

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

THURSDAY, SEPTEMBER 23, 2021

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

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

September 23, 2021 – 1:40 pm (Remote Conferencing via Zoom)

- I. Adoption of the Agenda
- II. Approval of Members of the College Council Committees (Attachment A), **Pg. 2**
- III. Election of the Secretary to the College Council
- IV. Election of the 2021-2022 Executive Committee Members
- V. Approval of the Minutes of the May 11, 2021 College Council (Attachment B), **Pg. 19**
- VI. College Council Orientation – Legal Counsel Tony Balkissoon, **Pg. 22**
- VII. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C7) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- C1. Proposal to Revise the Minor in Counseling, **Pg. 31**

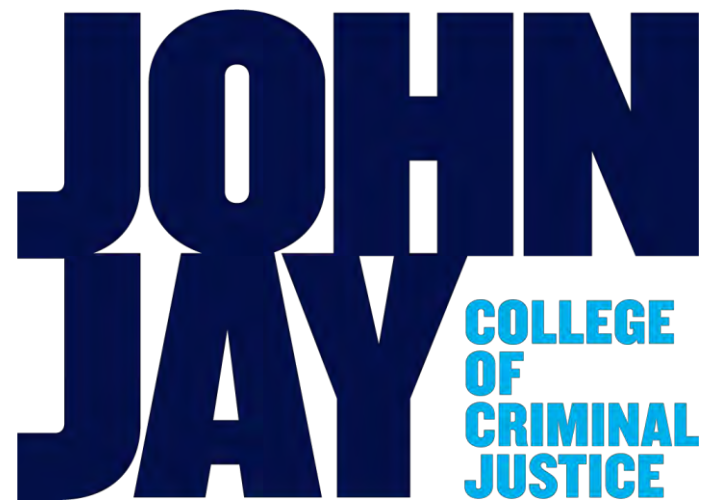
New Courses

- C2. LIT 2XX Outlaws (CO: Justice Core I [200-level]), **Pg. 35**

Course Revisions

- C3. LIT 265 Foundations of Latinx Literature (moving fr Flex Core: US Exp to CO: Justice Core I [200-level]), **Pg. 54**
- C4. LLS/AFR /HIS 263 Blacks in Latin America (appd for World Cultures), **Pg. 69**
- C5. SEC 323 Private Security & Homeland Defense, **Pg. 72**
- C6. SEC 327 Risk & Vulnerability Analysis, **Pg. 74**
- C7. SEC 329 Security, Risk & Technology ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective), **Pg. 76**

- VIII. 2020-2021 College Council Committee Activity Report (Attachment D), **Pg. 78**
- IX. 2021-2022 College Council Calendar (Attachment E), **Pg. 79**
- X. New Business
- XI. Administrative Announcements – President Karol Mason
- XII. Announcements from the Student Council – President Andrew Berezhansky
- XIII. Announcements from the Faculty Senate – President Warren (Ned) Benton
- XIV. Announcements from the HEO Council – President Brian Cortijo



College Council
Membership

&

College Council
Committees

2021-2022

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College Council Membership

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

Administration

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

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

1. Anthony Carpi	2. Daniel Matos
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Faculty

- a. Full-time faculty elected from each academic department:
- | | |
|--|--------------------------------|
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Marta-Laura Suska |
| 9. Art & Music | Gregory Sheppard |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling | Mickey Melendez |
| 12. Criminal Justice | Violet Yu |
| 13. Economics | Jay Hamilton |
| 14. English | Alexander Long |
| 15. History | Greg Umbach |
| 16. Interdisciplinary Studies | Gerald Markowitz |
| 17. Latin American & Latinx Studies | John Gutierrez |
| 18. Law, Police Science & Criminal Justice | Christopher Herrmann |
| 19. Library | Maureen Richards |
| 20. Mathematics & CS | Mohamed Ben Zid |
| 21. Modern Language & Literature | Vicente Lecuna (<i>Fall</i>) |
| | Silvia Dapia (<i>Spring</i>) |
| 22. Philosophy | Catherine Kemp |
| 23. Political Science | Samantha Majic |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Yuk-Ting (Joyce) Lau |
| 27. Security, Fire & Emergency Management | Alexander Alexandrou |
| 28. SEEK | Erica King-Toler |
| 29. Sociology | David Brotherton |

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

30. English	Karen Kaplowitz
31. History	Andrea Balis
32. Psychology	Charles Stone
33. Public Management	Warren (Ned) Benton
34. Sciences	Lisette Delgado-Cruzata
35. Sciences	Francis Sheehan
36. SEEK	Schevaletta (Chevy) Alford

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

1. Maki (Maria) Haberfeld	5. Anru Lee
2. Patrick Raftery	6. Heath Grant
3. Marta Concheiro-Guisan	7. Vacant
4. Jonathan Epstein	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

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

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

1. Helen Keier	2. Jennifer Lorenzo
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Students

41. President of the Student Council	Andrew Berezhansky
42. Vice President of the Student Council	Aiisha Qudusi
43. Treasurer of the Student Council	Tyrell Farrulla
44. Secretary of the Student Council	Katelynn Seodarsan
45. Elected At-Large Representative	Vacant
46. Elected graduate student representative	Vacant
47. Elected senior class representative	Vacant
48. Elected junior class representative	Vacant
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 |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice-President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) other members of the Faculty Senate | |
| 1. Andrea Balis | |
| 2. Francis Sheehan | |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Vice-President of the Higher Education Officers Council | Hera Javaid |
| • President of the Student Council | Andrew Berezghansky |
| • Vice-President of the Student Council | Aiisha Qudusi |

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

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

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

Undergraduate Curriculum and Academic Standards Committee

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

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

- | | |
|---|--------------------------|
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) | Dara Byrne |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Assistant Dean of Undergraduate Studies | Katherine Killoran |
| • Registrar | Daniel Matos |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years | |
| 1. Africana Studies | Crystal Endsley |
| 2. Anthropology | Kimberley McKinson |
| 3. Art and Music | Erin Thompson |
| 4. Communication & Theater Arts | Marsha Clowers |
| 5. Counseling and Human Services | Michell Tollinchi (Fall) |
| 6. Criminal Justice | Valerie West |
| 7. Economics | Sara Bernardo |
| 8. English | Bettina Carbonell |
| 9. History | Ray Patton |
| 10. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 11. Library | Maria Kiriakova |

12. Latin American & Latinx Studies	Lisandro Perez
13. Law, Police Science & CJA	Beverly Frazier
14. Mathematics & Computer Science	Michael Puls
15. Modern languages & Literatures	Cristina Lozano Argüelles
16. Philosophy	Michael Brownstein
17. Political Science	Peter Romaniuk
18. Psychology	Kelly McWilliams
19. Public Management	Judy-Lynne Peters
20. Sciences	Daniel Yaverbaum
21. Security, Fire & Emergency Management	Lucia Velotti
22. SEEK	Virginia Diaz-Mendoza
23. Sociology	Robert Garot (Fall) Jayne Mooney (Spring)

- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
 1. Katelynn Seodarsan
 2. Vacant
 3. 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:

- Assistant Vice President and Dean of Students (Chairperson) Michael Sachs
- Deputy Director of Athletics Catherine Alves
- Senior Director for Student Affairs Danielle Officer
- Two (2) members of the faculty
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students
 1. Denisse Batista
 2. Janice Johnson
 3. Julia Jacobellis
 4. Vacant
 5. Vacant
 6. Vacant

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the

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

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

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

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

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Michaela Herrit
 2. Naylea Henriquez
 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 |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Dean of Graduate Studies | Elsa-Sofia Morote |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Aftab Ahmad |
| 15. Modern Languages and Literatures | Vicente Lecuna |
| 16. Philosophy | Jonathan Jacobs |
| 17. Political Science | Andrew Sidman |
| 18. Psychology | Daryl Wout |
| 19. Public Management | Warren Eiler |
| 20. Sciences | Shu-Yuan Cheng |
| 21. Security, Fire and Emergency Management | Robert McCrie |

- 22. SEEK
- 23. Sociology

Monica Son
Robert Garot/ Jayne Mooney

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
 2. Heath Brown, Associate Professor, Public Management
 3. Monica Varsanyi, Professor, Political Science
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Brian Arbour, Associate Professor, Political Science
 2. Gail Garfield, Professor, Sociology
 3. Jean Mills, Associate Professor, English
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. Gregory Kirsopp
 2. Vacant

