your Flag” - <a href="https://youtu.be/IJBo9jdUJiY">https://youtu.be/IJBo9jdUJiY</a></p> <p>Cohen v. California, 403 U.S. 15 (1971) - Pgs. 15-28, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep403/usrep403015/usrep403015.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep403/usrep403015/usrep403015.pdf</a></p> <p>F*ck the Draft on a shirt</p> <p>Wiener, Jon. "John Lennon Versus the FBI." In <i>The Lennon Companion</i>, edited by Elizabeth Thomson and David Gutman, 188-199. NY: Schirmer, 1987.</p> <p><a href="#">Kathleen Ann Ruane, Congressional Research Service, The Advocacy of Terrorism on the Internet</a></p> <p><b>Watch/Listen -</b></p> <p>Vietnam era songs (Buffy Ste. Marie and Donovan Leitch, “Universal Soldier”; Sgt. Barry Sadler, “The Ballad of the Green Berets” [number one hit in 1966]; Phil Ochs, “I Ain’t Marchin’ Anymore”; Edwin Starr, “War”)</p> | In Class:<br>Popular & Primary practice     |

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|  |  | <p>Joseph Byrd's "The Defense of the American Continent From the Viet-Cong Invasion"</p> <p>Environmental and political issues addressed in the "No Nukes" concerts (Muse Concerts for a Non-Nuclear Future, Madison Square Garden, September 1979) and critiques of corporate rock benefits (Live Aid, Farm Aid, We Are the World, etc.);</p> <p>The Dixie Chicks Controversy - <a href="https://www.history.com/this-day-in-history/the-dixie-chicks-backlash-begins">https://www.history.com/this-day-in-history/the-dixie-chicks-backlash-begins</a></p> |  |
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| 4.1 | Fighting Words & Threats | <p>Chaplinsky v. New Hampshire, 315 U.S. 568 (1942). Pgs 568-574, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep315/usrep315568/usrep315568.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep315/usrep315568/usrep315568.pdf</a></p> <p>- fighting words</p> <p>Brandenburg v. Ohio and Notes, 395 U.S. 444 (1969). Pgs. 444-457, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep395/usrep395444/usrep395444.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep395/usrep395444/usrep395444.pdf</a></p> <p>Margolick, D. (1999). Performance as a Force for Change: The case of Billie Holiday and “Strange Fruit”. <i>Law &amp; Literature</i>, 11(1), 91-109.</p> |  |
| 4.2 |                          | <p><b>Watch/Listen</b></p> <p>Jazz and the Civil Rights movement/African Transnationalism (Charles Mingus’s “Fables of Faubus”; Abbey Lincoln and Max Roach’s “We Insist! Freedom Now Suite”; etc.);</p> <p>The Harlem Renaissance and Ellington’s “Tone Parallel” <i>Black, Brown, and Beige</i>;</p> <p>Lewis Allan (Abel Meeropol), Billie Holiday, and the story of “Strange Fruit” (and the recording “Strange Fruit Revisited” by Fred Ho and the Afro-Asian Music Ensemble</p>  | <p>Assignment due before class: Artwork Analysis draft</p> |

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| 5.1 |  | <p>Copland, Aaron. "Effects of the Cold War on the Artist in the U.S. (1949)." In <i>Aaron Copland, A Reader</i>, edited by Richard Kostelanetz. Routledge, 2004</p> <p><b>Watch/Listen -</b></p> <p>The Last Poets, "When the Revolution Comes" and "N***** are Scared of Revolution" (1970); Gil-Scott Heron, "The Revolution Will Not Be Televised" (1970)</p>  |   |
| 5.2 |  | <p>Feldstein, R. (2005). "I Don't Trust You Anymore": Nina Simone, Culture, and Black Activism in the 1960s. <i>The Journal of American History</i>, 91(4), 1349-1379.</p> <p>Feeney, A. (2018). How American Protest Music Has Changed: A Study on the Lives and Music of Billie Holiday, Nina Simone and Janelle Monae: An Annotated Bibliography.</p> <p><b>Watch/Listen -</b></p> <p>Nina Simone - any album</p> <p>Pages d. Matam (2016) "Questions for Nina Simone" - <a href="https://youtu.be/YH2_2Azvjlo">https://youtu.be/YH2_2Azvjlo</a></p> <p><a href="https://jerryjazzmusician.com/young-and-gifted-and-little-girl-blue-a-poem-for-nina-simone-by-john-mccluskey/">https://jerryjazzmusician.com/young-and-gifted-and-little-girl-blue-a-poem-for-nina-simone-by-john-mccluskey/</a></p> | <p>In Class:<br/>Popular and<br/>Primary #1</p> |

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| 6.1 | Obscenity & Pornography | <p>Roth v. United States, 354 U.S. 476 (1957). Pgs. 476-514, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep354/usrep354476/usrep354476.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep354/usrep354476/usrep354476.pdf</a></p> <p>—obscenity, pornography in mail, community standards</p> <p>Lacey, N. (1993). Theory into practice? Pornography and the public/private dichotomy. <i>Journal of Law and Society</i>, 20(1), 93-113.</p> <p>Collins-White, M. D., Cruz, A., Hernandez, J., Livermon, X., Story, K., &amp; Nash, J. (2016). Disruptions in respectability: A roundtable discussion. <i>Souls</i>, 18(2-4), 463-475.</p>      | Group 1 presents   |
| 6.2 |                         | <p>Miller v. California, 413 U.S. 15 (1973). Pgs. 15-48, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep413/usrep413015/usrep413015.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep413/usrep413015/usrep413015.pdf</a></p> <p>– obscenity, pornographic film, the Miller test</p> <p>Dines, G., Jensen, B., &amp; Russo, A. (2013). <i>Pornography: The production and consumption of inequality</i>. Routledge.</p> <p>Yan, J. (2017). Art in the Dichotomy of Freedom of Expression &amp; Obscenity: An Anti-Censorship Perspective. <i>Man. LJ</i>, 40, 365.</p> <p><a href="#">Action for Children’s Television v. FCC (ACT III)</a></p> | <p>Artwork Analysis #1 final due</p> <p>Group 2 presents</p> |

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| 7.1 | The Music Industry & Cultural Censorship | <p>Elonis v US 575 US _ (2015). Pgs. 1-17, available at <a href="https://www.supremecourt.gov/opinions/14pdf/13-983_7148.pdf">https://www.supremecourt.gov/opinions/14pdf/13-983_7148.pdf</a></p> <p>– violent rap lyrics do not constitute “true threat”</p> <p>Commonwealth of Pennsylvania v Knox 190 A.3d 1146 (Pa. 2018). Pgs 1146-1175, available at <a href="https://cases.justia.com/pennsylvania/supreme-court/2018-2017-codo-2.pdf?ts=1534876606">https://cases.justia.com/pennsylvania/supreme-court/2018-2017-codo-2.pdf?ts=1534876606</a></p> <p>- rap lyrics as evidence of criminality</p> <p>Luke Records v. Navarro - 960 F.2d 134 (11th Cir. 1992). Pgs. 134-139, available at <a href="https://casetext.com/case/luke-records-inc-v-navarro">https://casetext.com/case/luke-records-inc-v-navarro</a></p> <p>- 2 Live Crew not legally obscene</p> | <p>Group 3 presents</p> <p>In Class: sign up for topics and teams for Final Project</p> |
| 7.2 |  | <p>Crenshaw, Kimberlè Williams (1993) Chapter 5: Beyond racism and misogyny: black feminism and 2 Live Crew, pps. 111-132. In Matsuda, Mari, Charles R. Lawrence, Richard Delgado, Kimberlè Williams Crenshaw, <i>Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment</i>. Routledge, New York.</p> <p>Matos, A. R. (2019). Alexandria Ocasio-Cortez and Cardi B Jump through Hoops: Disrupting Respectability Politics When You Are from the Bronx and Wear Hoops. <i>Harvard Journal of Hispanic Policy</i>, 31, 89-93.</p> <p>Deflem, Mathieu (2020) Popular Culture and Social Control: The Moral Panic on Music Labeling.</p>   | <p>In class: Primary &amp; Popular #2</p>   |

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|  |  | <i>American Journal of Criminal Justice</i> 45: 2–24. |  |
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| 8.1 |  | Fischer, Paul (2009) Music Censorship. Middle Tennessee State University. Available at: <a href="https://www.mtsu.edu/first-amendment/article/1132/music-censorship">https://www.mtsu.edu/first-amendment/article/1132/music-censorship</a> |  |
| 8.2 |  | Hill, Rosemary & Heather Savigny (2019). Sexual violence and free speech in popular music. <i>Popular Music</i> 38(2): 237-251.   |  |

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| 9.1 | Offensive & Indecent Speech | <p>Jones, S. (1991). Ban (ned) in the USA: Popular Music and Censorship. <i>Journal of Communication Inquiry</i>, 15(1), 73-87.</p> <p>Shank, B. (1996). Fears of the White Unconscious: Music, race, and identification in the censorship of “cop killer”. <i>Radical History Review</i>, 1996(66), 124-145.</p> <p><b>Watch/Listen -</b></p> <p>N.W.A. “Straight Outta Compton” (1989) - <a href="https://youtu.be/gBK84BtG_90">https://youtu.be/gBK84BtG_90</a></p> <p>Ice Cube of N.W.A. accepts Rock and Roll Hall of Fame (2016) - <a href="https://youtu.be/rUfUtPWFIKY">https://youtu.be/rUfUtPWFIKY</a></p>   | Group 4 presents                     |
| 9.2 |                             | <p>Brown, Alexander (2015) Chapter 2: Ten Clusters of Laws/Regulations/Codes That Constrain Uses of Hate Speech, pps. 19-48. In <i>Hate Speech Law: A Philosophical Examination</i>. Routledge, New York.</p> <p>Adler, A. (1996). What's Left: Hate Speech, Pornography, and the Problem for Artistic Expression. <i>Cal L. Rev.</i>, 84, 1499.</p> <p>Simmons, Brian D. "The Effect of Censorship on Attitudes Toward Popular Music." <i>Popular Music and Society</i> (Winter 1992): 61-67.</p> <p><b>Watch/Listen -</b></p> <p>Miss Yankee (2020) - “F*ck the Police”</p> <p><a href="https://youtu.be/ECSdbN9RzgA">https://youtu.be/ECSdbN9RzgA</a></p> | Artwork Analysis #2 due before class |

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| 10.1 | Racist Speech & Harassment | Delgado, Richard (1993) Chapter 4: Words that wound: a tort action for racial insults, epithets, and name calling, pps. 89-110. In Matsuda, Mari, Charles R. Lawrence, Richard Delgado, Kimberlè Williams Crenshaw, <i>Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment</i> . Routledge, New York.                 | Group 5 presents                   |
| 10.2 |                            | <p>Brandenburg v. Ohio, 395 U.S. 444 (1969). Pgs. 444-457, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep395/usrep395444/usrep395444.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep395/usrep395444/usrep395444.pdf</a></p> <p>- KKK rally</p> <p>In Class Review of Final Project Outline</p> | Outline Final Project due in class |

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| 11.1 |  | <p>National Socialist Party of America v. Village of Skokie, 432 U.S. 43 (1977). Pgs. 43-45, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep432/usrep432043/usrep432043.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep432/usrep432043/usrep432043.pdf</a></p>   |  |
| 11.2 |  | <p>- Nazis and swastika</p> <p>Virginia v. Black et al. 538 U.S. 343 (2003). Pgs. 343-363, available at <a href="https://tile.loc.gov/storage-services/service/ll/usrep/usrep538/usrep538343/usrep538343.pdf">https://tile.loc.gov/storage-services/service/ll/usrep/usrep538/usrep538343/usrep538343.pdf</a></p> <p>- Cross burning</p> <p><a href="#">Balkin, Free Speech and Hostile Environment</a></p> |  |

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|------|----------------------|---|---|
| 12.1 | Cultural<br>Currency | <p>Nikpour, G. (2014). Revolutionary journeys, revolutionary practice: The Hajj writings of Jalal Al-e Ahmad and Malcolm X. <i>Comparative Studies of South Asia, Africa and the Middle East</i>, 34(1), 67-85.</p> <p>Anthony Davis's bio-opera <i>X: The Life and Times of Malcolm X</i> and John Adams's <i>The Death of Klinghoffer</i> (and the post-9/11 reception of Klinghoffer)</p> <p>Black Nationalism and Free Jazz (Archie Shepp's "Malcolm, Malcolm—Semper Malcolm");</p> | Group 6<br>presents                         |
| 12.2 |                      | <p>Darby, H. E., &amp; Rowley, M. N. (1986). King on Vietnam and beyond. <i>Phylon (1960-)</i>, 47(1), 43-50.</p> <p>The historical significance and unifying power of "We Shall Overcome";</p> <p>Singers as organizers and the folk revival movement (music at the March on Washington);</p>  | Draft Final<br>Presentation<br>due in class |

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| 13.1 | Public Education                     | <p>Banned books; CRT curriculum</p> <p>Bax, Anna (2018) “The C-Word” Meets “the N-Word”: The Slur-Once-Removed and the Discursive Construction of “Reverse Racism.” <i>Journal of Linguistic Anthropology</i> 28(2): 114-136.</p> <p>Pettit, Emma (2021) When Professors Offend Students: Classroom norms are changing. Where’s the line, and who decides? December 16, <i>Chronicle of Higher Education</i>. Available at: <a href="https://www.chronicle.com/article/when-professors-offend-students?cid=gen_sign_in">https://www.chronicle.com/article/when-professors-offend-students?cid=gen_sign_in</a></p>   | In Class:<br>Primary &<br>Popular             |
| 13.2 | Academic Freedom in Higher Education | <p>Lawrence, Charles R. III (1993) Chapter 3: If he hollers let him go: regulating racist speech on campus, pps. 53-99. In Matsuda, Mari, Charles R. Lawrence, Richard Delgado, Kimberlè Williams Crenshaw, <i>Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment</i>. Routledge, New York.</p> <p>Bartlett, Tom (2021) A Professor’s Apology for Showing a Film with Blackface Was Not Enough. October 14, <i>Chronicle of Higher Education</i>. Available at: <a href="https://www.chronicle.com/article/a-professors-apology-for-showing-a-film-with-blackface-was-not-enough">https://www.chronicle.com/article/a-professors-apology-for-showing-a-film-with-blackface-was-not-enough</a></p> <p><b>Watch/Listen –</b></p> <p>Donovan Livingston (2016) “Commencement Speech @ Harvard” - <a href="https://youtu.be/9XGUpKITEJM">https://youtu.be/9XGUpKITEJM</a></p> | In Class:<br>Analysis of uni/college policies |

|      |  |   |   |
|------|--|---|---|
| 14.1 | Disclosure of<br>Classified<br>Information | <a href="#">In Re National Security Letters (N.D. Cal. 2016)</a><br><a href="#">Boehner v. McDermott</a><br><br><a href="#">United States v. Rosen</a>  | Revision of<br>Final<br>Presentation<br>due: slides<br>included |
| 14.2 |  | <a href="#">Jack Goldsmith, Seven Thoughts on Wikileaks</a><br><br><a href="#">Statement of Abbe Lowell before House Judiciary<br/>Hearing on Wikileaks</a><br><br><a href="#">Statement of Geoffrey R. Stone before House Judiciary<br/>Hearing on Wikileaks</a><br><br><b>Watch:</b> <i>Snowden</i> (2016) Directed by Oliver Stone | Group 7<br>presents   |
| 15.1 |  | Presentation week<br><br>Final Exam period  | Program<br>Presentations  |

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## HUM 300: Native Americans, Property & the Environment

### Bulletin Course Description

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

### Section Course Description

This course examines the changing legal, cultural, and scientific understanding that shaped and continue to shape how indigenous Americans and colonizing Europeans have access to use and exploit natural resources, such as land, water, wild animals, knowledge of local plants, and even genetic sequences. In addition to learning about the history of Native American, colonization and the environment, students will learn to read and interpret important legal and political documents, including major decisions by the Supreme Court of the US, that govern our contemporary world.

### 300 Level Justice Core Learning Objectives:

Below are the learning objectives of this course.

1. Contextualize and analyze struggles for justice;
2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches;
3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline;
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

### Required Text

1. Dunbar-Ortiz, Roxanne (2014) *An Indigenous Peoples' History of the United States*. Boston: Beacon.  
Available at:  
<https://www.panafricanperspective.com/An%20Indigenous%20Peoples%20History%20of%20the%20United%20States%20Ortiz.pdf>
2. John Locke (1689) *Two Treatises on Governance*. Available at  
<https://www.yorku.ca/comminel/courses/3025pdf/Locke.pdf>
3. Momaday, N. Scott (1969) *The Way to Rainy Mountain*. University of New Mexico Press.

### Grading

#### Grade weights

The grades are based on the X items listed in the table below, which will be weighed as



follows:

|                            |     |
|----------------------------|-----|
| Pop-Quizzes (5)            | 20% |
| Essays x 4                 | 60% |
| Presentation               | 5%  |
| Attendance & Participation | 15% |

### Grading scale:

Please, note that the professor will not curve grades in this class. In addition, there will be no extra credit provided. The final grade will be based on the following scale:

|               |             |
|---------------|-------------|
| A: 93-100     | C: 73-77.9  |
| A-: 90-92.9   | C-: 70-72.9 |
| B+: 87.5-89.9 | D+: 67-69.9 |
| B: 83-87      | D: 63-66.9  |
| B-: 80-82.9   | D-: 60-62.9 |
| C+: 78-79.9   | F: 0-59.9   |

### Course Requirements

**Readings.** All readings assigned for this course are mandatory, unless otherwise stated. All readings must be done before class to facilitate discussion. Lectures will follow the readings, and students are expected to participate in class discussions with thoughtful comments and constructive feedback to peers' comments. This will not be possible if you do not come well-prepared to class.

**Class Participation.** You are required to participate and make meaningful contributions to class discussions. Through your participation, you should demonstrate thorough understanding of the reading materials and the lecture discussions.

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### Course Topics and Assigned Readings

| Week # | Topic        | Readings  |
|--------|--------------|---|
| 1      | Orientations | 1. UN Declaration on Indigenous Rights<br><a href="https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf">https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</a> |

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|---|--|--|
|   |  | <ol style="list-style-type: none"> <li>2. Native Knowledge 360<br/><a href="https://americanindian.si.edu/nk360/faq/did-you-know">https://americanindian.si.edu/nk360/faq/did-you-know</a></li> <li>3. The State of the World's Indigenous Peoples<br/>(<a href="http://www.un.org/esa/socdev/unpfii/documents/SOWIP_web.pdf">http://www.un.org/esa/socdev/unpfii/documents/SOWIP_web.pdf</a>)</li> </ol>  |
| 2 | Property in the Colonial Age           | <ol style="list-style-type: none"> <li>1. The Papal Bull Inter Caetera, May 4, 1493. The Papal Bulls as Pertaining to the Americas</li> <li>2. John Locke (1689) Two Treatises on Governance. Available at<br/><a href="https://www.yorku.ca/comninel/courses/3025pdf/Locke.pdf">https://www.yorku.ca/comninel/courses/3025pdf/Locke.pdf</a></li> <li>3. Larson, Sidner (1997) "Fear and Contempt: A European Concept of Property" American Indian Quarterly 21(4): 567-577.</li> </ol>  |
| 3 | Native Conceptions of Property         | <p>Dunbar-Ortiz Chapter One: Land, pages 1-14.<br/>Dunbar-Ortiz Chapter Two: Follow the Corn, pages 15-31.<br/>Yazzie Burkhart, Brian (2004) "What Coyote and Thales can teach us" in American Indian Thought, Anne Waters, ed. Blackwell. <a href="https://daily.jstor.org/yes-americans-owned-land-before-columbus/First">https://daily.jstor.org/yes-americans-owned-land-before-columbus/First</a></p>   |
| 4 | Property Relations as Social Relations | <ol style="list-style-type: none"> <li>1. Sarah M. S. Pearsall (2015) Madam Sacho: How One Iroquois Woman Survived the American Revolution. Humanities 36(3), at<br/><a href="https://www.neh.gov/humanities/2015/mayjune/feature/madam-sacho-how-one-iroquois-woman-survived-the-american-revolution">https://www.neh.gov/humanities/2015/mayjune/feature/madam-sacho-how-one-iroquois-woman-survived-the-american-revolution</a></li> <li>2. Johnson v. M'Intosh, 21 U.S. (8 Wheat) 543 (1823) no to Indian land title</li> </ol> <p><b>First Essay Due:</b> How did European and Native American understandings of property reflect different legal and social relationships?</p> |
| 5 | Removal and Dispossession              | <ol style="list-style-type: none"> <li>1. Dunbar-Ortiz Chapter 6, The Last of the Mahicans and Andrew Jackson's White Republic, pages 95-116.</li> <li>2. Worcester v. Georgia, 31 U.S. (6 Pet.) 515 (1832) - tribal sovereignty and removal<br/><a href="https://www.youtube.com/watch?v=TwBRrsHAodY">https://www.youtube.com/watch?v=TwBRrsHAodY</a></li> </ol>  |
| 6 | The Way to Rainy                       | <ol style="list-style-type: none"> <li>1. Momaday, N. Scott (1969) The Way to Rainy</li> </ol>   |

|    |                           |  |
|----|---------------------------|--|
|    | Mountain                  | <p>Mountain. University of New Mexico Press. Pps. 98.<br/>-- classic novella by First Nation author about 19th century removal to OK.</p> <p><b>Second Essay Due:</b> How is the Way to Rainy Mountain a resistance to removal and dispossession?</p>  |
| 7  | Salmon & the River        | <ol style="list-style-type: none"> <li>1. United States v. Winans, 198 U.S. 371, 381 (1905)</li> <li>2. White, Richard (1996) Chapter 4: Salmon, pps. 89-113, in <i>The Organic Machine: The Remaking of the Columbia River</i>. Hill and Wang, MacMillan. -- short history of Columbia River</li> </ol>   |
| 8  | Tragedy of the Commons    | <ol style="list-style-type: none"> <li>1. Hardin, Garrett (1968) <i>The Tragedy of the Commons</i>. <i>Science</i> 162(3859): 1243- 1248.</li> <li>2. Blumm, Michael and James Brunberg (2006) "Not Much Less Necessary...Than the Atmosphere They Breathed": Salmon, Indian Treaties, and the Supreme Court -A Centennial Remembrance of <i>United States v. Winans</i> and Its Enduring Significance. <i>Natural Resource Journal</i> 46(2): 489-546.</li> </ol>   |
| 9  | Struggles for the Commons | <ol style="list-style-type: none"> <li>1. <i>Tulee v. Washington</i>, 315 U.S. 681 (fishing)</li> <li>2. <i>Puyallup Tribe, Inc. v. Department of Game</i> 391 U.S. 392 (1968) (fishing)</li> <li>3. <i>Antoine v. Washington</i>, 420 U.S. 194 (1975) (hunting)</li> <li>4. <i>Washington v. Washington State Commercial Passenger Fishing Vessel Ass'n</i> 443 U.S. 658, 99 S. Ct. 3055, 61 L. Ed. 2d 823 (1979) (fishing)</li> <li>5. <i>Herrera v. Wyoming</i> (2019) (hunting)</li> </ol> <p><b>Third Essay Due:</b> Find your own case, or use one of the above, and explain in a 1000-word essay the enduring significance of <i>Winans</i> in that case.</p> |
| 10 | Indian Reorganization     | <ol style="list-style-type: none"> <li>1. Dunbar-Ortiz Chapter 8, <i>Indian Country</i>, pages 133-161.</li> <li>2. Dunbar-Ortiz Chapter 9, <i>US Triumphalism and Peacetime Colonialism</i>, pages 162-177.</li> <li>3. <i>McGirt v. Oklahoma</i>, 591 U.S. (2020) sovereignty and criminal law</li> </ol>  |
| 11 | Owning the Dead           | <ol style="list-style-type: none"> <li>1. Native American Graves Protection and Repatriation Act (1990) <a href="http://www.nps.gov/history/local-law/FHPL_NAGPRA.pdf">http://www.nps.gov/history/local-law/FHPL_NAGPRA.pdf</a></li> <li>2. Small, Zachary (2021) <i>Push to Return</i> 116,000</li> </ol>   |

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|    |   | Native American Remains Is Long-Awaited. New York Times, Aug. 6, Available at: <a href="https://www.nytimes.com/2021/08/06/arts/design/native-american-remains-museums-nagpra.html">https://www.nytimes.com/2021/08/06/arts/design/native-american-remains-museums-nagpra.html</a>  |
| 12 | Owning Indigenous Knowledge                   | <ol style="list-style-type: none"> <li>1. Pskowski, Martha (2019) Who should profit from Mexico's nitrogen-fixing corn? Food &amp; Environment Reporting Network, July 16. Available at: <a href="https://thefern.org/2019/07/who-should-profit-from-mexicos-nitrogen-fixing-corn/?fbclid=IwAR3DgphrYBYI9YqDay39CkIEx5z89b2fGYTUMDdh_qwvQFsb6wsgoO-B1NI">https://thefern.org/2019/07/who-should-profit-from-mexicos-nitrogen-fixing-corn/?fbclid=IwAR3DgphrYBYI9YqDay39CkIEx5z89b2fGYTUMDdh_qwvQFsb6wsgoO-B1NI</a></li> <li>2. Hedgpeth, Dana (2021) A 25-foot Native American totem pole arrives in D.C. after a journey to sacred lands across U.S. Washington Post July 29, <a href="https://www.washingtonpost.com/dc-md-va/2021/07/29/totem-pole-dc-native-american/">https://www.washingtonpost.com/dc-md-va/2021/07/29/totem-pole-dc-native-american/</a></li> <li>3. Hemmer, Joseph Jr. (2008) Exploitation of American Indian Symbols: A First Amendment Analysis. American Indian Quarterly 32(2): 121-140.</li> </ol>  |
| 13 | Responsibility v Ownership of the Environment | <ol style="list-style-type: none"> <li>1. Privott, Meredith (2019) "An Ethos of Responsibility and Indigenous Women Water Protectors in the #NoDAPL Movement" American Indian Quarterly Vol. 43, No. 1, pp. 74-100.</li> <li>2. Standing Rock Sioux Tribe v. United States Army Corps of Engineers, No. 20-5197 (D.C. Cir. 2021)</li> <li>3. The Standing Rock Sioux Tribe's Litigation on the Dakota Access Pipeline. Earth Justice, San Francisco. Available at: <a href="https://earthjustice.org/features/faq-standing-rock-litigation">https://earthjustice.org/features/faq-standing-rock-litigation</a></li> <li>4. Maya Yang (2021) Indigenous protesters urge Biden to stop approving fossil fuel projects. Guardian 11 Oct. Available at: <a href="https://www.theguardian.com/world/2021/oct/11/indigenous-protesters-rally-end-fossil-fuel-projects">https://www.theguardian.com/world/2021/oct/11/indigenous-protesters-rally-end-fossil-fuel-projects</a></li> <li>5. Indigenous Environmental Network <a href="https://www.ienearth.org/">https://www.ienearth.org/</a></li> </ol> |
| 14 |   | Voices and Struggles Continue Final Presentations I   |
| 15 |   | <p>Voices and Struggles Continue Final Presentations II</p> <p><b>Fourth Essay Due</b>—Documentary/Film Review: Please write a 1000-word review of one documentary of your own</p>  |

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|  |  | <p>choosing, you may use the list below, and consider how that documentary is related to one of the contemporary struggles considered in class.</p> <ul style="list-style-type: none"> <li>● AWAKE: A Dream From Standing Rock (available on Docuseek)*</li> <li>● Profit and Loss (available on Docuseek)</li> <li>● The Indigenous People of America (available on YouTube:<br/><a href="https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf">https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</a>)</li> <li>● Angry Inuk</li> <li>● Reel Injun</li> <li>● Servant or Slave</li> <li>● El Tigre y el Venado</li> <li>● Tribal Justice* (this one is by a very famous director Alanis Obomsawin). We can also look into other films (available on Docuseek that students have access to), such as Jordan River Anderson Messenger; Kanehsatake 270 Years of Resistance; When All the Leaves are Gone; Coming to Light (some of these may not be relevant to the course, but are good)</li> <li>● American Outrage*</li> <li>● Conscience Point*</li> <li>● In the Light of Reverence*</li> <li>● Nipawistamasowin: We Will Stand Up*</li> <li>● Standing on Sacred Ground*</li> <li>● Without a Whisper*</li> <li>● Water Warriors</li> <li>● Lake of Betrayal</li> <li>● We Still Live Here</li> <li>● The Refuge</li> <li>● Native American History and Society (series on Amazon)</li> <li>● Trick or Treaty?</li> <li>● America's Great Indian Nations (available on YouTube:<br/><a href="https://www.youtube.com/watch?v=MazI9dFA6ME">https://www.youtube.com/watch?v=MazI9dFA6ME</a>)</li> <li>● We are All Connected With Nature (TED Talk:<br/><a href="https://www.youtube.com/watch?v=xk0-yebNA_o">https://www.youtube.com/watch?v=xk0-yebNA_o</a> )</li> <li>● White Shamans and Plastic Medicine Men<br/><a href="https://www.youtube.com/watch?v=VCLmT_M-qtK">https://www.youtube.com/watch?v=VCLmT_M-qtK</a></li> <li>● Echoes of the Earth in Times of Climate Change<br/>(<a href="https://www.youtube.com/watch?v=ZnngrVUcbuk&amp;list=PLF96BD082966FD897">https://www.youtube.com/watch?v=ZnngrVUcbuk&amp;list=PLF96BD082966FD897</a>)</li> <li>● "Contact: The Yanomami Indians of Brazil"</li> </ul> |
|--|--|---|

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|  |  | <p>(Documentary)</p> <ul style="list-style-type: none"> <li>● Nation Within: The Story of America's Annexation of the Nation of Hawai'i (Video)</li> <li>● Gene Hunters (about the scientific enterprise to collect the DNA of native peoples worldwide: The Human Genome Diversity Project)</li> <li>● Tightrope of Power (about the struggles of the Objibwa-Cree and Mihawk tribes against the Canadian federal government)</li> <li>● First Contact (discovery of native population in the interior highlands of New Guinea in 1930)</li> <li>● Sacred Land Films Project:<br/> <a href="http://www.sacredland.org/home/resources/tools-for-action/protection-strategies-for-sacred-sites/case-studies">http://www.sacredland.org/home/resources/tools-for-action/protection-strategies-for-sacred-sites/case-studies</a> </li> </ul> |
|--|--|---|

## HUM 300: Syllabus for Citizenship, Rights and Expression

### Bulletin Course Description

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

### Section Course Description

This course will explore the concepts of citizenship, civil rights and human rights by way of a focal U.S. Supreme Court case and other related cases. Using the lens of a legal and socio-cultural framework, students will analyze how these concepts and cases are confronted in works of modern or contemporary art.

### Trigger Warning

The materials for this course will expose students to depictions of racial hatred and bigotry.