Budget and Planning Committee

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

- | | |
|---|-------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Assistant Vice President for Administration | Oswald Fraser |
| • Dean of Graduate Studies | Elsa-Sofia Morote |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Finance | Ajisa Dervisevic |

- Vice President for Institutional Advancement
 - President of the Faculty Senate
 - Vice President of the Faculty Senate
 - Two (2) members chosen by the faculty senate
 1. Francis Sheehan
 2. Erica King-Toler
 - Chairperson of each academic department
 1. Africana Studies
 2. Anthropology
 3. Art and Music
 4. Communication and Theater Arts
 5. Counseling and Human Services
 6. Criminal Justice
 7. Economics
 8. English
 9. History
 10. Interdisciplinary Studies
 11. Latin American and Latinx Studies
 12. Law, Police Science, and Criminal Justice Administration
 13. Library
 14. Mathematics and Computer Science
 15. Modern Languages and Literatures
 16. Philosophy
 17. Political Science
 18. Psychology
 19. Public Management
 20. Sciences
 21. Security, Fire and Emergency Management
 22. SEEK
 23. Sociology
 - President of the Higher Education Officers Council
 - Two (2) higher education officer representatives
 1. Justin Barden
 2. Vincent Papandrea
 - President of the Student Council or designee
 - Treasurer of the Student Council or designee
 - Additional student representative
 - Additional student representative
 - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Anthony Chambers
 2. Vacant
- Robin Merle
Warren (Ned) Benton
Karen Kaplowitz
- Teresa Booker
Ed Snadjr
Benjamin Bierman
Seth Baumrin
Katherine Stavrianopoulos
Evan Mandery
Geert Dhondt
Jay Gates
Michael Pfeifer
Katie Gentile
Jose Luis Morin
Maria (Maki) Haberfeld
Jeffrey Kroessler
Aftab Ahmad
Vicente Lecuna
Jonathan Jacobs
Andrew Sidman
Daryl Wout
Warren Eller
Shu-Yuan Cheng
Robert McCrie
Monica Son
Robert Garot/ Jayne Mooney
Brian Cortijo
- Andrew-Berezhansky
Tyrell Farrulla
Naylea Henriquez
Vacant

Financial Planning Subcommittee

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

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

The Assistant Vice President for Finance, Ajisa Dervisevic, **and the Provost's Assistant Dean for Academic Operations and Financial Affairs**, Kinya Chandler shall staff the subcommittee.

Strategic Planning Subcommittee

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

- | | |
|---|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Vice President and Chief Operating Officer | Mark Flower |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) representatives chosen by the Faculty Senate | |
| 1. Heath Grant | |
| 2. Francis Sheehan | |
| • Chair of the Council of Chairs | Jay Gates |
| • Two (2) representatives chosen by the Council of Chairs | |
| 1. Teresa Booker | |
| 2. Vacant | |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Two (2) student representatives: | |

1. Andrew Berezhansky
2. Vacant

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

Committee on Graduate Studies

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

- | | |
|--|-----------------------|
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Dean of Graduate Studies (Chairperson) | Elsa-Sofia Morote |
| • Assistant Vice President and Dean of Students | Michael Sachs |
| • Chief Librarian | Jeffrey Kroessler |
| • Graduate Program Directors | |
| 1. Criminal Justice | Heath Grant |
| 2. Criminal Justice (Online) | Frank Pezzella |
| 3. Digital Forensics and Cybersecurity | Shweta Jain |
| 4. Economics | Zhun Xu |
| 5. Emergency Management | Charles Jennings |
| 6. Forensic Mental Health Counseling | Chitra Raghavan |
| 7. Forensic Psychology | Chitra Raghavan |
| 8. Forensic Psychology and Law (Dual Degree) | Chitra Raghavan |
| 9. Forensic Psychology BA/MA Program | Rebeca Weiss |
| 10. Forensic Science | Mechthild Prinz |
| 11. Human Rights | Charlotte Walker-Said |
| 12. International Crime and Justice | Gohar Petrossian |
| 13. Law and Public Accountability (Dual Degree) | Daniel Feldman |
| 14. Protection Management | Glen Corbett |
| 15. Public Policy and Protection Management (Dual Degree) | Yi Lu |
| 16. MPA: Public Policy and Administration | Yi Lu |
| 17. MPA: Public Policy and Administration (Online) | Nicole Elias |
| 18. MPA: Inspection and Oversight | Denise Thompson |
| 19. MPA: Inspection and Oversight (Online) | Jean-Marie Col |
| 20. Security Management | Chelsea Binns |
| • Two (2) graduate students | |
| 1. 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. Cristopher Herrmann
 3. Daniel Yaverbaum
 4. Sung-Suk Violet Yu
- Two (2) students
 1. Poonam Latchman
 2. Gregory Kirsopp

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

Provost Advisory Council

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

- | | |
|---|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Assistant Dean of Academic Operations and Financial Affairs,
Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Aftab Ahmad |

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

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Shonna Trinch
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Kumar Ramansenthil
 5. Criminal Justice (B.A.) Brian Lawton
 6. Criminal Justice (B.S.) Christopher Hermann
 7. Criminal Justice Management Henry Smart
 8. Criminology Andrew Karman (Fall)/ David Green (Spring)
 9. Deviance, Crime and Culture Avram Bornstein
 10. Dispute Resolution Certificate Maria Volpe
 11. Economics Sara Bernardo
 12. English Navidita Majumdar
 13. Emergency Services Administration Robert Till
 14. Fire Science Robert Till
 15. Forensic Psychology Silvia Mazzula
 16. Forensic Science Jennifer Rosati
 17. Fraud Examination and Financial Forensics David Shapiro
 18. Gender Studies Crystal Jackson
 19. Global History Matthew Perry
 20. Humanities and Justice Allison Kavey
 21. Human Services and Community Justice Nancy Velazquez-Torres
 22. International Criminal Justice Rosemary Barberet
 23. Latin American and Latinx Studies Brian Montes
 24. Law and Society Jennifer Rutledge* and Jamie Longazel*
 25. Library Karen Okamoto
 26. Philosophy Amie Macdonald
 27. Police Studies Arthur Storch

28. Political Science	Jennifer Rutledge* Janice Bockmeyer* Jamie Longazel*
29. Public Administration	Judy-Lynne Peters (Fall) Elizabeth Nisbet (Spring)
30. Security Management	Robert McCrie
31. Sociology	Louis Kontos
32. Spanish	Maria Julia Rossi (major concentration A and certificates) Cristina Lozano (major concentration B and minor)
33. Toxicology	Shu-Yuan (Demi) Cheng Marta Concheiro-Guisan

*Co-coordinators

Committee on Honors, Prizes and Awards

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

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

College-Wide Grade Appeals Committee

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

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

College-Wide Assessment Committee

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

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

Special Committee of the College Council Committee on Faculty Elections

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

1. 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 11, 2021

The College Council held its ninth meeting of the 2020-2021 academic year on Tuesday, May 11, 2021. The meeting was called to order at 1:49 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Dapia, Silvia; Delgado-Cruzata, Lissette; Gutierrez, John; Johnson, Veronica; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Park, Hyunhee; Paulino, Edward; Sheehan, Francis; Vrachopoulos, Thalia; Yu, Sung-Suk (Violet); Gordon-Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Wandt, Adam; Berezhansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Rivero, Amber; Tunkara, Fatumata; Seodarsan, Katelynn; Jackson, Crystal; Qudusi, Aiisha; Luna, Aileen; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Kerr, Brian; Morote, Elsa-Sofia; *Balis, Andrea; *Lee, Anru; *Stone, Charles; *Caesar, Neil; *Grant, Heath; *Brooks, Devon; *Ramdat, Seema; *Mendez Garcia, Jan Luis; *Thomas, Alisa; *Daniel Matos; Velotti, Lucia; Solomon, Sharon; Waronker, Tzvia.

Absent: Parenti, Christian; *Epstein, Jonathan; *Freiser, Joel; Brownstein, Michael; Rougier, Atiba; *Binns, Chelsea; *Concheiro-Guisan, Marta; *Yambo, Kenneth; *Carpi, Anthony.

Guests: Maxwell, Jill; Markus, Keith; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Killoran, Katherine; Maria D'Agostino.

* 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 8, 2021 College Council

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

III. Approval of the 2020-2021 Graduates (Attachment B) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos

A motion was made to approve the list of Graduates 2020-2021. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C22) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the Proposal to Revise the BS in Criminal Justice (Inst. Theory & Practice (CJBS) (C1). The motion was seconded and approved unanimously.

A motion was made to adopt the Proposal to Revise the Minors in Africana Studies and Africana Studies Honors (C2). The motion was seconded and approved unanimously.

A motion was made to vote on the adoption of program revisions marked C3-C5 as a slate. The motion was seconded and approved unanimously.

- C3. Proposal to Revise the BS in Fraud Examination
- C4. Proposal to Revise the Minor in Fraud Examination
- C5. Proposal to Revise the Certificate in Forensic Accounting

A motion was made to adopt the program revisions marked C3-C5. The motion was seconded and approved unanimously.

A motion was made to vote on the adoption of program revisions marked C6-C8 as a slate. The motion was seconded and approved unanimously.

- C6. Proposal to Revise the BS in Applied Math
- C7. Proposal to Revise the BS in Computer Science and Info Security & Minor in Computer Science
- C8. Proposal to Revise the Mathematics Minor

A motion was made to adopt the program revisions marked C6-C8. The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on the adoption of new courses marked C9-C16 as a slate. The motion was seconded and approved unanimously.

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

A motion was made to adopt the new courses marked C9-C16. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C17-C22 as a slate. The motion was seconded and approved unanimously.

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

A motion was made to adopt the course revisions marked C17-C22. The motion was seconded and approved unanimously.

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

New Courses

A motion was made to approve a new course marked D1. Case Analysis in Forensic Toxicology (MS FOS). The motion was seconded and approved unanimously.

A motion was made to approve a new course marked D2. History of Genocide (MA ICJ). The motion was seconded and approved unanimously.

Programs

A motion was made to adopt the Proposal to Revise the MS in Forensic Science (D3). The motion was seconded and approved unanimously.

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

A motion was made to approve a proposal to adopt a new form for student evaluation of faculty. The motion was seconded. The committee discussed the proposal. The motion was approved:

In Favor: 35

Opposed: 0

Abstention: 15

VII. 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.

VIII. New Business

No new business was presented.

The meeting was adjourned at 3:05p.m.

COLLEGE COUNCIL ORIENTATION

2021-2022



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.

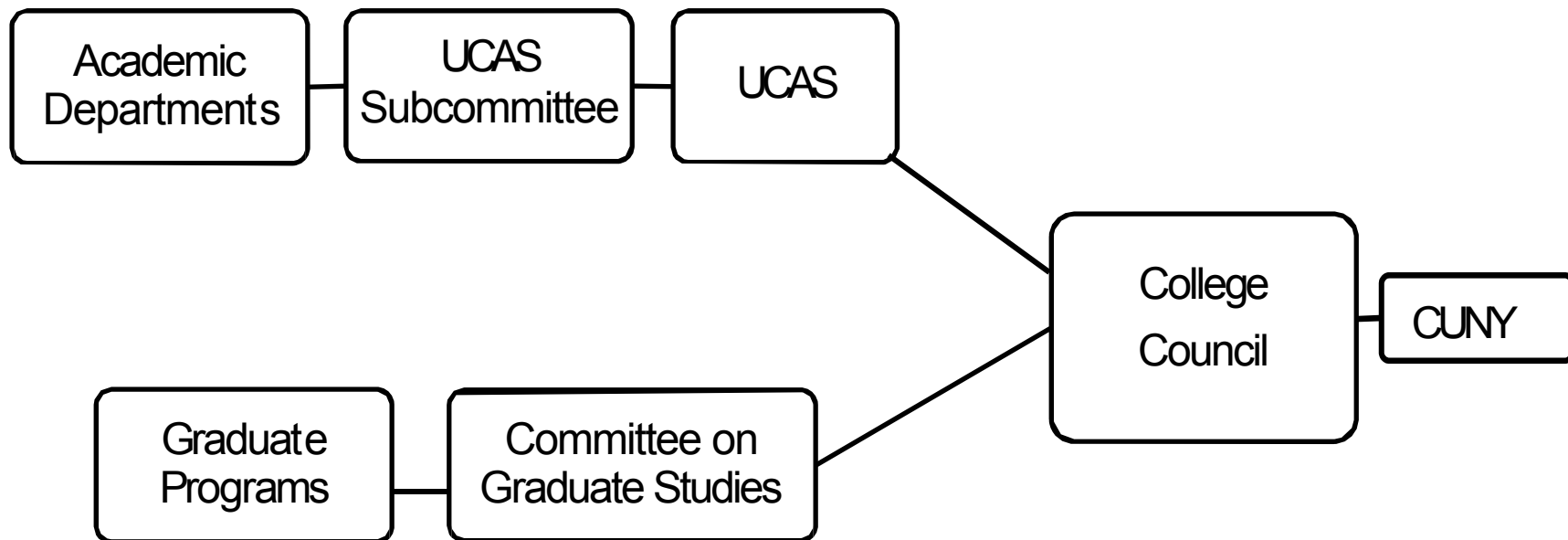
What Does the Council Do?

- 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

CUNY's Role

Academic curricula must be approved by the CUNY Board of Trustees

- Routine matters have a fast track through the “Academic University Report.”
- Other matters (like new program proposals) go to CUNY’s Committee on Academic Policy Program and Research (CAPPR), then to 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)

Robert's Rules of order

A little parliamentary procedure can do wonders when it comes to maintaining order in a meeting.

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
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

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

1. **Date submitted: April 20, 2021**
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): **Prof. Stavrianopoulos**
 - b. Email address of proposer: **stavros@jjay.cuny.edu**
 - c. Phone number: **914-755-5958**
3. **Name of major, minor or certificate program being revised:**
Counseling minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval:
 - b. Name of department chair or major/minor coordinators approving this proposal:
Katherine Stavrianopoulos and Mickey Melendez
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Adding CSL 250 (Intimate Relationships: Love, Sex, and Attachment) to Counseling minor
6. **Please provide a rationale for the changes:** (narrative format to go to CUNY and NYSED reports)

This is a General Education course that satisfies the Individual and Society requirement in the Pathways Flexible core. The emphasis in this course is on the individual and couple contextual factors that impact the development, maintenance and decline of intimate relationships. The assignments explore various topic including family of origin, race and racism, gender and sexuality. The course prepares students who are interested for more advanced work in the counseling and human services discipline.
7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected? **N/A**

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:** N/A
9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below

Counseling Minor

(UG Bulletin 2020-21 with revisions)

Description. The Counseling Minor provides a valuable educational opportunity for those students interested in seeking employment or graduate school admission within the human services, social work and counseling professions. The counseling minor provides skills based training requisite to working effectively as a helping professional. Professional helpers work in a variety of settings including mental health facilities, business and industry, substance abuse clinics, health centers, educational settings, corrections facilities and in a broad range of criminal justice and public service agencies.

Rationale. The Counseling Minor is rooted in the expanding demand for competent professional helpers who possess the skills and abilities necessary to confront a wide range of contemporary challenges facing diverse, at risk and underserved populations in need. The courses help students acquire foundational competencies such as communication and helping skills, knowledge of human service theory and a general awareness of the impact of race, ethnicity, gender, family, spirituality, government, education, and social systems on human growth and development in our society. Students will learn to assist others in numerous human service capacities including problem resolution and prevention, advocacy, community resource management, and individual and community intervention.

Learning Outcomes. Students will:

- Analyze and evaluate the theories of human systems and the many challenges facing diverse and underserved populations
- Apply interpersonal skills congruent with the necessary knowledge, values, practice and skills for working effectively with individuals, families and groups in a variety of helping settings.
- Develop ability to use basic counseling competencies and skills to assist populations in need.
- Evaluate and provide appropriate referrals to social service and community agencies

Credits. 18

Minor Coordinator: Professor Mickey Melendez (212.237.8101, mimelendez@jjay.cuny.edu), Department of Counseling and Human Services

Requirements. A maximum of two courses can overlap with a student's major, other minor(s) or programs including those students majoring in the BS in Human Services and Community Justice.