### Prerequisites

ENG 201 and Junior Standing

#### I. Learning Objectives

1. Distinguish the difference between human rights and civil rights.
2. Explain how the concept of citizenship has developed over time.
3. Explain the relationship between the arguments from the focal case and a selected work of art.
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

#### II. Graded Components

| Component/Requirement                      | Learning Objective(s) | <a href="#">NACE</a> Competencies             | Points Towards Final Grade |
|--|-----------------------|---|----------------------------|
| Participation                              | N/A                   | Teamwork, Professionalism                     | 20                         |
| In-Class Tasks & Discussion<br>Board Posts | 1, 2, 3               | Teamwork, Communication,<br>Critical Thinking | 25                         |

|                    |            |  |    |
|--------------------|------------|--|----|
| Group Presentation | 2, 3, 4    | Technology, Leadership, Professionalism              | 25 |
| Final Exam/Paper   | 1, 2, 3, 4 | Equity & Inclusion, Critical Thinking, Communication | 30 |

### III. Graded Components with Expectations

#### Participation

The participation grade is primarily focused on a student's effort to engage the discussion board tasks and the in-class activities.

**Expectation:** You are expected to make an effort to attend class and to participate in class discussions and activities that take place in-person and online. You are also expected to demonstrate effective teamwork and professionalism during your interactions with other students.

#### In-Class Tasks and Discussion Board Posts

Throughout the semester, students will respond to prompts posted to an online discussion board and participate in group activities during class. These activities will serve as an opportunity for students to develop their communication skills and demonstrate their ability to apply critical thought.

**Expectation:** You are expected to demonstrate your understanding of topics and themes from the required readings and lectures. The majority of the in-class tasks will be in a group setting. Therefore, you are expected to contribute to a group effort.

#### Group Presentation

At the start of the semester, each student will be assigned to a group. Each group will prepare and present a critique that is centered on the themes of human rights, civil rights and/or citizenship. Groups will select a work of art that depicts a perspective that is related to at least one of the three major themes for this course—citizenship, civil rights, and human rights. The group presentations will resemble the requirements for the final exam. You will be provided more information about this assignment later in the semester.

**Expectation:** You and your group will be expected to demonstrate your understanding of the various perspectives presented in the focal case. In addition, you will be expected to draw connections between your selected case and the focal case.

#### Final Exam



Each student will be required to complete a written final exam; the final exam is an individual effort. Students will be provided with a synopsis of the focal case and an example of modern or contemporary art. The exam will consist of three essay questions that will require students to explain the relationship between the focal case and the selected work of art. You will be provided more information about this assignment later in the semester.

**Expectation:** You will use the provided evidence to draw similarities/dissimilarities between the focal case and the selected art. Each essay response should demonstrate a clear understanding of the major themes covered in this course—human rights, civil rights and citizenship, the perspectives of the focal case, and the correlation between the artifact and the focal case.

#### IV. Required Reading

Paul Finkelman, *Dred Scott v. Sanford: A Brief History with Documents* ISBN 978-1319048983 (1997/2017). Available free online via the library interface with Internet Archive. (Part of the Bedford Series in History and Culture).

All other articles/texts will be supplied by the Instructor in pdf or other appropriate form.

#### V. Academic Integrity and Plagiarism

CUNY's Policy on Academic Integrity is in effect for this course, and all course requirements shall be subject to the stipulations outlined in this policy. To familiarize yourself with the policy, please visit this [link](#) or refer to the most recent undergraduate [bulletin](#).

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of 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 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 are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation” (Source: JJC’s Undergraduate Bulletin).

*Note: The instructor will use Blackboard’s SafeAssign to check writing assignments for plagiarism.*

## **VI. 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 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. Please review [John Jay's](#) policy and [CUNY's](#) procedures for implementing reasonable accommodations and academic adjustments.

## **VII. Inclement Weather**

We will use Blackboard Collaborate to conduct class during times of inclement weather. The use of this contingency plan will be communicated to you at least four hours before the start of class. Be sure to check your John Jay email for communications from the instructor and campus administration.

### Course Schedule

| Week | Topic/Themes  | Date | Session Prep   | Deadlines/Due Assignments |
|------|---|------|--|---------------------------|
| #1   | Introduction of the Focal Case                                    |      | <b>View:</b> <a href="#">Dred Scott Case</a>   |                           |
| #2   | Slavery & the Politics of Law                                     |      | <b>Read:</b> Finkelman, <a href="#">pp. 1-29</a>   |                           |
| #3   | Before the Supreme Court  |      | <b>Read:</b> Finkelman, <a href="#">pp. 29-48</a>  |                           |
| #4   | Opinions of the Justices: Taney & Curtiss                         |      | <b>Read:</b> Finkelman, pp. <a href="#">55-76</a> and <a href="#">108-126</a>  |                           |
| #5   | Southern Perspectives   |      | <b>Read:</b> Finkelman, pp. <a href="#">129-139</a><br><b>Read:</b> <a href="#">VP of the Confederacy - Cornerstone Speech</a><br><b>Read:</b> <a href="#">Lincoln's 1<sup>st</sup> Inaugural Address</a><br><b>Read:</b> <a href="#">Lincoln's 2<sup>nd</sup> Inaugural Address</a>             |                           |
| #6   | Northern Perspectives   |      | <b>Read:</b> Finkelman, pp. <a href="#">139-167</a><br><b>Read:</b> Lincoln's House Divided Speech, pp. <a href="#">185-195</a>  |                           |
| #7   | Speeches by Lincoln & Douglass                                    |      | <b>Read:</b> <a href="#">Lincoln's Speech on the Dred Scott Decision</a><br><b>Read:</b> <a href="#">Frederick Douglass on the Dred Scott Decision</a>   |                           |
| #8   | The Intersection of Art and Landmark Cases, Part 1 – Human Rights |      | <b>Read:</b> <a href="#">Protesters Denounce Abraham Lincoln</a><br><b>Read:</b> <a href="#">Controversies over Confederate Monuments</a>  |                           |
| #9   | The Intersection of Art and Landmark Cases, Part 2 – Civil Rights |      | <b>Read:</b> <a href="#">Summary of Loving v. Virginia</a><br><br><i>Note: Read the facts, the question, and the conclusion.</i><br><br><b>Artifact/View:</b> <a href="#">The Loving Story</a><br><br><i>Trigger Warning: This media contains language and images that depict racial hatred.</i> |                           |
| #10  | The Intersection of Art and Landmark Cases, Part 3 – Citizenship  |      | <b>Read:</b> <a href="#">Summary of DHS v. Regents of the University of California</a> #DACA<br><br><i>Note: Read the facts, the question, and the conclusion.</i>   |                           |

|     |  |  |   |  |
|-----|--|--|---|--|
|     |  |  | <b>Artifact/Read:</b> <a href="#">What a Work of Art Can Teach Us About Dishonest Portrayals of Immigrants</a>  |  |
| #11 | Citizenship:<br>Contemporary<br>Challenges               |  | <b>Read:</b> Litigating Citizenship by Robertson and Manta, pp 776-778<br><b>Read:</b> <a href="#">Diminished Citizenship in the Era of Mass Incarceration</a>  |  |
| #12 | Human and Civil<br>Rights:<br>Contemporary<br>Challenges |  | <b>Read:</b> <a href="#">Exposure to Air Pollution and COVID-19 Mortality in the United States</a><br><b>Review:</b> <a href="#">USA v. City of Seattle</a><br><b>Review:</b> <a href="#">Understanding the Organization, Operation, and Victimization Process of Labor Trafficking in the U.S.</a> |  |
| #13 | Group Presentations                                      |  |   |  |
| #14 | Group Presentations                                      |  |   |  |
| #15 | Final Exam   |  |   |  |

## HUM 300: Loving v. Virginia: An Interdisciplinary Exploration of the Criminalization of Love and Marriage

### Bulletin Course Description

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

### Section Course Description

The course will examine how the struggles over the relationship between intimacy, race, and the law have shaped society and culture in the United States, focusing on Virginia's 1924 criminalization of interracial marriage, the overturning of this law by the 1967 Supreme Court case *Loving v. Virginia*, and the resonance of this case in ongoing debates about racial equity. Students will learn the social, economic, and historical contexts surrounding the law's regulation of marriage and other forms of intimacy.

### Learning Outcomes

- Students will contextualize and analyze struggles for justice in the context of the law's regulation of marriage and other forms of intimacy
- Students will discover, gather, interpret, and assess information from a variety of social, economic, and historical sources, intellectual perspectives, and approaches
- Students will analyze and explain the construction of intimacy and race in court cases and works of popular culture
- Students will organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based arguments

### Assessment

|     |                              |
|-----|------------------------------|
| 15% | Class Participation          |
| 25% | In-Class Moot Court Exercise |
| 30% | Assignment 1                 |
| 30% | Assignment 2                 |

### Syllabus

#### **A. Constructing Race and Intimacy in America Before *Loving***

##### **I. Race as a Scientific Construct**

The concept and construction of a “race” isn’t pre-ordained. It’s built by people, and almost inevitably to support their position in the hierarchy. Proving this was a central part of Charles Darwin’s project, and his thinking influenced a wide range of intellectuals in fields as diverse as psychology, sociology, and law, who began to expose how science was used as power.

Readings:

Adrian Desmond & James Moore, “Darwin’s Sacred Cause,” *The New York Times*, January 30, 2009 (<https://www.nytimes.com/2009/02/01/books/chapters/chapter-darwins-sacred-cause.html>)

Jean Strouse, “Where They Got Their Ideas,” *The New York Times on the Web*, June 4, 2001. (Review of Louis Menand’s *The Metaphysical Club*)

William H. Tucker, “The Ideology of Racism: Misusing Science to Justify Racial Discrimination,” *The United Nations Chronicle* (<https://docs.google.com/document/d/1PJlJeODqizCuOTxtF0UirCDbSG-bwO5-hmRjGBPcYjc/edit#>)

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## II. Socio-Cultural Constructions of Race

The orthodoxy in the social sciences is that race is socially constructed. What this means is that the racial categories that we use have no basis in biological fact. Still, social scientists demonstrate that race and racial hierarchies are a fundamental determinant for our quality. We look to the social, cultural, economic and political underpinnings of race and racial divisions to understand the origins and ongoing salience of race in American life.

Readings:

Audrey Smedley, “‘Race’ and the Construction of Human Identity.” *American Anthropologist*

Fields, Barbara J. 1990. "Slavery, Race and Ideology in the United States of America", *New Left Review* 181 (May/June): 95-118.

Gravlee CC. (2009). How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*. 139(1):47-57.

## III. Legal Constructions of Race

How do socially constructed ideas of race become translated into the law, shaping the lives of all Americans?

Reading:

Excerpt from Wilkerson, Isabel, *Caste: The Origins of Our Discontents* (Random House, 2020).

#### IV. Artistic Representations of Race

Social constructions of race spread through society in a variety of ways. One of the most important is through artistic representations, from the fine arts to popular culture.

##### Reading:

Hall, Stuart. 1997. "The Work of Representation" in *Representation: Cultural Representation and Signifying Practices*. London: Sage Publications. Pp. 1-28.

#### V. Marriage as an Evolutionary Adaptation

As with race, there is no pre-ordained concept of "marriage." To the contrary, marriage practices vary widely from culture to culture. In the United States, the economic benefits of marriage have disproportionately accrued to white people.

##### Readings:

Robert S. Walker, Kim R. Hill, Mark V. Flinn, and Ryan M. Ellsworth, "Evolutionary History of Hunter-Gatherer Marriage Practices," *PLoS One*. 2011; 6(4): e19066. Published online 2011 Apr 27. doi: [10.1371/journal.pone.0019066](https://doi.org/10.1371/journal.pone.0019066)

Imani Perry, "Black, Whites, and the Wedding Gap," *The New York Times*, September 16, 2011. (Review of Ralph Richard Banks, *Is Marriage For White People*).

Optional: for a visual representation of the American marriage ideal, see *The Adventures of Ozzie and Harriet* (ABC, 1952-66).

#### VI. Legal and Social Restrictions on Marriage

Societies where race is important often impose legal and social restrictions on racial intermarriage because these limits buttress ideas about racial purity and help maintain racial hierarchies. In early America, these restrictions were regularly flouted United States; the taboo against interracial marriage coexisted with a high rate of procreative sexual intercourse between white men who raped black women.

##### Readings:

Cashin, S. (2017). *Loving: Interracial intimacy in America and the threat to white supremacy*. Boston, MA: Beacon Press, chapters 1-4.

Stoler, Ann Laura. 1997. "Carnal Knowledge and Imperial Power" Ch 1 in *The Gender/ Sexuality Reader*, edited by Lancaster and di Leonardo. Routledge.

#### **Assignment 1 Due:**

Students will write a 3-4 page paper analyzing the representations of intimate relationships in a work of popular culture, such as *Passing*, *Guess Who's Coming to Dinner*, *Moonlight*, or another work chosen in consultation with the instructor.

**B. Constructing Race and Intimacy in America in *Loving***

VII. History of Miscegenation Laws in America and Virginia

Students will apply the concepts from the first part of the course in the specific context of Virginia's history of eugenics and anti-miscegenation laws, including analyzing *Naim v. Naim*, the Virginia Supreme Court decision upholding Virginia's anti-miscegenation statute.

Readings:

Cruz, Barbara C. and Michael J. Berson, "The American Melting Pot? Miscegenation Laws in the United States," *OAH Magazine of History*, Summer 2001.

**Car, Meghan, "The Color of the Law: Virginia's Miscegenation Regime in the Early Twentieth Century (curated collection) Available at:  
<https://repository.library.georgetown.edu/handle/10822/1051112>**

*Naim v. Naim*, available at <https://law.justia.com/cases/virginia/supreme-court/1955/4368-1.html>.

VIII. Enforcement and Acceptance of Miscegenation Laws in Virginia

How did state authorities ensure Virginia's new miscegenation laws were followed? We will examine both punitive enforcement and more subtle means of persuasion like Charlottesville, Virginia's statue of Robert E. Lee, erected in 1924, which used Lee as an example of the "flowering" of a pure white line, in contrast to the degeneration feared from the children of interracial marriages.

Reading:

Thompson, Erin L., "Ghosting the Confederacy," *Harper's Bazaar*, October 18, 2021, <https://www.harpersbazaar.com/culture/features/a37991658/ghosting-the-confederacy/>.

IX. Understanding the Warren Court



Students will explore the state of Virginia's argument and consider the social and institutional forces that led the Warren Court to deem anti-miscegenation laws a violation of the Equal Protection Clause.

Readings:

Horwitz, Morton, *The Warren Court and the Pursuit of Justice* (Hill and Wang Critical Series, 1998), Chapter 1. (Available online at: <https://books.google.com/books?hl=en&lr=&id=TMc0yiJLydYC&oi=fnd&pg=PP13&dq=earl+warren+and+miscegenation&ots=v00e0dtARL&sig=Wf-fi3rCUALaOMJFn2eYpYPxBTc#v=onepage&q&f=false>)

Woodward, Bob and Scott Armstrong, *The Brethren: Inside the Supreme Court* (Simon and Schuster, 1979), Chapter 1.

X. Understanding the *Loving* Arguments Before the Court

Readings:

Excerpts from primary sources, including newspaper reports and interviews with the Lovings

An audio of the oral argument is available at: <https://www.oyez.org/cases/1966/395>

Transcripts available at: <https://encyclopediavirginia.org/entries/excerpts-from-a-transcript-of-oral-arguments-in-loving-v-virginia-april-10-1967/>

NPR, "Listen to 6 Stunning Moments From *Loving* versus Virginia," <https://www.npr.org/2017/06/12/532123349/illicit-cohabitation-listen-to-6-stunning-moments-from-loving-v-virginia>.

XI. Moot Court In-Class Exercise

Students will argue the *Loving* case prospectively from the perspective of Virginia and the Lovings, and then discuss the implications of these arguments for some of the modern, existing restrictions on marriage.