Additional information. Students who selected this minor in September 2019 or thereafter must complete the minor in the form presented here. Students who were in the Human Services Minor prior to that date may choose to declare the Counseling Minor or complete the earlier version of the Human Services Minor which can be found in the Undergraduate Bulletin 2018-19.

Please note. The Counseling Minor was formerly the Human Services Minor.

PART ONE. REQUIRED COURSES

SUBTOTAL: 9 CR.

CHS 150 Foundations of Human Services Counseling

CHS 310 Advanced Interpersonal Counseling Skills

PSY 101 Introduction to Psychology

PART TWO. ELECTIVES

SUBTOTAL: 9 CR.

Select three courses. Only one 100-level course can satisfy Part Two.

CHS 230 Culture, Direct Service and Community Practice (or CSL 230 Case Management in Human Services)

CHS 235 Theories of Assessment and Intervention in Human Services (or CSL 235 Theories and Interventions of Human Services Counseling)

CHS 381 Field Education in Human Services I (or CSL 381 Fieldwork in Human Service)

CSL 130 Effective Parenting

CSL 220 Leadership Skills

CSL 227 Families: Stress, Resiliency and Support Systems

CSL 233 Multicultural Issues in Human Services

CSL 250 Intimate Relationships: Love, Sex, and Attachment

CSL 260 Gender & Work Life

CSL 280 Selected Topics in Counseling and Human Services

CSL 311 Field Education in College Community Outreach (or CSL 211 Peer Counseling Practicum)

CSL 342/PSY 342 Introduction to Counseling Psychology

CSL 363 Vocational Development and Social Justice in Human Services

CSL 385 Faculty Mentored Research Experience in Counseling and Human Service

CSL 389 Independent Study 300-level

CSL 489 Independent Study 400-level

PSY 161 Chemical Dependency and the Dysfunctional Family

PSY 242 Abnormal Psychology

PSY 268 Therapeutic Interventions in Chemical Dependency

Interdisciplinary Studies Program (ISP) - A designated number of interdisciplinary studies courses can be used to complete requirements when appropriate to the topic of Human Services. Contact the ISP Department (Room 6.65.00 NB) for details about courses, and consult with the Counseling minor coordinator before registering.

TOTAL CREDIT HOURS: 18

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

New Course Proposal Form

Date Submitted: May 3, 2021

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

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

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

Name: Helen Kapstein and Erica Burleigh

Email address(es) hkapstein@jjay.cuny.edu; eburleigh@jjay.cuny.edu

Phone number(s) 212.237.8591; 212.237.8798

2. a. **Title of the course:** LIT 2XX: Outlaws

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

c. **Level** of this course ___100 Level XX 200 Level ___300 Level ___400 Level

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

As a proposed 200-level transfer seminar in the Justice Core, this course integrates literary study with orientation for incoming transfer students as they adapt to the John Jay community. Students will build on introductory reading, writing and critical thinking skills by analyzing texts portraying outlawry, finding and assessing secondary sources, and constructing evidence-based arguments. The course uses interdisciplinary sources to encourage critical thinking and analysis of the dynamics of power and resistance, giving students a valuable intellectual framework to carry into future courses related to justice. They will do much of this work with each other and in connection with resources around the college to build a sense of community and familiarity amid their new surroundings.

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

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

John Jay promotes the exploration of justice in its many dimensions, and this course fosters that exploration through literary study of what it means to live outside the law, to butt up against the law, and to challenge the law from within. Students examine primary texts portraying a variety of outlaws, from ruthless criminals to rebel heroes, and use secondary sources to ask broader questions about the incessancy of resistance. Along the way they are asked to reflect on their own prescribed social and personal positioning vis-a-vis the laws that govern them, and how power and resistance operate in their own lives, especially as they join a community that avows educating for justice. Among the topics to be explored are the distinction between the law and justice, the allure of rebellious characters and acts, parallels between codes and mores on both sides of the law, and the ways in which outlaw stories are used to both challenge and validate authority.

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.)

Outlaws are criminals and outsiders, but also rebels and heroes. This course explores these paradoxical figures through the lens of literary study, considering how outlaw stories have been used both to validate and challenge systems of authority, to define the dynamics of power and resistance between individuals and their societies, and to illuminate how race, class, sex, gender, or nation can be used to situate people inside or outside the law.

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

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

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

 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?

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

- Demonstrate understanding of the significance of issues of justice to oneself, through the lens of a specific discipline
- Develop questions to explore issues of justice relevant to course content/subject matter
- Gather, evaluate and synthesize source materials pertinent to an issue of justice using methodology appropriate to course subject matter/discipline.

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

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

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

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

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

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

As a 200-level literature course, students also: identify elements and terms of literature and analyze how they contribute to meaning; define the key elements and conventions of a given literary genre; gather and assess secondary sources relevant to literary analysis; and write critically about literature using argument, text-based evidence and a standardized citation format.

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)

Foundational Course for the English Major
Elective for the English Minor

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

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

College Option:

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

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

The study of outlawry is fundamentally an exploration of an individual's relationship with justice and the law. Laws ideally are meant to establish standards, maintain order, and protect rights for societal safety and benefit, and violating them can carry grave consequences. So why do some violate laws at great personal risk? Examining why and how characters live outside the law, particularly when they do so in the name of justice, raises important questions about the relationships among individuals, society, the law and justice. Students not only analyze the motivations of characters, they delve into theories of power and resistance. If people habitually break the law, for example, are they subverting or reinforcing authority? Are they operating inside or outside systems of power? Ideally this course reaches college students who have mastered introductory-level skills of reading, writing, analysis and inquiry, and uses outlaw stories to continue developing those abilities while also fostering critical thinking about the law versus justice, and the mechanisms of power at societal and personal levels.

Alongside this content, the course also prioritizes the orientation of transfer students to their new campus community. Students are formally introduced to academic advisors, Sealy Library and the Writing Center. In small groups or individually, they are required to

attend at least one campus event related to course themes, interview someone there, then report back on their findings. Transfer resources and events are woven through the course calendar, as are three “check-ins,” where class discussion is devoted to sharing questions, experiences and resources about the transfer experience, and students are invited to share and collectively strategize around achieving their academic goals.

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

Essay assignments are scaffolded to develop and assess increasingly complex skills:

- Essay 1 gives them experience reading a text closely, looking for details, identifying their significance, and applying literary terminology.
- Essay 2 uses the *Oxford English Dictionary (OED)* to explore the ramifications of word choice for the text as a whole, while also introducing students to an important scholarly tool and the use of a digital database in the library system.
- In essay 3, students respond to an idea in a secondary source, using it as a springboard for their own, original claim about the text.

Students will self-assess in reflective writing assignments, will assess each other in peer review, and will discuss their assessments, comments, and grades with the instructor in at least one mandatory conference.

A final group presentation requires close collaboration, negotiation, and compromise. It evolves over a series of steps designed to set students up for success in finding primary and secondary sources, articulating claims, incorporating evidence, and synthesizing it all in a professional, polished presentation. Presentations are shared once in draft form for feedback from peers and then completed as final products at the end of the semester.

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

No _____ Yes XX

If yes, please state the librarian’s name Marta Bladek

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

No _____ Yes 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)

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).

Athol Fugard, *Statements*

Seamus Heaney, *The Burial at Thebes*

Tomi Adeyemi, *Children of Blood and Bone*

13. **Syllabus** - See attached
14. Date of **Department curriculum committee** approval: April 30, 2021
15. **Faculty - Who** will be assigned to teach this course? Helen Kapstein, Erica Burleigh, Bettina Carbonell, Alexa Capeloto
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.

ISP 322: Making Waves: Troublemakers, Gadflies and Whistleblowers

We consulted with ISP Chair Katie Gentile and Prof. Richard Haw, who affirmed that our proposed course is distinct from the ISP course in its focus on law, in its exploration of outlawry that is distinctly asocial and unjust as well as that designed to promote justice, and in its being geared toward students less familiar with John Jay (200-level transfer rather than 300-level Global Justice College Option, where ISP 322 resides).

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.

See above.

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 Paul Gates

Chair, Proposer's Department

John Jay General Education College Option Course Submission Form

Course Prefix & Number	LIT 2XX
Course Title	Outlaws
Department or Program	English
Discipline	LIT
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	
Course Description	Outlaws are criminals and outsiders, but also rebels and heroes. This course explores these paradoxical figures through the lens of literary study, considering how outlaw stories have been used both to validate and challenge systems of authority, to define the dynamics of power and resistance between individuals and their societies, and to illuminate how race, class, sex, gender, or nation can be used to situate people inside or outside the law.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

Current course Revision of current course XX a new course being proposed

John Jay College Option Location

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

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

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

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

Students will construct evidence-based argumentation in	<ul style="list-style-type: none"> • Inquiry: Analyze issues of justice using
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<p>analyzing course texts, which all deal with the concept of living outside the law. For example, Essay 3 requires students to analyze the role of justice in one course primary text, using at least one secondary source from class. The group presentation requires that students identify a Young Adult novel that deals with the course themes plus secondary, scholarly sources about the novel or the topic and craft an argument that answers the question, what does this YA text say about justice, the law, and outlawry?</p>	<p>methodologies appropriate to course subject matter/discipline.</p>
<p>Students are asked several times to reflect on and participate in their academic success. For example, they will create a task list for successful completion of Essay 1, and collaborate on a grading rubric for Essay 2. There are also three in-class check-ins where they will participate in a guided discussion of their adjustment to John Jay and their progress toward achieving their goals at the college. The final check in, on the last day of class, includes discussion of skills application beyond the course and college in general.</p>	<ul style="list-style-type: none"> • Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
<p>Students will work together in groups over the course of the semester in the following ways: collaboration on the Essay 2 grading rubric; peer review for all essays; planning and question development for their chosen campus event/interview for the Report-Back assignment; and ultimately as members of stable teams for the group presentation project at the end of the semester.</p>	<ul style="list-style-type: none"> • Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
<p>Students will be formally introduced to campus resources such as the Writing Center and Sealy Library, and will be required to use those resources as part of their course work. For example, students are required to attend at least one Writing Center workshop during the semester, and to utilize the library to locate and assess scholarly sources pertaining to the human tendency to rebel. Additionally, the Report-Back assignment requires students to attend a campus event related to the course and interview a participant with questions devised collaboratively with classmates. Finally, the check-ins are partly meant to connect students with available resources and services as the instructor identifies need.</p>	<ul style="list-style-type: none"> • Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

Lit 2XX: Outlaws
English Department
John Jay College/CUNY
524 W. 59th Street, New York, NY 10019

Semester:	Professor:
Class Time:	Office:
Classroom:	Office Hours:
Course Code/Section: LIT 2XX.XX	Phone:
Course Prerequisite: ENG 101	Email:
Satisfies: College Option: Justice Core, Transfer Seminar	

Course Description

Outlaws are criminals and outsiders, but also rebels and heroes. This course explores these paradoxical figures through the lens of literary study, considering how outlaw stories have been used both to validate and challenge systems of authority, to define the dynamics of power and resistance between individuals and their societies, and to illuminate how race, class, sex, gender, or nation can be used to situate people inside or outside the law.

Required Texts

You can order the required books listed below through John Jay's online bookstore (<https://jjay.textbookx.com/institutional/index.php>) or shop around for the best price. Use the ISBN #s and publishers next to the titles to make sure you're buying the correct editions.

Tomi Adeyemi, *Children of Blood and Bone* (Pan Macmillan 978-1509871353)
 Alison Bechdel, *Fun Home* (Mariner Books 978-0544709041)
 Athol Fugard, *Statements* (TCG 978-0930452612)
 Seamus Heaney, *The Burial at Thebes* (FSG 978-0374530075)

We'll have other shorter required readings too. Whether you print them or read them online, you need to be able to a) annotate them and b) have them with you in class, having read them ahead of time.

All course books are also on reserve at JJ's Lloyd Sealy Library. Use the following call numbers to request them at the reserve desk:

Tomi Adeyemi, *Children of Blood and Bone* (call number pending)
 Alison Bechdel, *Fun Home* (PN6727.B 3757 Z46 2006 or online)
 Athol Fugard, *Statements* (call number pending)
 Seamus Heaney, *The Burial at Thebes* (call number pending)

Grading

Essays x3 @ 15% each = 45%
 Revision = 10%
 Annotations = 5%
 Report-back assignment = 10%
 Group presentations = 20%
 Participation = 10%
 [plus other mandatory but ungraded assignments and requirements]

Learning Objectives

As a 200-level transfer seminar:

1. Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.
2. Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
3. Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
4. Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

As a 200-level literature course:

1. Explain through close reading how diction, syntax and other elements contribute to the meaning of the text as a whole.
2. Identify and analyze some key elements and terms of literature, such as tone, form, point of view, figurative language, and plot structure.
3. Define the key elements of a given genre and its conventions.
4. Gather and assess secondary sources relevant to literary analysis.
5. Write critically about literature: formulate a thesis statement, support it with textual evidence and analysis, develop a coherent argument, cite sources according to a standardized format, and edit for clarity and grammatical correctness.

Expectations

- Our class is an intellectual community in which the free exchange of ideas advances us towards greater understanding of the subject matter and our society. This class will only succeed with your full participation. To that end, please feel free to raise questions, issues, and subjects for discussion. Come to class prepared, having done the reading. You must bring the readings to class or you may be asked to leave and not given credit for attendance. You are responsible for all the readings on this syllabus and for any writing or other assignments that might be given. Reading for a class means more than skimming the text —it means engaging with it by underlining, writing questions and comments in the margins, taking notes, and being prepared to share your thoughts with your peers.
- Our class also is a support system as you adjust to the John Jay community, a space to share questions, experiences, and resources. To that end we'll do three in-class check-ins, once every five weeks, to candidly discuss how the transition is going. In addition, once a week your transfer peer success coach will be in class. This is an accomplished John Jay student dedicated to supporting your success this semester (and beyond). They will keep you informed about upcoming events and opportunities, college policies and deadlines, and college services and resources. They can assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, and help you deal with challenges.
- All the usual civil courtesies apply. Turn off your phone during class, ask if you need to leave early, be considerate in the way you talk to and treat your peers and professors. Always act professionally, whether it's in your correspondence, your conduct, or your comments.
- Part of this course is about your taking ownership of your own academic success. It is your responsibility to keep track of your work, and to make sure that you complete and submit work on time. Detailed instructions for all assignments will be posted on our Blackboard (Bb) site, where you will submit your work which will be automatically scanned for plagiarism.

Requirements

- You will write three main essays (approx. 4 pages each) about our primary texts, with the third one also including secondary sources. Expect to submit drafts of all essays which will be peer reviewed in class. At the start of each unit, you'll be given specific guidelines for each assignment, but in brief, they break down as follows:
 - Essay 1 asks you to perform a close reading of a text, identifying key literary elements, applying correct literary terminology, and analyzing significant details.
 - Essay 2 asks you to use the *Oxford English Dictionary* to examine the connotations of a single word to explore how that word contributes to the meaning of a work.
 - Essay 3 asks you to make an original claim about justice and a text, using at least one secondary source from the syllabus, to provide evidence for your claim.
- You must revise one of these essays for an additional 10% of your course grade. A revision is not merely a matter of proofreading and editing but of reworking your essay in terms of both form and content. Your grade will reflect not only the quality of the paper itself but the effort and improvement since the first version. Your grade will stay the same if your revision is superficial but may improve if you work on form and content. Your grade cannot be lowered by a revision. *Any penalties for lateness that the original paper incurred will carry over to the revision.*
- Group presentations. The semester will culminate in presentations you'll work on in small groups. Together, you'll select a work of Young Adult fiction that fits the themes of this course and prepare a presentation that showcases your collective synthesis of the course's ideas in an original claim about the book, supported by evidence from at least two scholarly sources that you locate and assess. Instructions detailing stages leading to the presentation will be provided.
- Report-back. Individually or in small groups, you'll attend a campus event or interview a campus representative. The event must have something to do with breaking the law or the representative must be able to speak to that subject (this could be a professor working on it, a campus public safety officer, etc). Then, you'll report back to the class framing what you learned in terms of our course theme of outlawry.
- There will be additional online, in class, or take home writing assignments. *All work is mandatory*, whether it's online or on paper, online or take-home, graded or ungraded. You cannot pass the class without doing all the work.
- There are three ways to earn extra credit: 1) show me by the third class meeting that you have bought all the books, 2) be absent no more than once, and 3) attend any three workshops offered by JJ's Writing Center this semester. Each extra credit = an additional 2% for your grade.