**C. Constructing Race and Intimacy in America After *Loving***

XII. Gay Marriage

Sexuality, like race and marriage, is a human-made construct. In 1986's *Bowers v. Hardwick* case, the Supreme Court affirmed a Georgia statute that criminalized

sodomy. We will look at this case and its effective overturning in 2015 in *Obergefell v. Hodges*.

Readings:

Garfinkel, Howard. 1967. "Passing and the Managed Achievement of Sex Status in an 'Intersexed' Person part 1" p. 166-185 in *Studies in Ethnomethodology*. Englewood Cliffs, NJ: Prentice- Hall.

Brandimarte, Emilia, "The History of Decriminalizing Homosexuality in the United States," *Homoglobin*, October 6, 2020, <https://www.homoglobin.org/blog/the-history-of-decriminalizing-homosexuality-in-the-united-states>.

Stolberg, Sheryl Gay, "Justice Anthony Kennedy's Tolerance Is Seen in His Sacramento Roots," *The New York Times*, June 21, 2015.

XIII. Modern Restrictions  
on the Capacity to Marry

Societies continue to regulate intimate relationships, including for people considered to have diminished mental capacity and between couples of different religions or citizenships. We will ask whether the public interest in certain dimensions of these relationships, such as raising children and caring for family members, justify such continued regulations.

Readings:

Martin, Kelsey, "The Israel Legal System and its Effects on Marriage," *Denver Journal of International Law and Policy*, December 2, 2020, <http://djilp.org/the-israel-legal-system-and-its-effects-on-marriage/>.

Excerpts from López, J.L., 2021. *Unauthorized Love: Mixed-Citizenship Couples Negotiating Intimacy, Immigration, and the State*. Stanford University Press.

**Assignment 2 Due:**

Students will prepare a 5-7 minute recorded presentation on a figural public monument of their choice in New York City, examining what underlying messages about social relations, justice, and power are communicated by that monument.

## Sample Critical Reading Assignment

This assignment incorporates use of an open source digital annotation tool, Hypothe.is. To create your account and begin using it, go to: <https://web.hypothes.is/start/>

This sample uses a Virginia Supreme Court Case, Naim v. Naim (1955) regarding interracial marriage.

### Assignment Goals

- Identify the legal question the case decision addresses and/or resolves
- Identify the decision presented in this case
- Identify the main claim of the argument to support the case decision
- Identify connections to historic or contemporary issues to provide context for the decision
- Develop a set of questions you would like to investigate further in relation to the case

### Assignment Steps

1. Log in to your hypothes.is account
2. Locate Naim v. Naim here.
3. Create the following annotations:
  - a. Highlight the part of the document that explains the central legal question of the case and write an annotation to explain or paraphrase the legal question in this case.
  - b. Highlight the court's main decision in the case. In your annotation, restate the court's decision in your own words.
  - c. Highlight at least 3 main claims the decision writers include to support their decision. Write an annotation for each claim that explains the warrant for this point, i.e.: why or how does this claim support the case decision?
  - d. Highlight at least 1 component of the case decision where you can make a connection to a historic or current issue, trend or event to provide context for this decision. Write an annotation explaining the connection you make
  - e. Post at least 2 questions you would like to investigate further in relation to this case. Highlight the text related to your question, and post your question and a 1-2 sentence explanation of why you are posing it.

### Grading Rubric

| Criteria/components/skills                      | Excellent  | Developing   | Limited   |
|---|--|--|---|
| <b>Overall understanding of the case</b>        | The student demonstrates excellent understanding of the case. The student highlights all and only the relevant passages in the case document. The annotations offer insightful paraphrases and/or explanations.  | The student demonstrates a fair understanding of the case. Some relevant passages are highlighted. The student does a fair job paraphrasing and/or explaining most of the necessary ideas and passages.  | The student demonstrates a limited understanding of the case. Most passages highlighted are not relevant to the specific issue/question being addressed. Some or most paraphrases and/or explanations are unclear, inaccurate, or incomplete.             |
| <b>Grasp and use of appropriate terminology</b> | The student uses appropriate terminology throughout the assignment. The student has a complete understanding of all the terminology, evidenced by the correct use of synonyms in place of legal terms, where appropriate.  | The student has a basic grasp of legal terminology.  | The student demonstrates minimal grasp of terminology.  |
| <b>Critical thinking</b>                        | The student demonstrates a well-developed ability to think critically by: connecting the decision and the issues dealt with in the case to other cases, issues, ideas, etc.; contextualizing the case and its decision; offering an analysis of the case's repercussions; and asking incisive questions related to the case. | The student demonstrates a basic ability to think critically by: connecting the decision and some issues dealt with in the case to other cases, issues, ideas, etc.; contextualizing the case and its decision; offering a basic analysis of the case's repercussions; and formulating some questions related to the case. | The student's submission demonstrates under developed critical thinking ability. The student needs to continue developing their critical thinking ability by learning to tease out important connections, contextualize cases, and ask probing questions. |

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**Department of Latin American and Latinx Studies**  
**The City University of New York**  
**899 Tenth Avenue**  
**New York, New York 10019**

**HUM 300:**  
**Landmark U.S. Supreme Court Cases: Criminal Justice & Humanistic Perspectives**

**Whiteness At The Margins:**  
**Hernández v. Texas and Latino Racial Politics in the United States**

Fall 2023  
 Prof. XXXXXXXXXXXX  
 Schedule: XXXXXXXXXXXX  
 Room: XXXXXXXXXXXX  
 Office Hours: XXXXXXXXXXXX  
 Office: XXXXXXXXXXXX  
 Office Telephone: XXXXXXXXXXXX  
 E-mail address: XXXXXXXXXXXX

**Bulletin Course Description**

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

**Section Course Description**

The purpose of this course is to introduce students the history and legal ramifications of Hernández v. Texas, a little-known but important Supreme Court case that addressed the racial position of Mexican-Americans. The course examines the unique history of racial categorization and mestizaje in Latin America, the legal frameworks of racial discrimination and segregation in the United States as applied to persons of Latin American descent, the ways in which Latinos organized and challenged racial discrimination, and the impact of the legal cases such as Hernández v. Texas in combatting discrimination.

**Learning Outcomes:**

1. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of the origins of mestizaje in Latin America.
2. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of the origins and manifestations the legal frameworks of racial discrimination and segregation in the United States as applied to Latino communities.
3. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, the legal history of discrimination against Latinos in the United States.
4. Contextualize and analyze struggles for justice.

5. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
6. Analyze and explain a text or work using historical and philosophical methods
7. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

### **Readings:**

There is no textbook in this class. All of the readings are available, for free, through the BlackBoard course site. I have uploaded all of the readings for the semester into their respective module folders. In addition to the readings, there are also required multimedia elements including videos and/or podcasts. I have provided links to these on the syllabus and on BlackBoard.

### **Communication:**

Communication is essential to the success of this class. Every student must have access to BlackBoard. This is where you will find what I call the “infrastructure” of the class: the syllabus and readings/multimedia elements. It is also where you will take and complete your quizzes and where you will be able to keep track of grades you have earned over the course of the semester. In short, BlackBoard is essential to success in this class. For information on how to access BlackBoard, please see the infographic here:

[https://www.jjay.cuny.edu/sites/default/files/contentgroups/blackboard/quick\\_tips\\_how\\_to\\_access\\_blackboard.pdf](https://www.jjay.cuny.edu/sites/default/files/contentgroups/blackboard/quick_tips_how_to_access_blackboard.pdf)

You must have a valid John Jay email account. It is your responsibility to make sure that your John Jay email account is working and that you check it regularly. I know that email seems old-fashioned but it’s still important.

Finally, a word about timing. If you send me a message, please allow 24 hours for me to respond. If you haven’t heard back from me after 24 hours, please contact me again. If you communicate with me after 5pm on a Friday, please do not expect an answer until the following Monday morning.

### **Grading: Four equally valued assignments: Comparison Parts 1 and 2 (25% each), Monologue (25%) and Final Exam (25%)**

**Extra Credit:** Students will be allowed to submit an additional assignment for extra credit.

### **Attendance:**

I take attendance seriously. You are expected to arrive promptly for each class this semester. If, for some reason (illness, caring for a sick child or parent, etc.), you cannot attend class, please contact me by e-mail BEFORE class. E-mailing me during or after class to inform me of an absence only states the obvious. If you miss class you should make arrangements with a classmate to get copies of notes and any other materials that were distributed during the class session you missed. **Three late arrivals to class are equal to one unexcused absence. If you have four (4) or more unexcused absences during the semester, you will have a full grade deducted from your final grade.**

If you find that you are overwhelmed by the workload in your classes or anything else during this semester, please reach out to me. Don’t wait for challenges to snowball before asking for help. Most importantly, don’t just disappear. This is your class, take advantage of it!

**College wide policies for undergraduate courses** (see the most current *Undergraduate Bulletin* at: <http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin> .)

- A. **Incomplete Grade Policy** (search INC)
- B. **Extra Work During the Semester**

### **Academic Integrity:**

Every student is subject to the CUNY Policy on Academic Integrity. If you are unfamiliar with this policy, which penalizes cheating, plagiarism, and obtaining unfair advantage, you may access it at [www.jjay.cuny.edu/web\\_images/Policyand\\_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf).

### **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 quotations are acceptable forms of restatement as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.” (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

**Note: If you plagiarize or cheat in this class, you will receive a failing grade for the assignment and the case will be reported to John Jay’s Academic Integrity Officer.**

### **Wellness and Student Resources:**

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

**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 located in L.66 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.

If you have questions about disabilities or need some accommodation, please let me know. You may reach out to me and we can speak in confidence.

### **Course Schedule:**

**(Note: This syllabus is subject to change and/or revisions. You will be notified in advance of any changes to the syllabus.)**

#### Week 1

Monday: Introduction to the course.

Wednesday: “A Class Apart” Produced by Camino Bluff Productions, Inc. and The Independent Television Service (ITVS), in association with Latino Public Broadcasting (LPB) for American Experience. Aired on February 23, 2009 on PBS, [https://www.pbs.org/wgbh/americanexperience/films/class/#film\\_description](https://www.pbs.org/wgbh/americanexperience/films/class/#film_description)

#### Week 2

Monday: Ariela Gross. “The Caucasian Cloak. Part I and II: “Introduction” and “Mexican-American Whiteness before 1930”, pp. 1-24

Wednesday 10: In re Rodriguez 81 F 337 (1897)

#### February Week 3 (02/15/2021-02/17/2021)

Monday: Michael Fulhage, “Brave old Spaniards and Indolent Mexicans”, pp. 100-126

Wednesday: Peggy Pascoe, “Miscegenation Law, Court Cases and Ideologies of Race in Twentieth century America”,

pp. 44-69

#### February Week 4

Monday: Ariela Gross. "The Caucasian Cloak. Part III: "The Politics of Whiteness in the 1920s and 1930s", pp. 24-43

Wednesday: Neil Foley, "Partly colored or other white: Mexican Americans and their problem with the color line", pp. 123-144

#### Week 5

Monday: Ariela Gross. "The Caucasian Cloak. Part IV "Litigating Mexican American Whiteness", pp. 44-62

Wednesday: Independent School Dis v. Salvatierra 33 S.W.2d 790 (Tex. Civ. App. 1930)

#### **FIRST SHORT ASSIGNMENT DUE**

#### Week 6

Monday: Ramirez v. State, 40 S.W.2d 138 (1931)

Wednesday: Mendez vs Westminster School Dist. 64 F Supp. 544 (SD Cal 1946)

#### Week 7

Monday: Ian Haney Lopez, "Race and Erasure: The Salience of Race to Latino/as",

Wednesday 17<sup>th</sup>: In-class exam

#### Week 8

Monday: Hernandez v Texas, 347 U.S. 475 (1954);

Wednesday: Richard Delgado, "Rodrigo's Roundelay", pp. 22-40 **SECOND ASSIGNMENT DUE**

#### Week 9 (03/29/2021-03/29/2021)

Monday 29<sup>th</sup>: **SPRING BREAK. NO CLASSES SCHEDULED**

Wednesday 31<sup>st</sup>: **SPRING BREAK. NO CLASSES SCHEDULED**

#### Week 10

Monday: Richard Delgado, "Rodrigo's Roundelay", pp. 40-55

Wednesday: Richard Delgado, "Rodrigo's Roundelay", pp. 55-65

#### Week 11

Monday : Ariela Gross. "The Caucasian Cloak. Part IV "After Hernandez v Texas: Lifting the Caucasian cloak", pp. 62-72

Wednesday 14<sup>th</sup>: Cisneros vs. Corpus Christi Independent School District 324 F. Supp. (SD Texas 1970)

#### Week 12

Monday: George Martinez, "The Legal Construction of Race: Mexican-Americans and Whiteness", pp. 321-339

Wednesday 21<sup>st</sup> : The Legal Construction of Race: Mexican-Americans and Whiteness", pp. 339-347 **THIRD SHORT ASSIGNMENT DUE**

#### Week 13

Monday 26<sup>th</sup>: Clare Sheridan, "Another White Race Mexican Americans and the Paradox of Whiteness in Jury Selection", pp. 109-122

Wednesday 28<sup>th</sup>: Clare Sheridan, "Another White Race Mexican Americans and the Paradox of Whiteness in Jury Selection", pp. 122-144

#### Week 14

Monday: Steven Wilson, "Brown over White: Mexican Americans' Legal Arguments and Litigation Strategy in School desegregation lawsuits", pp. 145-171

Wednesday 5<sup>th</sup>: Steven Wilson, "Brown over White: Mexican Americans' Legal Arguments and Litigation Strategy in School desegregation lawsuits", pp. 171-194



Week 15

Monday 10<sup>th</sup>: Gilbert Bradshaw, “Who’s Black, who’s Brown and who cares: a legal discussion of Hernandez v Texas”, pp. 351-382

Phoebe Godfrey, “The Other White: Mexican Americans and the Impotency of Whiteness in the segregation and desegregation of Texas Public Schools”, pp. 247-261

Monday 17<sup>th</sup>: **LAST CLASS. REVIEW FOR FINAL EXAM**

### **FINAL EXAM DUE DATE AND TIME: TBA**

#### Course policies

1. If you commit plagiarism or cheat in any form in an assignment, you will fail the class.<sup>1</sup>

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2. The instructor reserves the right to alter the syllabus during the semester at his discretion

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<sup>1</sup> The Academic Integrity Policy of the City University of New York reads in pertinent part:

The faculty and administration of John Jay College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. (...) If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation.

*A special note about the Internet:* Students tempted to acquire papers or assignments off the Internet are advised to resist that temptation. I can spot them and can prove it, and they are unlawful under the academic integrity policy.

Appendix 1: First assignment

**HUM 300:**  
**Landmark U.S. Supreme Court Cases: Criminal Justice & Humanistic Perspectives**

**Whiteness At The Margins:**  
**Hernández v. Texas and Latino Racial Politics in the United States**

**First assignment: case Statement**

*UNITED STATES v. WONG KIM ARK.* (1898) and *HERNANDEZ v. TEXAS* (1954)

Case rehearsing is an important exercise in the examination of the law. It allows us to precisely state the relevant facts as a way of framing particular cases, understanding legal reasoning, judicial decision-making, and how to reconcile conflicts between decisions. The purpose of this assignment is to have you look at how the U.S. legal system has addressed the issue of determining citizenship for racial and ethnic minorities by restating the relevant facts of our class case, *Hernandez v. Texas*, while considering the facts of another important case, *United States v. Wong Kim Ark*.

Prompt: Rehearse the relevant case facts of *UNITED STATES v. WONG KIM ARK.* (1898) and *HERNANDEZ v. TEXAS* (1954). For this assignment, just focus on restating and summarizing the relevant facts of both cases. Your grade will be based on how detailed your exposition of the relevant facts of the two cases is.

Page length: 4-5 pages.