Three Meetings

To help ensure you are supported and guided as you transition to John Jay, you must attend the following three meetings. Students who make sustained, high-quality contributions to class discussions and attend the three meetings will earn the full 10% of their Participation grade. I will help you make arrangements early so that the meetings fit your schedule:

- I am committed to helping each of you achieve your potential as a reader, writer, thinker, and member of the John Jay community. To this end, everyone must meet with me at least once this semester for a one-on-one conference. The conference is our time to discuss your questions about the class, your writing, my comments, and your adjustment to John Jay.
- In addition, you are required to meet with your transfer peer success coach at least once this semester for a 30-minute coaching session. Your coach is (NAME) and can be reached at (EMAIL).
- You must have at least one individual tutoring session with a Writing Center tutor this semester, scheduled for any time after our in-class introduction to the center.

Policies

- Plagiarism. The presentation of someone else’s ideas, words, or work as one’s own. Don’t do it. Using someone else’s ideas or work—whether quoting, paraphrasing, or summarizing—requires citations to the original source. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Plagiarism may result in an academic integrity complaint, which in turn can result in further disciplinary action by the College. It may also result in course failure. Please consult with me if you’re unsure about using sources or struggling in class for any reason. Unless an assignment specifically asks you to do so, I strongly advise you to not to consult the Internet or other sources so as to avoid entirely the temptation of borrowing words or ideas.
- We will use Blackboard (Bb) often for online readings, discussion, and communication. Please consult it regularly for the current version of the syllabus and other important information.
- I frequently send reminders and other messages by email via Blackboard. Please make a habit of checking your Blackboard-associated email daily. If you run into technical difficulties with Bb, email blackboardstudent@jjay.cuny.edu or call the Blackboard Support Center at 212.484.1197.
- If you need to request testing accommodations or academic adjustments, please notify me as soon as possible and contact the appropriate office. See <http://www.jjay.cuny.edu/accessibility>, or contact JJay’s Office of Accessibility Services (OAS) in NB L66 (212.237.8031). For religious accommodations, contact the Office of Student Affairs. Survivors of domestic violence, sexual offenses, or stalking should contact JJay’s Title IX Coordinator. Prior to granting accommodations in this course, I must receive written verification of a student’s eligibility, per the *Reasonable Accommodations* guide.

Resources

- Resources designed specifically for transfer students are available here: <https://www.jjay.cuny.edu/transfer-student-success> I’ve highlighted some of their programming in the syllabus, to remind you about useful events, but you should also check the website for yourself to pursue specific interests.
- Resource of resources: <https://www.jjay.cuny.edu/student-resources> This site contains links to resources related to academic support, emergency support (including access to food and emergency funds), technology issues, research opportunities, and more.

Schedule of Readings & Assignments¹

Topics & Dates	Readings	Take-home Assignments	In-class Assignments & Activities	Learning Outcomes & Skills
Introduction Tues, Jan 28	<ul style="list-style-type: none"> ● Syllabus ● History of John Jay PDF and video 	<ul style="list-style-type: none"> ● Explore Blackboard course site ● Buy books 	<ul style="list-style-type: none"> ● Intake ● Review syllabus ● Clips from various Robin Hood film depictions 	<ul style="list-style-type: none"> ● Plan for and reflect upon course participation, collaboration with peers and completion of assignments. ● Understand one’s own role and responsibility in achieving success in college.

¹ This schedule is subject to revision.

<p>What is an outlaw? Thurs, Jan 30</p>	<p>Sean Penn, "El Chapo speaks," <i>Rolling Stone</i></p>	<p>Begin "What is an Outlaw?" assignment (due 2/6), for which students choose and describe an outlaw character.</p>	<ul style="list-style-type: none"> • Introductions • Reflective writing • Watch interview with El Chapo • Watch Sean Penn's interview 	<ul style="list-style-type: none"> • Develop questions to explore issues of justice. • Demonstrate understanding of significance of issues of justice to oneself. • Set writing as a priority and acquaint instructor with students as writers.
<p>Tues, Feb 4</p>	<p>James Meek, "Robin Hood in a time of austerity," <i>London Review of Books</i></p>	<p>Last day for extra credit for buying all books</p>	<ul style="list-style-type: none"> • Introduction to the Writing Center • Meet your Transfer Peer Success Coach 	<p>Orientation to academic resources and support services to supplement in class instruction.</p>
<p>Thurs, Feb 6</p>	<p>Eric Hobsbawm, "The Bandit as Symbol," <i>Bandits</i> (read pgs 139-146)</p>	<p>What is an outlaw? assignment due</p>	<p>Students share their chosen outlaws, followed by class discussion/comparative analysis.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of the significance of issues of justice to oneself. • Advocate for a point of view or decision using evidence.
<p>Mon Feb 10</p>		<p>The transfer speed networking event is today from 1:30-3pm. (Register in advance.)</p>		<p>Community Awareness</p>
<p>Power & Resistance Tues, Feb 11</p>	<p>Hobsbawm, "The Economics and Politics of Banditry," <i>Bandits</i> (read pgs 91-106)</p>	<p>Develop questions in response to Essay 1 assignment and a task list for successful completion.</p>	<ul style="list-style-type: none"> • Look at Foucault excerpts and ask, how "outside" is the outlaw? • Discuss Essay 1 assignment, questions and task lists. 	<ul style="list-style-type: none"> • Analyze issues of justice. • Plan for and reflect upon completion of assignments. • Understand one's own role and responsibility in achieving success in college.
<p>Thurs, Feb 13</p>	<ul style="list-style-type: none"> • <i>The Apartheid Handbook</i> (excerpts) • Van Wyk, "In Detention" • Mtshali, "Boy 	<p>Work on Draft Essay 1</p>	<p>How to do a close reading of a poem</p>	<ul style="list-style-type: none"> • Historical and geographical contextualization. • Identify and analyze some key elements and terms of literature.

	on a Swing” and “Always a Suspect” Recommended: Kapstein, “Apartheid”			<ul style="list-style-type: none"> • Overview of key skill: the close reading of a text.
		<p><i>Check the schedule of events for exploring majors and minors at John Jay, available here: https://www.jjay.cuny.edu/majors-minors Let us know next week which one(s) you’ll be attending.</i></p>		Community Awareness
Tues, Feb 18		Draft Essay 1 (close reading) due	<ul style="list-style-type: none"> • Peer review workshop • Introduction to academic advisement 	<ul style="list-style-type: none"> • Test and refine ideas and strategies using constructive feedback from peers. • Access academic resources
Justice vs the Law Thurs, Feb 20		Essay 1 (close reading) due	Screening of <i>Antigone</i>	Practice the close reading of a text--in this case a poem-- identifying details and their significance for the text as a whole.
Tues, Feb 25	Heaney, <i>The Burial at Thebes</i> (read play + “Note” at end)		Introduction to the <i>OED</i>	<ul style="list-style-type: none"> • Access academic resources • Define the key elements of a given genre and its conventions (drama & verse).
Thurs, Feb 27	<ul style="list-style-type: none"> • Heaney cont. • Wills, “Red Thebes, Blue Thebes” (NYT) 	Develop questions in response to Essay 2 assignment and	<ul style="list-style-type: none"> • Small groups for final projects randomly assigned • Collaborate on Essay 2 grading 	<ul style="list-style-type: none"> • Understand one’s own role and responsibility in achieving success in college. • Identify one’s own and

		ideas for a grading rubric	rubric	others' contributions to a team. • Plan for and reflect upon completion of assignments.
Tues, Mar 3	Fugard, <i>The Island in Statements</i> (read Introduction and scenes 1 & 2)		• 5-week check-in about adjustment to John Jay	Understand one's own role and responsibility in achieving success in college.
Thurs, Mar 5	Fugard cont. (read scenes 3 & 4)	Quotation worksheet due	Quotation workshop	Establish and rehearse the rules and conventions of citations, quotations, and bibliographies.
Mon, Mar 9		<i>The transfer student BA/MA panel is today, from 2-3 pm. (Register in advance.)</i>		<i>Community awareness.</i>
Tues, Mar 10		Draft essay 2 (OED) due	Peer review workshop	Test and refine ideas and strategies using constructive feedback from peers.
Thurs, Mar 12		Essay 2 (OED) due	Small groups brainstorming/ decision session re YA texts	<ul style="list-style-type: none"> • Using the <i>OED</i>, analyzing a specific word and explaining its significance for the text as a whole. • Test and refine ideas and strategies using constructive feedback from peers • Identify one's own and others' contributions to a team. • Reflect on the process of collaboration.
Mon, Mar 16		<i>Attend the transfer student</i>		<i>Community awareness.</i>

		<u>graduate school panel</u> today, from 2-3 pm. (Register in advance.)		
Gender Outlaws Tues, Mar 17	Aoki, "On Living Well and Coming Free," from <i>Gender Outlaws</i>	Annotations due		Analyze and develop questions to explore issues of justice using annotation.
Thurs, Mar 19	Bechdel, <i>Fun Home</i> (try to read the whole thing; if not, read Chaps 1-4)			Define the key elements of a given genre and its conventions.
Tues, Mar 24	Bechdel cont. (if you didn't read the whole thing, read to end)	Topic statement for YA project due	Incorporating secondary sources into literary analysis	Gather and assess secondary sources relevant to literary analysis.
Wed Mar 25		<i>NOTE: the career and internship fair is today--block out some time to visit and learn about possible careers.</i>		<i>Community awareness.</i>
Thurs, Mar 26	<i>Fun Home</i> censorship controversies--a case study		Introduction to Sealy Library in advance of group presentation	<ul style="list-style-type: none"> • Develop questions to explore issues of justice relevant to censorship, banning, and other legal and cultural challenges. • Access academic resources
Tues, Mar 31		Draft Essay 3 due (issues of justice)	Peer review workshop.	Test and refine ideas and strategies using constructive feedback from peers.
Thurs, Ap 2		Essay 3 (issues of justice) due	• Watch <i>Fun Home</i> clips	Understand one's own role and responsibility in

			<ul style="list-style-type: none"> • 10-week check-in about adjustment to John Jay 	achieving success in college.
Ap 7-16			No class. Spring Recess.	
Magical Outlaws Tues, Ap 21	Adeyemi, <i>Children of Blood and Bone</i> (read Chaps 1-12)		Review of library research tools.	<ul style="list-style-type: none"> • Utilize library website, databases, and search functions. • Guide to finding and using secondary, scholarly sources.
Thurs, Ap 23	Adeyemi cont. (read Chaps 13-25)			Define the key elements of a given genre and its conventions.
Tues, Ap 28	Adeyemi cont. (read Chaps 26-47)	Annotated bibliographies and revised topic statements for YA projects due.		<ul style="list-style-type: none"> • Gather, evaluate and synthesize source materials pertinent to an issue of justice. • Develop questions to explore issues of justice.
Thurs, Ap 30	Adeyemi cont. (read Chaps 48-65)			Identify and analyze key elements and terms of literature.
Tues, May 5	Adeyemi cont. (read Chap 66-epilogue)		Revision tips	Student-led workshop on how & why to revise.
Rule Breakers Thurs, May 7			Student presentations	<ul style="list-style-type: none"> • Communicate claims. • Practice public speaking. • Synthesize course goals and skills in capstone project. • Pose leading questions about own work and others'. • Draft work-in-progress towards final version.
Tues, May 12		Report-back due no later than today.	<ul style="list-style-type: none"> • Student presentations • Course evaluations 	Report-back outcomes: <ul style="list-style-type: none"> • Engage in campus community events. • Identify possibilities for

				<p>contribution to research, service, arts, and/or social justice campus initiatives.</p> <ul style="list-style-type: none"> • Summarize/ synthesize. • Identify one’s own and others’ contributions to a team.
<p>Conclusions Thurs, May 14</p>			<ul style="list-style-type: none"> • Student presentations • Last class • Final check-in about adjustment to John Jay • Reflection on skills application and look-ahead 	<ul style="list-style-type: none"> • Practice revising, refining, rewriting. • Identify strengths, interests, areas for ongoing academic development and exploration. • Identify transferable skills & content knowledge for application in subsequent coursework, major, or in a profession.
<p>Thurs, May 21</p>		<p>Revision due</p>	<ul style="list-style-type: none"> • Final revised presentations due 	

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

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

Date Submitted: May 3, 2021

1. Name of Department or Program: Latinx Literature Minor// English and Latin American and Latinx Studies Departments

2. Contact information of proposer(s):

Name(s): Richard Perez & Belinda Rincon

Email(s): rperez@jjay.cuny.edu & brincon@jjay.cuny.edu

Phone number(s): Professor Perez 646-557-4408; Professor Rincon 212-237-8750

3. Current number and title of course: LIT 265 Foundations in Latinx Literature

4. Current course description:

For over a hundred years U.S. Latinx writers have produced a wide array of fiction. This course tracks that literature from its foundations to contemporary works. Starting with a 19th-century author such as Maria Amparo Ruiz de Burton and culminating with contemporary writers like Pulitzer Prize winner Junot Diaz, this course examines the different literary themes, styles, and social concerns Latinx writers explore in their fiction. Thus, this course presents a comparative portrait of the various roots, beginnings, and trajectories of U.S. Latinx literature. Overarching issues include gender, race, class, diaspora, bilingualism, violence and community.

a. Number of credits: 3

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

c. Current prerequisites: Eng. 201

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

We are moving Foundations to the Justice Core I: Justice and the Individual 200-level transfer seminar because of the emphasis on different dimensions of justice the course offers. This will also give transfer students, who often do not need 100-level courses, access to one of the gateway courses of the minor at the 200-level. This course looks at the roots of Latinx literature and its particular interest in issues of justice, from the U.S.-Mexican or Spanish American Wars to other colonial episodes where questions of justice play an important role. This emphasis on justice has always informed the course, but will now serve as a more pronounced focus. Indeed, this course explores the role of justice in early Latinx literature, and how, from the very beginning of the tradition, Latinx writers have attempted to deal with and reimagine issues of justice and colonialism. To reflect this more pronounced emphasis on justice, we will revise the learning outcomes and course description. The prerequisite for the course will change to ENG 101.

6. Rationale for the proposed change(s):

What characterizes this early literature is an attunement to justice, whether in response to the U.S.-Mexican or Spanish American Wars or to early communal settlements, barrios, and developing neighborhoods. The foundational authors of this class narrate the varying discriminations Latinx communities faced and how race (blackness and indigeneity), gender, class, and sexuality were experienced as individual and social challenges. We will also examine how Latinx writers took these challenges and developed narrative responses focusing on humanity, creativity, and forms of resistance in pursuit of justice. Therefore, a move to the Justice Core allows us to highlight those justice-oriented aspects of the course.

This course focuses on the foundational texts of Latinx literature. Not only do these writers chronicle the early experiences of different Latinx migrant and diasporic communities, but in so doing create the roots of a Latinx literary tradition and sensibility. By foundational we also refer to specific literary movements or authors who have had a major influence in Latinx literature. A move to the Justice Core will allow transfer students to access the minor through one of its gateway courses, while focusing on issues related to justice and the individual, themes central to the study of Latinx literature.

We recognize that the sophomore year is an important moment in the academic journey of most students as it is a time when they are often solidifying their academic interests and exploring their potential career goals. This moment is even more critical for sophomore transfers who would benefit from exposure to available campus services and resources. Our course aims to work with this targeted student population and provide a welcoming and intellectually stimulating and rigorous introduction to the campus. Reading literature that questions and reimagines existing power structures and impediments to equality, students are encouraged to discuss, interpret, and analyze literature as they further develop writing and argumentation skills necessary for academic success. Given its thematic content, its diversity of voice and perspective, and its connection to the ethnic, racial, and linguistic backgrounds of so many of our students, Latinx literature serves as an ideal way to induct students into larger discussions about and reflections on the meanings of justice. We seek to offer students a firm grounding in Latinx literary studies while promoting their personal, social, and academic development through the resources and mentoring offered by the sophomore transfer program.

To further distinguish the goals of this course from our newly proposed survey course, LLS 1XX: Introduction to Latinx Literature, we are revising the course description. The description

now emphasizes the focus on early Latinx authors and foundational literary movements that have shaped the field of Latinx and American literature.