Requirements:

- Students are required to meet with the instructor no later than three weeks before the due date to discuss their progress on the assignment.
- All assignments must be a minimum of five pages and no more than seven pages in length.
- Students must follow APA citation style.
- Pages must be numbered
- Due Date: XXXXXXXXXXXX
- There are no extensions.

Appendix 2: Second assignment

**HUM 300:**

**Landmark U.S. Supreme Court Cases: Criminal Justice & Humanistic Perspectives**

**Whiteness At The Margins:**

**Hernández v. Texas and Latino Racial Politics in the United States**

**Second Assignment: Case Comparison**

*UNITED STATES v. WONG KIM ARK.* (1898) and *HERNANDEZ v. TEXAS* (1954)

Case comparisons are an important exercise in the examination of the law. They allow us to examine historical context and precedent as a way of framing particular cases, understanding legal reasoning, judicial decision-making, and how to reconcile conflicts between decisions. The purpose of this assignment is to have you look at how the U.S. legal system has addressed the issue of determining citizenship for racial and ethnic minorities by comparing our class case, *Hernandez v. Texas*, with another important case, *United States v. Wong Kim Ark*.

Prompt: having stated the relevant fact case facts of *UNITED STATES v. WONG KIM ARK.* (1898) and *HERNANDEZ v. TEXAS* (1954) in the prior assignment, your goal on this assignment involves comparing the central arguments offered by the parties in both cases. Your grade will be based on how detailed your comparison of the arguments presented in the two cases is.

Extension: 4-5 pages long

Requirements:

- Students are required to meet with the instructor no later than three weeks before the due date to discuss their progress on the assignment.
- All assignments must be a minimum of five pages and no more than seven pages in length.
- Students must follow APA citation style.
- Pages must be numbered
- Due Date: XXXXXXXXXXXX
- There are no extensions.

### Appendix 3: Third assignment

#### HUM 300:

#### Landmark U.S. Supreme Court Cases: Criminal Justice & Humanistic Perspectives

#### Whiteness At The Margins:

#### Hernández v. Texas and Latino Racial Politics in the United States

### Third assignment: Dialogue composition

Prompt: after reading in detail the article “Rodrigo’s Roundelay” by Richard Delgado, please write a dialogue modeled in accordance to the conversation between Rodrigo and the Professor. The dialogue should be between 8 and 10 pages long and it should elaborate on one of the topics presented and discussed in the conversation between Rodrigo and the Professor. In particular, suppose that you are a classmate of Rodrigo and are waiting in turn to talk the Professor, so you end up eavesdropping by accident on the conversation since Rodrigo and the Professor are talking just a few feet away from you and, after Rodrigo leaves, you engage the Professor in conversation about one topic that caught your attention. Here are a few suggestions for possible topics:

1. The Professor suggests that, even though *Hernandez v. Texas* represented for Latinos (in particular, for Mexican-Americans) a significant victory, that victory might ultimately not last long given that it was, just as Derrick Bell cautions about the decision in *Brown v Board of Education*, the result of a momentary convergence of interests between white elites and blacks. Do you agree with the professor that *Hernandez v. Texas* is just a temporary and superficial change that has left Latinx people worse off or, on the contrary, that it has had long-lasting and profound consequences?
2. The Professor contends that, in contrast to *Brown v Board of Education*, the analysis and legal reasoning in *Hernandez v Texas* is crabbed because of various reasons. Because of this, he suggests that *Hernandez v Texas* seemed to contain from the get-go a series of shortcomings that undermined its reach. Do you agree with the Professor or not? If you do not agree with him, explain why in the dialogue. If you agree with him, try to offer some suggestions of how people interested on furthering the educational and legal interests of Latinx groups could still rely on the *Hernandez* decision while dodging some of its limitations
3. During his conversation with the Professor, Rodrigo makes the case that anti-communist sentiment and the threat of domestic unrest played a very important role in motivating the *Hernandez v Texas* decision. Do you agree with Rodrigo that this is the case or not? If so, write a dialogue with the professor where you provide further evidence for his thesis. If not, write a dialogue between the Professor and you where you either provide positive evidence for other reasons that might have motivated the *Hernandez* decision or provide negative evidence that undermines Rodrigo’s arguments.

Your dialogue with the professor should, as much possible, follow the same model exemplified by the dialogue between Rodrigo and the Professor. When presenting evidence to construct your argument and to support your claims, please make sure to cite the sources that you use just as Rodrigo does.

#### Requirements:

- Students are required to meet with the instructor no later than three weeks before the due date to discuss their progress on the assignment.
- All assignments must be a minimum of 8 pages and no more than 10 pages in length.
- Students must follow APA citation style.
- Pages must be numbered
- Due Date: XXXXXXXXXXXX
- There are no extensions.

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

## New Course Proposal Form

Date Submitted: February 8, 2022

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

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

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

Name: ***Prof. Andrew Karmen***

Email address: [akarmen@jjay.cuny.edu](mailto:akarmen@jjay.cuny.edu)

Phone number: 212-237-8695

Name: ***Prof. Robert Garot***

Email address: [rgarot@jjay.cuny.edu](mailto:rgarot@jjay.cuny.edu)

Phone number: 212-237 8680

2. a. **Title of the course:** ***Drugs in U.S. Society***

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

c. **Level** of this course    \_\_\_100 Level    \_\_\_200 Level    **X**300 Level    \_\_\_400 Level

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

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

c. **Level** of this course    \_\_\_100 Level    \_\_\_200 Level    **X**300 Level    \_\_\_400 Level

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

This course is being proposed at the 300 level for 3 main reasons:

1) A new 300 level course enables the Department to add an important course to the Sociology Major's Inequality and Social Justice track (a list that has 200 and 300 level courses).

2) Additionally, this proposed 300 level course allows the Department to add an important elective to the Applications of Criminology section of the Criminology Major (which has 200 and 300 level courses).

3) Finally, this course also can be added to “The Struggle for Justice and Equality in the U.S.” grouping for the 300 level College Option. It permits students who are not Criminology or Sociology Majors to investigate how policies about drug abuse in the United States can lead to social injustices and unequal, discriminatory outcomes.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): **SOC 3XX**

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.)

A course about drug abuse appears in the offerings of many Sociology Departments across the country, and at several branches of the City University of New York (see Appendix A). Adding it to the course offerings at John Jay College is long overdue. The creation of a 300 level course about the drug problem fills a gap in both of the Sociology Department’s majors, Criminology as well as Sociology. It also can serve as an additional college option in the Gen Ed core.

For decades, the Sociology Department and the Anthropology Department have offered a cross-listed 100 level course with no prerequisites that is open to entering freshmen, SOC/ANT 110: “Drug Use and Abuse” (formerly, SOC/ANT/PSY 110). For at least a decade, all of the sections of this course have been staffed by instructors from the Anthropology Department. Furthermore, this course is not included in the core or even in the electives for the Sociology Major or the Criminology Major. Therefore, there is a glaring gap – the Department does not offer a course about a subject that belongs in both of these majors. This proposed new 300 level course will fill that void. It will be more advanced than SOC/ANT 110, but will not require SOC/ANT 110 as a prerequisite.

This new course will belong in the Criminology Major because it will examine key issues such as the connection between abusing controlled substances and interpersonal violence and theft as well as corruption of officials; the link between criminalizing drug abuse and mass incarceration; and the pros and cons of an alternative public health approach to the traditional criminal justice approach of relying on arrest, prosecution, and punishment.

This new course fits into the Sociology Major since substance abuse is a social problem connected to other social problems like poverty and unemployment. Chemical dependency is often associated with downward mobility and social inequality as both a cause and a consequence. Drug laws as well as harm reduction opportunities vary by state and locality and thereby illustrate a basic sociological insight about the relativity of deviance. Moral entrepreneurs, stigma contests, moral panics, labeling, marginalization, and “othering,” are subjects of great interest to sociologists, as are evaluations of the effectiveness of drug suppression, treatment, and education.

The Sociology Department seeks to offer more courses in the various Gen Ed groupings. This 300-level class would fit neatly into the College Option category: Struggle for Justice and Equality in the U.S.

Finally, this new 300 level Sociology course can be used to fulfill one of the academic component classes for the CASAC (Certified Alcoholism and Substance Abuse Counselor) certificate, which is administered by John Jay's Forensic Psychology Department.

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 social problem of the abuse of alcohol and other types of psychoactive drugs in U. S. Society, including heroin, cocaine, and methamphetamine. It examines the causes and effects of substance abuse as well as strategies designed to discourage experimentation, recreational use, and addiction. The social context of drug legislation and ongoing issues of inequality and injustice are investigated, such as the criminalization of possession, the disparate impact of laws and suppression policies embodied in the "War on Drugs," and unequal access to prevention and treatment programs.

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):

***SOC 101 and ENG 201***

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

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

  X   No                             Yes. If yes, then please provide:

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

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

The outcomes will address three distinct sets of goals: for the Criminology major (indicated by "C"); for the Sociology major (indicated by "S"); and for the Gen Ed Justice Core II: Struggle

for Justice and Equality in the U.S. (indicated by G). The specific learning objectives for the Criminology Major, Sociology Major, and the Gen Ed program are numbered and appear in Appendix B.

### Learning Objectives For The New Course: Drugs in U.S. Society

1. Develop an understanding of the social, political and cultural contexts of substance use and abuse and related justice issues, including the War on Drugs, law enforcement, and alternative approaches to addressing the drug problem. (G1, S1, C4)
2. Differentiate between various sociological and criminological approaches to understanding and addressing the social issues of alcoholism and drug abuse. (G2, S4, C2)
3. Apply sociological and criminological research methods to develop an understanding of multiple perspectives and accounts of the roots of and potential solutions to substance abuse related social issues. (G3, S3, C3)

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)

Criminology Major:  
PART TWO: APPLICATIONS OF CRIMINOLOGY

Also, it could be one of six courses in the Criminology Minor

Sociology Major:  
PART THREE: AREAS OF FOCUS  
Specialization B. Inequality and Social Justice

Also, it could be one of six courses in the Sociology Minor

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

(See Appendix D for the Common Core Form.)

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.<br>(300-level) | <b>X</b> |
| Justice in Global Perspective (300-level)              |          |
| Learning from the Past                                 |          |
| Communication  |          |

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

This course is designed to examine the social problem of drug abuse in the US with a focus on the social and legal responses to it, and the historic and ongoing injustices related to the enforcement of laws about controlled substances embodied in the “War on Drugs.”

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

Each instructor will determine his or her own weighted mix of take-home essay exams, in class quizzes, oral and written presentations of original research, book reports, structured term papers, and participation in classroom discussions and debates.

These methods of assessing student learning outcomes are in line with the “Organize thoughts and communicate arguments effectively in writing” Learning Objective from the Criminology Major as well as the Sociology Major. It also conforms to the “Organize and synthesize information and ideas into a coherently structured, thesis-driven evidence-based argument in oral and written form” Learning Objective derived from the GEN ED guidelines.

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

Yes\_X

- If yes, please state the librarian’s name \_\_\_Jeff Kroessler\_\_\_\_\_
- Are there adequate resources in the library to support students’ work in the course  
Yes\_\_X\_ very extensive holdings and access\_\_\_\_\_ No\_\_\_\_\_
- Will your students be expected to use any of the following library resources? Check all that apply.
 

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

13. **Syllabus – see attached**

A sample syllabus that would be followed by one of the architects of this proposal appears in Appendix C. This appendix also includes a description of a textbook that covers most of the subjects appearing on the list of weekly topics and readings.

14. Date of **Department curriculum committee** approval: Fall 202115. **Faculty** - Who will be assigned to teach this course?

Prof. Robert Garot, Prof. Andrew Karmen and other qualified adjuncts

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.

As noted earlier, the Anthropology Department offers an introductory, 100 level course that is cross-listed with the Sociology Department, but has been staffed in the past decade entirely by instructors from the Anthropology Department, and examines other cultures at other points in history. And it is at a lower-level. This course is complementary to the ANT/SOC Drug Use and Abuse course and will be part of the Criminology and Sociology majors.

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

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

We consulted with the chair and several other interested faculty via zoom and through emails. The close working relationship between Sociology and Anthropology will continue around SOC/ANT 110 and this new course, and possibly other collaborations.

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

☒ No

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

## 19. Approvals:

**Prof. Robert Garot**

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Chair, Proposer's Department

**Prof. Andrew Karmen** Andrew Karmen

Coordinator of the Criminology Major and Minor

## APPENDIX A

### Comparable courses at other branches of CUNY

***Note: some similar courses are offered by a Psychology department, or a Health Science, or Health and Nutrition, or even a Pre-Med program.***

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### CCNY

#### **HNSC #2182 Drugs and Society**

3 hours; 3 credits. Prerequisite: Health and Nutrition Sciences 1100 [6.1].

Exploration of drug use in our society and in earlier cultures. Nature and effects of various drugs. Psychological, sociological, and legal aspects of drug use abuse.

#### **MED 10000 Intro Drug Abuse Addiction**

In this freshman undergraduate core course on drug abuse and addiction, the emphasis is to be on a broad acquaintance with the principles and systems involved in drug addiction and the mechanisms by which these issues may be ameliorated. The subject matter is sufficiently broad to elicit interest in undergraduate students, yet provides enough information, regarding the various major categories of abused substances, that a student interested in further pursuit of studies in this field will have a solid base upon which to build. This course will be particularly useful for students interested in physiological or clinical psychology and those considering careers such as medicine, law, education, public policy, law enforcement, social work, as well as to those who seek to learn about the impact of drug addiction on the individual and society. The course will define addiction and other terms used to describe drug abuse. It will address why individuals abuse drugs, consider the interactions between drug taking behavior of individuals with social and legal values of the community and the consequences of chemical dependency and treatment options. It will also explore the neurobiological and pharmacological basis for the actions of major drugs of abuse, animal models useful in understanding the basis of action of these drugs, and will address future directions in the field. The classes will be team-taught by a sociologist, an anthropologists and neuropharmacologists.

### Brooklyn College

#### **PSYC 3660 Drugs and Behavior**

3 hours; 3 credits. Prerequisite: Psychology 2600 [50] or 3600 [65.1].

Effects of drug use, abuse, and addiction on behavior. Major psychotropic drugs (e.g., stimulants, depressants, hallucinogens, narcotics and antipsychotics) and their effects on animal and human neurophysiology and behavior.

## Queens College

### **SOC 225. Sociology of Drugs.**

3 hr.; 3 cr. Prereq.: SOC 101.

This course examines the changing scientific and popular understandings of the effects, harms, benefits, and patterns of drug use as well as the historical and ongoing debates about drug policy. Most of the major recreational drugs (opiates, cocaine, cannabis, psychedelics, alcohol, tobacco, and caffeine) will be discussed in comparative and historical perspective.

### **SOC 226. Drugs and Criminal Justice.**

3 hr.; 3 cr.

This course analyzes how the US criminal justice system has impacted on the use of drugs and treatment for drug abuse. It will examine how the Federal, State and local police organizations plan, implement, and coordinate policies and procedures for combating the use of illegal drug. It will focus in particular on the "War on Drugs". The New York State Penal Laws (Rockefeller Drug) laws will be discussed in depth.

## York College

### **Drug Use and Abuse**

**HE342 (Liberal Arts) Drug Use and Abuse** 3 hrs. 3 crs. Historical, pharmacological, legal, and psycho-social aspects of drug use and abuse; the roles of the individual and society in dealing with current problems. Seminar approach used extensively. This course may be offered as a face-to-face course, a hybrid course or as a fully online asynchronous course.

## Kingsborough CC

### **HS 4000 - Drugs: The Individual and Society**

Apply critical assessments to evidence-based practices, available treatment modalities, and theoretical approaches to

- ☐ understand fundamental concepts specific to chemical dependency that encompass historical, political, social and legal factors
- ☐ examine the bio-psychosocial nature of addiction as it pertains to the individual, families, communities, and societies
- ☐ adopt critical thinking approaches to attitudes, values, and the ethical and legal aspects of clinical practice
- ☐ understand risk and protective factors for individuals, families, and communities

## **APPENDIX B:**

### **SPECIFIC LEARNING OBJECTIVES**

#### **Learning Outcomes for Criminology Major:**

1. Students will demonstrate thorough knowledge of the core literature and debates that make up the discipline of criminology.
2. Students will demonstrate an understanding of the key components of criminological theory and the ability to apply theory to specific contexts.
3. Students will demonstrate an understanding of the methods of criminological research.
4. Students will demonstrate the ability to make reasoned and informed judgment on issues relating to crime and punishment.
5. Students will demonstrate the ability to organize their thoughts and communicate effectively in writing.

#### **Learning Outcomes for the Sociology Major:**

1. Demonstrate through assignments and class discussion a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.
2. Understand through readings and class discussion how the scientific study of society transcends common sense beliefs and conventional wisdom about people's attitudes and behaviors.
3. Test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using qualitative and quantitative methods of collecting evidence.
4. Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.
5. Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills.

#### **Learning Objectives Justice Core II: Struggle for Justice and Equality in the U.S.**

1. Contextualize and analyze struggles for justice
2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

## **APPENDIX C:** **Working Syllabus:**

**Sociology 3XX**  
**Course Code #**  
**Drugs in US Society**  
**John Jay College of Criminal Justice**  
**Dr. Robert Garot**

Course Meeting Time:  
Room: New Building  
Contact Hours:  
Secretary: Theresa Rockett  
Email: [rgarot@jjay.cuny.edu](mailto:rgarot@jjay.cuny.edu)  
Office Phone: 212-237-8680  
My Office: 520.34 Haaren

### **Course Description:**

This course explores various aspects of the use and abuse of alcohol and other types of psychoactive drugs in U. S. Society. It examines the causes and effects of substance use and abuse as well as strategies designed to discourage experimentation, recreational use, and addiction. Historic and ongoing issues of inequality and injustice such as the criminalization of possession, discriminatory laws and legal policies embodied in the “War on Drugs,” and unequal access to prevention and treatment programs are investigated.

### **Course Learning Outcomes:**

Upon completion of this course, students will:

1. Develop an understanding of the social, political and cultural contexts of substance use and abuse and related justice issues, including the War on Drugs, law enforcement, and alternative approaches to addressing the drug problem.
2. Differentiate between various sociological and criminological approaches to understanding and addressing the social issues of alcoholism and drug abuse.
3. Apply sociological and criminological research methods to develop an understanding of multiple perspectives and accounts of the roots of and potential solutions to substance abuse related social issues.

It is essential that you *wrestle* with the readings for each week, and *mull over* how they apply to your own experience. I hope to open new perspectives to you, and what transforms “information” into a “perspective” that opens up new ways of thinking is wrestling with what you encounter. For each reading, I hope that you work to understand not just *what* the author is saying, but *why*. What received wisdom is she or he trying to challenge? With what ideas might

they be competing? What is their evidence? I hope that you will enhance for yourself the value of what you read through the paired (and perhaps literally opposed) habits of mind of skepticism (“Ought I really believe that?”) and suspended disbelief (“What if it were true?”).

The idea is to foster an intense, searching class discussion. A great deal of learning happens in discussion, when one’s new ideas, guesses, hunches, ideological convictions, and moral persuasions rub unexpectedly up against others’. I will assist this process through my questioning in class, and want you to have challenged each reading so that you, in turn, can be challenged by others in class.

Please feel free to discuss topics further with me before class, or after class by appointment. *Be sure to exchange phone numbers with two or three other students and form study groups.*

### **Grading Policy**

You will not be graded on a competitive basis, so in theory everyone can do well in the class. However, to earn a top grade, you will be expected to achieve standards of excellence in your work. If you are dissatisfied with any grade you receive, you must submit a written request for a review of the grade, including a defense, no later than one week after the work is handed back to the class. By requesting a review of the grade you receive, you invite the possibility that the new grade will be lower than the original grade, as well as the possibility that it will be higher. Points will be distributed as follows:

Discussion Board: 36%

Final Paper: 24%

Presentation: 5%

Journal: 20% (4 x 5% each)

Participation: 15% (on time, prepared, stay for entire class)

Grades will be distributed along the following scale. The cut-offs for grades are firm and not subject to negotiation.

|    |         |    |           |    |           |    |       |
|----|---------|----|-----------|----|-----------|----|-------|
| A  | 93-100  | B+ | 87.1-89.9 | C+ | 77.1-79.9 | D+ | 65-69 |
| A- | 90-92.9 | B  | 83-87     | C  | 73-77     | D  | 55-64 |
|    |         | B- | 80-82.9   | C- | 70-72.9   | D- | 50-54 |

**Class Time** will include lectures and small group discussions based on each week’s topic.

### **Course Schedule**

Please note that the following schedule is tentative, and may change based on how quickly we cover the material. **Be sure to read the assigned materials prior to the day when they are assigned.**

**Note that each of the following weeks follows the chapters of Erich Goode’s masterful book *Drugs in Society (tenth edition)*, which provides a broad theoretical and empirical grounding to each topic.**

Week 1: Introduction (LO 1)

Michael Pollan: “How Should We Do Drugs Now?” (4 pp.)

**Theoretical Concerns:** social constructionism, changing social definitions over time

*Discussion Board Prompt:* How have social definitions of drugs been changing recently, according to Pollan?

**Final Paper:** Goals are introduced.

Week 2: A History of Drug Use (LO 1)

David Herzberg, White Market Drugs, Introduction (11 pp.)

**Theoretical concerns:** How have different institutionally based power players influenced which drugs are categorized as legal or illegal?

*Discussion Board Prompt:* Reflect on one period of the history of drug use and enforcement, as portrayed by Herzberg that was especially surprising or interesting to you. Explain your response to the class.

**Journal #1:** Write about a topic in one week of the class and explain why it interests you, and what you already know about it. Provide a plan for how you would like to research that topic.

**Final Paper:** Students will receive feedback from Professor and other students to make sure the topic they select is worth researching,

Week 3: A History of the War on Drugs (LO 1, 2)

Moskos, Cop in the Hood, Chapter 7 (26 pp.)

**Theoretical concerns:** The contradictions of control

*Discussion Board Prompt:* Provide the reasons provided by Moskos for discontinuing our current era of prohibition. Do you agree or disagree? Why or why not?

**Final Paper:** Students will be shown how to search various databases such as Sociological Abstracts and drug-specific databases such as the National Survey on Drug Use and Health and the Schaffer Library of Drug Policy.

Week 4: Why Do People Use Drugs? (LO 3)

Michael Pollan: “In Praise of Neural Diversity” (18 pp.)

**Theoretical concerns:** social constructionism

*Discussion Board Prompt:* Define what Pollan means by “neural diversity.” Explain why this is provides a basis, according to Pollan, for changing social definitions of some drugs.

**Final Paper:** Students will be shown how to mine references to go back in time, and mine citations to go forward in time, in order to fill out their bibliographies.

Week 5: Drugs in the Media (LO 1, 2)

Travis Linnemann, Meth Wars, Chapter 2: “Walter White’s Death Wish” (23 pp.)

**Theoretical concerns:** media constructions of social problems; moral panics

*Discussion Board Prompt:* What effect did *Breaking Bad* have on popular notions of methamphetamine, according to Linnemann? Explain.

**Journal #2:** Provide a summary of at least one source outside of class that you’ve found to provide more information on your research topic.

**Final Paper:** Students will be shown how to develop a literature review, by linking discussions of various sources into a coherent flow, drawing off themes and debates in the literature.

Week 6: Alcohol and Tobacco (LO 2)



Freed, Christopher R. 2010. "In the Spirit of Selden Bacon: The Sociology of Drinking and Drug Problems." *Sociological Compass* 4(10): 856-868. (12 pp.)

**Theoretical concerns:** social constructionism; socio-cultural, socio-environmental, and ideological perspectives

*Discussion Board Prompt:* Do you believe there is a culture of drinking in the United States? Where have you seen evidence of that? Explain, and in the process, discuss how problem drinking is not solely a psychological problem.

**Final Paper:** Work with a partner to develop a draft of your literature review.

Week 7: Marijuana, LSD, Club Drugs (LO 3)

Pollan, How to Change your Mind, Chapter 1, "Renaissance" (60 pp.)

**Theoretical concerns:** social constructionism, the history and politics of criminalization; moral panics

*Discussion Board Prompt:* What are the primary social factors in the changing definitions of psychedelics, according to Pollan?

**Final Paper:** Students will read each others' literature review drafts.

Week 8: Cocaine and the Amphetamines (LO 3)

Linnemann, Meth Wars, Chapter 5: "Imagining Methland" (36 pp.)

**Theoretical concerns:** cultural criminology: cultural production and the politics of meaning

*Discussion Board Prompt:* Discuss how our social imaging of "methland" has been distorted by biased media representations, according to Linnemann.

**Journal #3:** Provide an overview of at least five sources on your topic of interest, in a coherent 3-5 page essay.

Week 9: Heroin and the Opiates (LO 1, 3)

Keefe, Chapter 15, "God of Dreams" (14 pp.)

**Theoretical concerns:** the politics of influence; questioning social definitions of "drug pusher"

*Discussion Board Prompt:* How did the Sackler family and Purdue Pharma manage to ease restrictions on the use of opioids?

**Final Paper:** Work on writing up the theory or theories found in your articles and discussed in class, most useful for an analysis of your topic.

Week 10: Drug Trafficking (LO 1, 3)

Keefe, Chapter 21, "Turks" (16 pp.)

**Theoretical concerns:** critique of capitalism and the profit motive

*Discussion Board Prompt:* How did the Sackler family push and reward their salespeople towards ever higher drug sales?

**Final Paper:** Work on writing up the methods you found in your articles and discussed in class, most useful for an analysis of your topic.

Week 11: Drugs and Crime (LO 1, 3)

Keefe, Chapter 22, "Tamperproof" and "Ambassadors" to p. 320 (17 pp.)

**Theoretical concerns:** critique of capitalism and the profit motive; corruption; the politics of money, power and influence

*Discussion Board Prompt:* How did the Sacklers continue to aggressively promote Oxycontin even after they had been levied heavy fines?

**Journal #4:** Post a rough draft of your final paper.

#### Week 12: Drug Law, Drug Treatment (LO 2)

Herzberg, Chapter 7, “White Market Apocalypse” (40 pp.)

**Theoretical concerns:** the broad history of power, politics and corruption in the mass marketing of white-market drugs

*Discussion Board Prompt:* How was the Oxycontin epidemic the worst drug epidemic in American history, according to Herzberg? How is our national enforcement of drug laws biased by race?

**Final Paper:** Carefully read the comments on your final paper and revise accordingly.

#### Week 13 (LO 3)

Linnemann, “Endless Drug War” (12 pp.)

**Theoretical concerns:** social constructionism; the intertwining of media, politics and profits in drug criminalization

*Discussion Board Prompt:* Why do we have an endless drug war, according to Linnemann? What social functions are served by it?

**Final Paper:** Solicit and incorporate comments on your final draft from a peer before handing it in.

### **Final Paper Due**

**ACCESSIBILITY SERVICES:** 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 1L.66.00 in the New Building, please call 212-237-8031 for a virtual appointment. 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.

**OTHER SERVICES: Student success may be impacted by life events.** As a faculty member I am committed to the fulfillment of human rights and dignity, per our school motto, “educating for justice.”

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 contact support available to you on campus, like the [Wellness Center](#) or [Single Stop](#). Both offices offer a range of social, financial, family, and other services, including a food pantry, legal aid, and tax help. John Jay’s [Counseling Services](#) offers *free* counseling for students, 212- 237-8111. The John Jay [Women’s Center for Gender Justice](#) (212.237.8184) is a hang-out spot that supports a) LGBTQ+ students (Queer Lunch, social support groups, & therapy, 212-877-6214), and b) primary and secondary victims of sexual assault, domestic violence, and stalking (Jessica Greenfield, [jgreenfield@jjay.cuny.edu](mailto:jgreenfield@jjay.cuny.edu), 646-557 -4535). The [Urban Male Initiative](#) is also a student support office that offers peer mentoring and more. Students receiving government assistance (cash assistance) can reach out to JJ’s [CUNY EDGE](#) for tuition assistance, bookstore vouchers,

advising, and more (212-237-8018).

The [Immigrant Student Success Center](#) provides students and their families support and advocacy. I am committed to supporting immigrant students at John Jay to the best of my abilities. If you or your family need support including legal support, mental health support, *Know Your Rights!* Information, deportation defense, or other assistance not listed here, I will connect you to services (all information will be confidential) or you may reach out to the Immigrant Student Success Center on your own, though I'm happy to facilitate the introduction to the Interim Specialist, Denise Vivar at [dvivar@jjay.cuny.edu](mailto:dvivar@jjay.cuny.edu). More information can be found at the Resources for Undocumented and DACA Students webpage: <http://www.jjay.cuny.edu/undocumentedstudents>.

### **Plagiarism Policy Statement**

#### Statement of College Policy on Plagiarism

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

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

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

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

### **Extra Credit Policy**

College wide policy as stated in the 2011/2012 catalog is as follows:

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

### **Incomplete Grade Policy**

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

If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

*When completing the online Incomplete Grade Form, the faculty member agrees to grade the student's outstanding coursework as specified on the form and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of "FIN" at the end of that semester."*

### **Required Readings**

Readings derive from the following sources:

Herzberg, David. 2020. *White Market Drugs: Big Pharma and the Hidden History of Addiction in America*. Chicago: University of Chicago Press.

Keefe, Patrick Radden. 2021. *Empire of Pain: The Secret History of the Sackler Dynasty*. New York: Doubleday.

Linnemann, Travis. 2016. *Meth Wars: Police, Media, Power*. New York: NYU Press.

Pollan, Michael. 2018. *How to Change your Mind: What the New Science of Psychedelics Teaches us About Consciousness, Addiction, Dying, Depression and Transcendence*. London: Penguin Press.

### **Discussion Board:**

For the second class meeting of each week, you will write a one-page reflection *based on my lecture and the secondary reading*, post it on the Discussion Board under the appropriate thread, write a question for the class, and respond to a classmate's question, for 3% of your grade. Be sure to follow the detailed instructions under each weekly discussion board description. The prompts are provided under each week here on the syllabus.

### **Attendance and Late Papers**

For the final paper, one percentage point will be deducted for each day it is late. *I do not accept papers handed in through e-mail*. Absences will also be excused by a note from a recognized authority figure such as a doctor or dean. ***Please do not email me to inform me you will be absent or request material you missed while you were absent.*** Instead, work together with your study group to keep abreast of the material.

Attendance and participation are important to maintain our momentum and morale, especially in an intense class such as this. In order to award those who attend, and to provide an incentive for those who might not, 15% of your course grade will depend on this factor. If I find there is a problem with participation, I will use weekly reflection questions (posted online or provided in class) or quizzes.

### **Final Paper**

This course is organized to lead you through the steps of writing a research paper, which you will present at the end of the class. The topic should be a research question of personal interest to you, on which you are willing to work for the entire term. Possible topics may derive from a student's interest, a course topic, or current events. Here are some sample research questions:

- What are some of the legal technicalities to be addressed in legalizing marijuana in New York State?
- Explain how the MAPS research project is demonstrating pharmacological applications of MDMA.
- What are some of the challenges and payoffs of Ketamine assisted psychotherapy?  
Interview a trained Ketamine-trained psychiatrist or therapist for their perspective.

Be flexible, as you may need to adjust your research question or your mode of analysis as we proceed, **based on feedback from me and your peers as you complete the journal assignments on the discussion board.** If you keep up with the assignments and consult with me if you have any questions, you should not be overwhelmed by the process. Further guidelines on the research proposal are included below in this syllabus and in class. *Be sure to read all the information provided.*

The paper must be typed and double-spaced. Include your name and course in the upper right corner, and center the title over the text on the first page. The written assignment will be accepted on or before the due date; for each day that the paper is late, one point will be deducted, unless a written excuse from a recognized authority figure, such as a doctor, a dean, or an athletic coach, is provided. I will be happy to discuss your paper, but I will not read preliminary drafts. Further details about the term paper will be discussed in class.

### **General Writing Guidelines\***

#### **Format and Presentation**

Do not skip lines between paragraphs (like I'm doing here). Use Times New Roman or CG Times as your font, 12-point size. Papers must be typewritten, double-spaced with approximately 1" margins. Number all pages. Papers must be stapled. This means no plastic binders, no folding the edges together and no paper clips. Do not use a cover page. Include your name and course on the upper right-hand corner of the first page, followed by the title, centered. A bibliography is a necessary part of a research paper (see Citation, below), and should be attached at the end. Papers which egregiously fail to follow these guidelines will be returned to the authors without a grade.

## Citation

This is sometimes tricky, but by this point in your academic career, it is essential that you do it correctly. It is expected that you will use material from the texts and lecture to analyze your subject. Thus, whether you use direct quotes or paraphrases, you must give credit to the authors of those words, when they are not your own.

If you cite a lecture, do it this way: (Lecture, 10/31/21). However, relying solely on lecture citations for material that is also in the readings reveals to me that your familiarity with the readings is inadequate. So you should be sure to prioritize. Where appropriate, always cite the original source and not my delivery of it in lecture.

In the text, directly quoted course materials from the textbook should be cited in one of the following ways:

“The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype” (Henslin, 2001:331).

Or alternately:

James Henslin (2001:331) suggests that, “The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype.”

Also, be sure to cite any ideas that you borrow, not just quoted text. For instance:

Many analysts have noted how stereotypes may produce the behavior they depict (Henslin, 2001:331).

Any direct quotation that is longer than three lines needs to be set off from the body of the paper by indenting and single-spacing. Since your papers will be double-spaced and indented only to begin paragraphs, you will see the contrast. Be careful to differentiate between what the textbook authors are saying themselves, and the other authors that they may in turn quote. Cite accordingly. Do not string quotes together without putting them in context with your own prose. When you use a direct quote, place it in the context of a sentence that includes an explanation of what the quote means and why it is useful in service of the point you are making.

A full reference, including the author’s name, book or article title, publishing information and page numbers will appear in a separate, alphabetically organized bibliography at the end of the paper, under the heading, “References”. Below is an example of a reference from the reader and from Henslin.

Anderson, Elijah. 1996. “The Code of the Streets.” Pp. 62-73 in Susan J. Ferguson (Ed.)  
Mapping the Social Landscape. London: Mayfield.

Henslin, James. 2001. Mapping the Social Landscape. Boston: Allyn and Bacon.

## Style

In general, write as simply as possible. Never use a big word, when a little one will do. Big words don't necessarily convey intellectual prowess, especially when they are awkwardly used. Your word choice should be appropriate to formal writing: no slang, and no contractions ("can't", "don't"), unless you are quoting others or it somehow improves your point. You must use words that actually exist, and words must be used correctly. Look up definitions and spellings if you are unsure. Spell check often misses words.

Avoid using the indefinite "you." You will notice that I am addressing these instructions to you; that is, I am using the second person. That is because I am giving these instructions to a definite person or set of persons. In your papers, unless you mean to address the reader directly, do not use "you" when you mean to use "one" or "we." Refer to yourself as "I" in describing your experience, and as "we" in your analysis. It is perfectly acceptable to use the first person singular in papers – it is not too informal. Use "we" for the author and the reader together: "We have seen how breaching experiments disturb our taken-for-granted notions about reality."

Avoid "a lot" (and by the way it's not spelled "alot"), and "very." Hemingway and Morrison do not need them, and neither do you. Don't confuse "their/there/they're" or "it's/its", or "to/two/too", or "were/we're/where", etc. Also please differentiate between "suppose" and "supposed." These are not interchangeable, and are almost always improperly applied. These are sets of words that give students trouble, so please be careful.

Try to avoid using "he", "his", or "mankind" to mean anyone or all in general. If for some reason you have a strong ideological commitment to using "he" as the generic, you may do so, but it is not accurate, and there are other options available.

Make sure that nouns and verbs agree in number. Avoid sentence fragments. Make sure that the sentences you write have subjects and predicates. Verbs are also necessary. Do not leave a clause hanging without these necessary components. Avoid run-on sentences. Make sure that if you link things together in a sentence that you do so by using the proper connective words or punctuation marks. These kinds of mistakes can often be caught by reading your paper aloud. If it sounds wrong, it probably is.

Always follow the parsimony principle. That is, use as few words as possible to make your point. Never refer to "society" as an active agent (that's my pet peeve), as in, "Society requires that people follow norms."

## Process

One way to start is by saying your ideas out loud, and writing them down. Just get the words out of your head and onto the page where you will be able to work with them more easily. I strongly suggest that you write more than one draft of your paper. Most successful papers are begun well in advance of the night before the assignment is due. The best way to start is to just spew out a messy first draft, getting all of your ideas and facts down on paper (if you write long-hand) or

your computer screen (if you prefer to word process). Then, a second draft will help you to organize the sections, focus your argument, and refine the content and style.

You must be at this point before you come to see me about your paper. Although I will be unable to read entire drafts, I and your fellow students will read your journal assignments as you post them on the discussion board, and we will help with transitions between ideas or sections of your argument. Be sure that all spelling and grammatical errors, and the formatting the paper are correct in the final draft. You must proofread your own paper. It is not acceptable to turn in a paper with typographical errors, misspellings, nouns and verbs that do not agree, misused words, run-on sentences, sentence fragments, etc. You may want to rewrite the beginning or end of your paper in the last draft. Often in composing your paper, you will have changed your focus or ideas somewhat by the time you finish. You will want to make sure that these changes are reflected in a new version of your introduction or conclusion.

Finally, re-read your own paper and imagine that someone else wrote it. Does it make sense? Fix it, if it doesn't. You may also want to get someone else to read your paper and give you comments. It is often hard to be objective when you are so close in the writing process. If you have trouble with your writing, get help. I am happy to help you in office hours or by appointment, and the campus has a variety of tutoring services available to you.

Good luck, and start writing now!

\*This document adapted with thanks from Dr. Kerry Ferris' Case Study Essay Guidelines.



## **APPENDIX D**

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

|  |   |
|--|---|
| <b>Course Prefix &amp; Number</b>  | SOC 3XX   |
| <b>Course Title</b>  | Drugs in U.S. Society   |
| <b>Department or Program</b>   | Sociology   |
| <b>Discipline</b>  | Sociology   |
| <b>Credits</b>   | 3   |
| <b>Contact Hours</b>   | 3   |
| <b>Prerequisites</b><br>(ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses) | ENG 201; SOC 101; and junior standing or above  |
| <b>Co-requisites</b>   | None  |
| <b>Course Description</b>  | This course explores various aspects of the use and abuse of alcohol and other types of psychoactive drugs in U. S. Society. It examines the causes and effects of substance abuse as well as strategies designed to discourage experimentation, recreational use, and addiction. The social context of drug legislation and ongoing issues of inequality and injustice are investigated, such as the criminalization of possession, the disparate impact of laws and suppression policies embodied in the "War on Drugs," and unequal access to prevention and treatment programs. |
| <b>Sample Syllabus</b>   | Syllabus must be included with submission, 5 pages max recommended.<br><b>See Appendix C.</b>   |

**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.)**

|   |   |  |
|---|---|--|
| <b>Justice Core</b><br><input type="checkbox"/> Justice & the Individual (100-level)<br><input checked="" type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)<br><input 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: Struggle for Justice and Equality in the U.S. (300 Level) - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>   |  |
| <p>Students will analyze the contentious politics by which drugs in American society have been categorized as either legal, prescription-based white market drugs, or criminalized as black-market drugs. Furthermore, they will come to understand dramatic social costs and benefits of legalization for privileged white communities, and the dramatic costs to individuals, neighborhoods and society as a whole in the criminalization of drugs in furthering the marginalization of predominantly poor, racialized communities. They will read of the historical struggles to criminalize and decriminalize such drugs as opiates, hallucinogens, methamphetamine and marijuana, and the role the media play in spurring moral panics. The theoretical basis for such struggles throughout the course will be how power shapes politics which shapes societal definitions, privileging some groups over others.</p> | <ul style="list-style-type: none"> <li>Contextualize and analyze struggles for justice</li> </ul>  |
| <p>Students will find and probe three to five scholarly sources on a topic of their choice based on the above concerns. They may also interview an expert with grounded knowledge in the field of their topic, such as a therapist who practices ketamine-assisted psychotherapy, or a legal seller of marijuana.</p>   | <ul style="list-style-type: none"> <li>Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches</li> </ul> |

|  |   |
|--|---|
| <p>Students will analyze the literature they find, and the transcript of the interview they conduct, based on the theories, concepts and model provided by the analyses modeled in class, and in the masterful, contemporary readings provided.</p>  | <ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>                                       |
| <p>Students will break into groups to present a weekly synthesis of the relevant chapter from Goode's, <i>Drugs in American Society</i>. Students will also present their findings of their research on the last day of class, as preparation for their final paper to be submitted on Turnitin no later than the ending time scheduled for their class's final exam. A thorough guideline and rubric will be provided to assist them in their efforts, which will be scaffolded week-by-week throughout the course.</p> | <ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul> |

## Proposal

To: UCASC Policies and Standards Subcommittee

From: Wynne Ferdinand, Director of General Education and Educational Partnerships

Re: Revision to Freshman Forgiveness Policy

Date: 5/16/22

### **Proposal**

We propose a revision to the Freshman Forgiveness policy that took effect in September 2020 to include students who enter John Jay College with up to or less than 14.9 credits earned while enrolled in College Now or other, similar early or pre-college programs while completing high school. This revision also benefits SEEK students who earn credits prior to matriculation as part of the mandatory SEEK Summer Academy at John Jay.

### **The current eligibility requirements include:**

- a. A lower freshman is defined as a new student who has not previously matriculated in a college, as a degree-seeking student, prior to their first term of attendance at John Jay.
- b. A lower freshman is coded by the Office of Admissions as being in the “FRSH” Student Group in CUNYFirst.
- c. Entering freshman with college credits earned through Regents examination, AP credit, or other exams (i.e., CLEP) are still eligible for forgiveness under this policy.
- d. Transfer students, coded as “TRNS,” who enter into the Upper Freshman level or beyond are not eligible for forgiveness under this policy.

### **The proposed revision is:**

- a. A lower freshman is defined as a new student who has not previously matriculated in a college, as a degree-seeking student, prior to their first term of attendance at John Jay.
- b. A lower freshman is coded by the Office of Admissions as being in the “FRSH” Student Group in CUNYFirst.
- c. **Proposed Revision: Entering freshman with up to or less than 14.9 college credits earned through College Now, Regents Examination, AP credit, or other exams (i.e., CLEP), or other early or pre-college programs offered to high school students are still eligible for forgiveness under this policy.**
- d. Transfer students, coded as “TRNS,” who enter into the Upper Freshman level or beyond are not eligible for forgiveness under this policy.

### **Context & Rationale**

The first semester of full implementation of the Freshman Forgiveness Policy was fall 2021, since in fall 2020, a university wide flexible grading policy was in place and in spring semesters, less than fifty first year students typically enroll. 60% of the entering class was eligible when the current standards were applied in fall 2021. And, only 20% of that group required the forgiveness policy to be applied for 1 or more F grades. Expanding eligibility to any student enrolling with less than 15 transfer credits would serve nearly 90% of entering first year students, and increase the number of students benefitting, like our SEEK students who earn credits the summer prior to matriculation, to about 1/3 of the class.

| Fall 2021 First Year Student Forgiveness Eligibility & Beneficiaries   |       |                       |
|--|-------|-----------------------|
|  | Count | Rate (of FY enrolled) |
| All FY Enrolled  | 1705  |                       |
| FY Forgiveness Policy Eligible   | 1027  | 60%                   |
| Benefitted (received NC for 1 or more failed courses)  | 343   | 20%                   |
|  |       |                       |
| FY Forgiveness Ineligible  | 678   | 40%                   |
| Forgiveness ineligible and enrolled in f21 with <15 transfer credits   | 470   | 28%                   |
| Would Benefit with Policy Revision (received F for 1 or more failed courses)   | 139   | 8%                    |
| Note: This data reflects enrollment of first year students at the enrollment certification date and excludes students who withdrew from all courses.<br>We expect the number of beneficiaries to remain fairly consistent, as an average of 23% of entering FY students have earned a failing grading in at least one class since fall 2018. |       |                       |

Students who benefitted from the policy were able to maintain a GPA of greater than 1.9 in greater numbers than their counterparts who, with revision of the policy, would be eligible to benefit. The proposed adjustment in eligibility requirements would result in improved academic progress and, over the long term, probable increases in retention.

| Retention & GPA FY forgiveness policy beneficiaries fall 21 |     |     |
|---|-----|-----|
| Benefitted  | 343 |     |
| Retained & GPA>1.9  | 204 | 59% |

| Retention & GPA FY forgiveness policy, 1+ F grades, not eligible fall 21 |     |     |
|--|-----|-----|
| Benefitted   | 139 |     |
| Retained & GPA>1.9   | 50  | 36% |

In NYC high schools, about 20,000 students participate in College Now courses at one of 440 sites each year, and about 17 high schools offer the Early College Initiative (ECI) program where students can earn CUNY credit before graduating high school. Revising the forgiveness policy means that College Now and ECI students who complete less than 15 credits before earning their H.S. diploma will benefit in the same ways as their counterparts who earn AP or IB credit prior to enrollment at John Jay.

Since any student enrolling at the college with less than 30 transfer credits has access to the same supports and is required to complete the same General Education and degree requirements as a traditional, first-time college student, this policy revision will also better align with our existing suite of academic advising, success and support programming and result in improved student outcomes.

## **Appendix: Bulletin Text of Freshman Forgiveness Policy 2021-22 w Proposed Changes:**

### **Freshman Forgiveness Policy**

Effective September 1, 2020, the college will implement a Freshman Forgiveness Policy. This policy will apply to all **lower freshman** students, as defined below, who enrolled at the college in the Spring 2020 term or thereafter.

In accordance with this policy, if a student passes the suite of freshman courses, they will receive the grade earned which will carry the designated GPA. If a student **fails** a course(s), upon request to the Registrar's Office, the failing grade (F, FIN) will be administratively converted to "NC – No Credit," and have no impact on the student's GPA. Once the grade is changed, the student and the faculty member who assigned the original grade, will receive an email confirming the change of grade. Students can then repeat these courses, ideally at their first available opportunity. A student who repeats a course that has been assigned an NC grade in the prior term will receive a standard letter grade on the second attempt. The "NC" grade will remain on student transcripts. The Office of Undergraduate Studies will communicate opportunities for students to complete these courses with extra support to best ensure their success in passing the course.

Students who receive grades of "NC" are **not eligible** for the Dean's List for that semester or that year for part-time students. For the purpose of calculating Latin Honor's at the time a student's degree is conferred, "NC" grades will be treated as failing grades.

#### **Who does this policy apply to?**

This policy applies only to a freshman student (attending full-time or part-time) in their first freshman semester, (aka., Lower Freshman).

- a. A lower freshman is defined as a new student who has not previously matriculated in a college, as a degree-seeking student, prior to their first term of attendance at John Jay.
- b. A lower freshman is coded by the Office of Admissions as being in the "FRSH" Student Group in CUNYFirst.
- c. Entering freshman with college credits earned through Regents examination, AP credit, or other exams (i.e., CLEP) are still eligible for forgiveness under this policy.

#### **Proposed Revision**

**c. Entering freshman with up to or less than 14.9 college credits earned through College Now, Regents Examination, AP credit, or other exams (i.e., CLEP), or other**

**early college programs offered to high school students are still eligible for forgiveness under this policy.**

d. Transfer students, coded as “TRNS,” who enter into the Upper Freshman level or beyond are not eligible for forgiveness under this policy.

**Restrictions**

1. This policy is effective for lower freshman students enrolled in the college beginning the Spring 2020 term and thereafter. It cannot be applied retroactively to any semester prior to Spring 2020.

2. This policy will not apply to readmitted students who return to the freshman term. For this restriction, a readmitted student is considered a student who attended the college and received letter grades.

3. This policy applies to matriculated, undergraduate, degree-seeking students. Non-degree students are ineligible for forgiveness under this policy.

**Limitations**

1. The Freshman Forgiveness Policy only applies to courses taken in the first, lower freshman semester of matriculation. It will not apply to any courses taken thereafter.

2. Freshman students enrolled less than full-time in the lower freshman semester will be permitted to apply the forgiveness policy to the first 18 credits earned at John Jay College.

3. This policy applies only to courses taken at John Jay College. Courses taken at another college (CUNY or otherwise) are not eligible for forgiveness under this policy.

4. Courses with a grade assigned of “NC-No Credit” may negatively impact a student’s financial aid, (i.e., Satisfactory Academic Progress, Program Pursuit and Credit Accumulation) eligibility. It is strongly recommended that students meet with a financial aid counselor prior to the forgiveness policy being applied.

The chart below outlines how the Office of the Registrar will treat the original grades.

| Original Grade   | Grade Action  | Effect on Credits Earned and GPA  |
|--|---|---|
| A, B, C, D, P, CR, (including all plus / minus grades) | None  | Grades are factored into GPA and credits are earned.  |
| F, FIN   | Administratively Changed to “NC-No Credit” for Lower Freshmen | GPA will increase due to a grade change from failing to NC. No credits are earned for NC courses    |
| INC, PEN   | None  | Considered “in progress” grades. If failing grades are ultimately assigned, forgiveness rules apply |



|               |      |  |
|---------------|------|--|
| W, WA, WN, WU | None | No effect on GPA – No credits are earned for courses |
|---------------|------|--|

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

**CHANGE IN EXISTING GRADUATE COURSE**

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead.

**Date Submitted to the Office of Graduate Studies:** March 8, 2022

**Date of Program Approval:** March 7, 2022

**Date of CGS Approval:** May 4, 2022

**1. Contact information of proposer(s):**

| Name(s)         | Email(s)   | Phone number(s) |
|-----------------|--|-----------------|
| Mechthild Prinz | <a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a> | 212-621- 3751   |

**2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

| <b>FROM (<del>strikethrough</del> the changes)</b>                      |   | <b>TO (<u>underline</u> changes)</b>                                    |  |
|---|---|---|--|
| <b>Program</b>  | MS in Forensic Science  | <b>Program</b>  | MS in Forensic Science   |
| <b>Course</b>   | FOS727 Case Analysis in Forensic Toxicology   | <b>Course</b>   | FOS727 Case Analysis in Forensic Toxicology  |
| <b>Pre- and/or Corequisites</b><br>(specify which are pre, co, or both) | Prerequisites include FOS707, <del>FOS725, and FOS726.</del>  | <b>Pre- and/or Corequisites</b><br>(specify which are pre, co, or both) | <u>Prerequisites include FOS707.</u>   |
| <b>Hours</b>  | 3   | <b>Hours</b>  | 3  |
| <b>Credits</b>  | 3   | <b>Credits</b>  | 3  |
| <b>Description</b>  | 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 <del>be</del> 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. | <b>Description</b>  | 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 <u>follow</u> 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. |
|   |   | <b>Effective Term</b>   | Spring 2023  |

### 3. Rationale for the proposed change(s):

*Case Analysis in Forensic Toxicology* (FOS727) educates students on interpretation and expert testimony in criminal and civil court cases. It is a three (3) credit elective with currently three (3) prerequisite requirements; namely, *Fundamentals of Forensic Toxicology* (FOS707), *Forensic Toxicology I* (FOS725), and *Forensic Toxicology II* (FOS726). These prerequisites include both graduate lecture/laboratory 5 credit classes teaching science and instrumentation used to detect drugs and their metabolites (FOS725/726).

The instructor has determined that the class can be taught without already having the advanced knowledge obtained through FOS725 and FOS726. Requiring both of these classes also does not work well with the curriculum flow and limits the number of students eligible to take this elective. The toxicology knowledge obtained through the successful completion of FOS707 is sufficient as a pre-requisite.

The change in the narrative is just fixing a typographical error.

### 4. Enrollment in past semesters:

|             |   |
|-------------|---|
| Spring 2021 | 7 |
|-------------|---|

*\*This course was previously run as an experimental course under the number FOS826. It was approved as a permanent class under the number FOS727 in spring of 2021.*

### 5. Does this change affect other programs?

☒ No      ☐ Yes

If yes, what consultation has taken place?

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

## PROPOSAL FOR A NEW GRADUATE PROGRAM

Please attach this cover memo to either a full proposal for a new master's program or the New York State Application for Registration of a New Certificate or Advanced Certificate Program. Information regarding proposals for new advanced certificate and master's programs, along with templates for new programs, can be found at <http://www.jjay.cuny.edu/academics/4628.php>.

Please submit these documents via email to the Associate Dean of Graduate Studies at [mdagostino@jjay.cuny.edu](mailto:mdagostino@jjay.cuny.edu).

**Date Submitted to the Office of Graduate Studies: March 30, 2022**

**Date of Program Approval: April 8, 2022**

**Date of CSG Approval:**

**1. Contact information of proposer(s):**

| <b>Name(s)</b>        | <b>Email(s)</b>  | <b>Phone number(s)</b> |
|-----------------------|--|------------------------|
| James Wulach, PhD, JD | <a href="mailto:Jwulach@jjay.cuny.edu">Jwulach@jjay.cuny.edu</a>     | 212-237-8782           |
| Chitra Raghavan, PhD  | <a href="mailto:Craghavan@jjay.cuny.edu">Craghavan@jjay.cuny.edu</a> | 212-237-8417           |

**2. Abstract or brief overview of the program:**

While there is already an existing Postgraduate Certificate in Forensic Psychology, housed in the FMHC MA Program, this proposal is an attempt to replace it with a more relevant model that meets current needs, called the Advanced Certificate in Forensic Psychology.

The model would be an introductory 4-course sequence of already existing basic courses in our MA Programs, namely, Psychology 700 (Psych & Law); Psychology 745 Psychopathology; Psychology 705 Victimology; and Psychology 703 Violence & Aggression. Thus, in addition to master's level psychopathology, there would be an overview of psychology and law, a course on the psychology of victims and victimization, and a course on perpetrators, violence, and aggression. This balance of courses will provide students with an introductory broad, yet representative view of basic issues relevant to forensic psychology and counseling, grounding the student in law, mental illness, and how these issues manifest both in perpetration and victimization.

Rather than offering the courses to those who have already achieved an MA degree, the new Certificate would focus on those with a BA and 6 credits of psychology coursework, who would like a brief overview of the field of forensic psychology and counseling from John Jay College of Criminal Justice. The program could be completed within a year, if desired, by taking two courses per semester, and/or perhaps during the winter or summer sessions.

3. **Brief rationale for creating the program** (1-3 paragraphs):

The old Certificate only attracted and enrolled a few students every year who already held an existing MA degree, and its 6 tracks involving 6 different courses each, were outdated, as the college and department were not able to float nearly as many sections as they required. This program will attract a far wider audience of those with a BA who wish to have an introduction to forensic psychology. Those who graduate with the Certificate could use it professionally to enhance their CV, or apply to various MA or other programs if they choose. This certificate also may be useful for those wishing to incorporate more forensic knowledge into the existing practice of lawyers, social workers, forensic agency staff, court advocates, journalists, and therapists. If graduates qualify for John Jay College MA Programs and would be accepted utilizing our standard admissions criteria, satisfactory grades could be transferred in, just as any other graduate courses and grades can transfer if they qualify. Each of the four courses would be highly developed for current asynchronous online models with intensive assistance of the Department of Online Education and Support. Outside agencies are supportive of the Program and believe that it would enhance applicants applying for non-clinical jobs in the forensic area.

4. **Does this program affect or involve any other programs?**

☐ No      ☒ Yes

If yes, what consultation has taken place?

This Program would replace the current Postgraduate Certificate in Forensic Psychology, administered in the FMHC MA Program within the Psychology Department. The FMHC Program supports this change. The proposed program has been thoroughly discussed and supported by the Dean of Graduate Studies, and has also been reviewed by the Psychology Department.

**PROGRAM IN [Criminal Justice Master of Arts]**

**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 Criminal Justice Master of Arts program name] leading to the Advanced Certificate in Crime Prevention and Analysis] Degree.

**Program Name and Degree Awarded: Advanced Certificate in Crime Prevention and Analysis**

**HEGIS Code:**

**NY State Program Code:**

**Effective term: 2023 Spring**

**Date of Program Approval: 2/08/2022**

**Date of CGS approval: 03/08/2022**

**Rationale for proposed changes:**

Unlike basic research, action research is a knowledge-based inquiry that focuses on generating solutions for contextual problems solving. This course is prepared for the certificate program on crime analysis and crime prevention offered by the Master of Arts in Criminal Justice program at John Jay College. Currently five courses (CRJ 715 Research Design and Methods; CRJ 716 Statistical Software in Criminal Justice; CRJ 739 Crime Mapping; CRJ 786 Problem-Oriented Policing; CRJ 787 Seminar in Crime Analysis and Crime Prevention), 15 credits are required to complete the certificate program. CRJ 715 Research Design and Methods; and CRJ 716 Statistical Software in Criminal Justice are an important component of the crime analysis curriculum. The proposed course is to substitute the CRJ 715 and CRJ 716 by combining them as single course.

The rationale for developing this course is twofold: 1.to help reduce the number of credits for the certificate program from 15 credits to 12 credits to be consistent with other certificate programs at JJ. 2. to bring the contents of research methods and data analysis courses as one single course to study localized problems for developing action plans. Moreover, this substitution will help maintain the coherence of the CAP curriculum i.e problem analysis and provide a comprehensive applied research methods course for those non-John Jay students who enroll in the certificate program.

Though the course is specifically designed for preparing students as crime analysts, it is a standalone advanced research methodology course, a special skills course for all CRJ MA students even if they do not plan to register for the certificate program.

Nonetheless, the CRJ MA students will have an option to take the proposed course or the two courses- CRJ 715.and CRJ 716 to fulfill the requirements for the CAP certificate program.

| FROM  |                                   | TO  |                              |
|---|-----------------------------------|---|------------------------------|
| List of Course (Prefix, Number, and Name)   | Crs.                              | List of Course (Prefix, Number, and Name)   | Crs.                         |
| <b>Requirements for the Degree Program:</b><br><del>**strike through</del> what is to be changed.<br><b>Current requirements for Advanced Certificate in Crime Prevention and Analysis:</b><br>CRJ715<br>CRJ716<br>CRJ739<br>CRJ786<br>CRJ787 | <br><br><br>3<br>3<br>3<br>3<br>3 | <b>Requirements for the Degree Program:</b><br><del>**underline</del> the changes.<br><u>CRJ718</u><br>CRJ739<br>CRJ786<br>CRJ787 | <br><br><br>3<br>3<br>3<br>3 |
| Sub-total   | 15                                | Sub-total   | 12                           |
| Electives   | 0                                 | Electives   | 0                            |
| Total credits required:   | 15                                | Total credits required:   | 12                           |

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?

2021-2022 College Council Committee Activity Report

| Committee                                      | Agendas | Minutes | Attendance Lists | No. Scheduled Meetings | Meetings Held |
|--|---------|---------|------------------|------------------------|---------------|
| College Council                                | Y       | Y       | Y                | 8                      | 8             |
| Executive Committee of the College Council     | Y       | Y       | Y                | 8                      | 8             |
| UCASC  | Y       | Y       | Y                | 9                      | 9             |
| Committee on Student Interests                 | N       | Y       | Y                | 7                      | 4             |
| Faculty-Student Disciplinary Committee         | exempt  |         |                  | 8                      | 0             |
| Faculty Personnel Committee                    | Y       | Y       | Y                | 5                      | 4             |
| Budget and Planning Committee                  | Y       | Y       | Y                | 1                      | 1             |
| FPS  | Y       | Y       | Y                | 6                      | 6             |
| SPS  | Y       | Y       | Y                | 8                      | 8             |
| FPS/SPS  | Y       | Y       | Y                | 3                      | 3             |
| Committee on Graduate Studies                  | Y       | Y       | Y                | 7                      | 7             |
| Committee on Student Evaluation on the Faculty | Y       | Y       | Y                | 8                      | 8             |
| Provost Advisory Council                       | Y       | Y       | Y                | 8                      | 8             |
| Council of Undergraduate Program Coordinators  | Y       | Y       | Y                | 8                      | 8             |
| Committee on Honors, Prizes and Awards         | Y       | Y       | Y                | 2                      | 2             |
| CollegeWide Grade Appeals Committee            | N       | N       | N                | 0                      | 0             |
| College Wide Assessment Committee              | Y       | Y       | Y                | 8                      | 8             |
| Committee on Faculty Elections                 | N       | N       | N                | 0                      | 0             |

Submitted Proposals, Reports and Resolutions for Academic Year 2021-2022

| Committee                                       |    |
|---|----|
| Undergraduate Curriculum and Academic Standards | 66 |
| Graduate Studies                                | 21 |
| Honors, Prizes and Awards Committee             | 1  |
| Registrar                                       | 1  |
| Legal Counsel                                   | 1  |
|   |    |
|   |    |
|   |    |
|   |    |
|   |    |
| Total   | 90 |



**John Jay College of Criminal Justice**  
**The City University of New York**

**College Council Calendar 2022-2023**

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

| <u>Items Due</u>              | <u>Executive Committee</u>   | <u>College Council Meeting</u> |
|-------------------------------|------------------------------|--------------------------------|
| Thursday, August 18, 2022     | Monday, August 29, 2022      | Thursday, September 22, 2022   |
| Wednesday, September 14, 2022 | Thursday, September 29, 2022 | Tuesday, October 18, 2022      |
| Wednesday, October 19, 2022   | Wednesday, October 26, 2022  | Thursday, November 17, 2022    |
| Friday, November 18, 2022     | Monday, November 28, 2022    | Wednesday, December 7, 2022    |
|                               |                              |                                |
| Monday, January 23, 2023      | Wednesday, February 1, 2023  | Thursday, February 23, 2023    |
| Friday, February 17, 2023     | Wednesday, March 1, 2023     | Wednesday, March 15, 2023      |
| Friday, March 10, 2023        | Thursday, March 23, 2023     | Thursday, April 20, 2023       |
| Friday, April 14, 2023        | Wednesday, April 26, 2023    | Tuesday, May 9, 2023           |

**Additional meetings if needed:**

| <u>Items Due</u>             | <u>Executive Committee</u> | <u>College Council Meeting</u> |
|------------------------------|----------------------------|--------------------------------|
| Wednesday, November 30, 2022 | Thursday, December 8, 2022 | Tuesday, December 13, 2022     |
| Monday, May 1, 2023          | Wednesday, May 10, 2023    | Thursday, May 11, 2023         |