Finally, we are revising the course learning outcomes to reflect the course's designation as part of the Justice Core I: Justice and the Individual courses.

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

a. Revised course description:

This course examines early Latinx authors from the 19th and 20th centuries whose literature chronicles and confronts the injustice experienced by Latinx communities throughout U.S. history. We will examine the beginnings of the Latinx literary tradition as well as literary movements and authors who have had a major influence in American literature. This course provides a comparative portrait of the roots and routes of Latinx literature from a justice-oriented perspective.

b. Revised course title: No change

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change

d. Revised learning outcomes

1. Inquiry: Students will Analyze issues of justice using methodologies appropriate to foundational texts in Latinx literature, poetry, and drama from a justice-oriented perspective.

2. Habits of Mind: Students will understand their role in the creation of knowledge as it relates to academic and professional goals and analyze Latinx history and literature to better understand themes evident in the writing of different Latinx ethnic groups.

3. Collaboration: Students will develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals and evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States and impacted Latinx social experience and literary production.

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

5. Students will produce well-reasoned written or oral arguments using evidence to support conclusions and implement the key elements and terms of literature.

e. Revised assignments and activities related to revised outcomes

Please see attached Sample Syllabus and College Option form.

f. Revised number of credits: 3

g. Revised number of hours: 3

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: Course has enrolled between 25-30 students.

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

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

This course is currently part of the Flexible Core: US Experience in its Diversity area of the Gen Ed Program. The course is being proposed to move to the College Option.

College Option:

Justice Core 100-level: Justice and the Individual	
Justice Core I: Justice and the Individual 200-level	X
Justice Core 300-level: Struggle for Justice & Inequality in the U.S.	
Justice Core 300-level: Justice in Global Perspective	
Learning from the Past	
Communications	

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

This course fits in the Justice Core I: Justice and the Individual 200-level transfer seminar section because of its emphasis on justice and the individual in early Latinx communities. As a course for transfer students, this class will give students a historical overview of the foundations of the field, provides an introduction and orientation to the campus community, and also give students access to the Latinx literature minor. The literature we read focuses on individuals and communities who struggle to establish themselves in new “American” spaces. Their difference – race, gender, sexuality, class – serve as a narrative challenge to these communities that make in/justice a problem to be addressed and reimagined. This course, therefore, will make an important contribution to this section.

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

Every semester X Number of sections: 1

Fall semesters only _____ Number of sections: _____

Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

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

- During a meeting on April 9, 2021, with Jay Gates, Chair of the English Dept., Alexa Capeloto, Chair of the English Curriculum Committee, and Bettina Carbonell, the dept. UCASC representative, we discussed the revisions to the minor. Professor Capeloto suggested that the English CC would review the LIT 265 course as part of “phase 1” of the overall minor review process. We received the English CC’s detailed, written feedback on April 22, 2021. Many of these suggestions included aligning the assignments on the sample syllabus more closely with the Justice Core learning objectives. We have implemented all of the suggestions that the committee made.
- On April 14, 2021, we consulted with Jose Luis Morin, Chair of the LLS Department, regarding our proposed changes to the minor. He expressed support for seeking the designation of LIT 265 as a sophomore transfer seminar. We discussed foundations as a course steeped in issues of justice and a good fit for transfer students interested in Latinx literature. As one of the more popular courses in the minor, we discussed the likelihood that this course will not only serve as a draw for transfer students, but function as an alternate entry point into the minor. For these reasons, we agreed, offering Foundations as a course for transfer students seemed like a good decision.

11. Date of Department or Program Curriculum Committee approval: May 1, 2021

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

Jay Paul Gates, English

José Luis Morín, Chair, Latin American and Latinx Studies Department

John Jay General Education College Option Course Submission Form

Course Prefix & Number	LIT 265
Course Title	Foundations in Latinx Literature
Department or Program	Latinx Literature Minor
Discipline	English and Latin American and Latinx Studies
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	NONE
Course Description	This course examines early Latinx authors from the 19 th and 20 th centuries whose literature chronicles and confronts the injustice experienced by Latinx communities throughout U.S. history. We will examine the beginnings of the Latinx literary tradition as well as literary movements and authors who have had a major influence in American literature. This course provides a comparative portrait of the roots and routes of Latinx literature from a justice-oriented perspective.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course XX revision of current course a new course being proposed

John Jay College Option Location

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

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

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

<p>I. Justice Core I Freshman Year Seminars: Justice and the Individual</p> <p>Justice Core First Year seminar courses are designed to support student's academic success by helping them to transition to the college environment and academic expectations; specifically:</p> <p>Please explain how your course meets each of these 5 learning outcomes.</p> <p>Students will:</p>	
	<ul style="list-style-type: none"> Identify issues of justice and analyze them using evidence
	<ul style="list-style-type: none"> Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds
	<ul style="list-style-type: none"> Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.
	<p>For more information on FYS content of your course, please contact Kate Szur, Director, Senior Director, Student Academic Success Programs, or Nancy Yang, Associate Director, First Year Programs</p>
<p>II. Justice Core I: Justice and The Individual (200 level transfer seminar) Please explain how your course meets these learning outcomes. Students will:</p>	
<p>In this course, students will read and analyze works of literature that address issues of justice in relation to individuals and communities. We will approach different modalities of justice - legal, historical, social, ethical – and discuss how justice is expressed in terms of race, gender, sexuality, and class. Indeed, the readings and paper assignments directly address issues of justice from different points of view. The first scheduled paper on Jose Marti, for instance, will analyze Marti's interest political and systemic forms of justice.</p>	<ul style="list-style-type: none"> Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.
<p>This course will explore the interiority of literary characters and their responses to the social challenges they face. Through semester long analyses, students will develop independent and interdependent understandings of justice and their own agency in this process. Through readings, discussions, presentations, and interpretative papers, students will demonstrate critical thinking and apply these skills to their academic and professional goals. Through four required reflection papers, students will write about their acclimation to the campus, their experiences with faculty, their personal and social coping mechanisms, and time management strategies, among other topics. Students will share these reflections in small groups and, as a class, we will explore topics such as resiliency, learning strategies, finding mentors, networking skills, and self-care. Students will also work closely with their Peer Success Coach to help identify and develop an academic plan for the duration of their time at John Jay. In addition, our readings of Julia de Burgos' poetry will emphasize her first-person poetry where she reimagines a gendered self in relation to individual and social forms of justice. Students will write papers on how Julia de Burgos creates a knowledge of the self, or a feminist consciousness, that shapes her future in specifically gendered terms. As part of their analysis of Julia de Burgos, students will be asked to reflect knowledge on their own academic and professional goals, akin to how de Burgos inscribes and imagines her life.</p>	<ul style="list-style-type: none"> Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
<p>Students in this course will work collaboratively in class discussions and class presentations. They will also reflect on how diverse points of view strengthen and expand their own. The experiences of the characters in the literature we read will also present diverse scenarios for students to explore. Our</p>	<ul style="list-style-type: none"> Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.

<p>understanding of justice then will balance independent and collaborative forms of thinking. In small groups of 2 or 3, students will lead class discussion at least once during the semester by developing open-ended discussion questions to guide the class conversation. Students will also work in small groups throughout the semester to discuss their writing reflections. These periodic discussions are meant to foster community across shared experiences and mutual peer support and encouragement.</p>	
<p>This course develops community awareness by thinking about the roots and foundations of Latinx communities as depicted in Latinx literature.</p> <p>Students will use the library to do research for their final paper as well as learn about Latinx clubs and other social and academic opportunities at John Jay and throughout CUNY (Centro for Puerto Rican Studies, Mexican Studies Institute, Dominican Studies Institute). We will dedicate parts of specific classes to learning about these institutional resources and opportunities to provide students with a better sense of the campus and what it offers. For example, in week 2, students will learn about the Alan Siegel Writing Center and in week 8, students will have a library workshop to learn how to use the online catalog and find relevant humanities databases. Throughout the semester, we will have short visits by representatives from campus offices, student clubs, and other CUNY campuses who will expose students to a variety of personal and professional opportunities.</p>	<ul style="list-style-type: none"> • Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

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

SYLLABUS

Foundations in Latinx Literature

Spring XXX
 Professor Richard Perez
 LIT 265 Section 01

College Option: Justice and the Individual

Class Time: MONDAY/WEDNESDAY 12:15pm-1:30pm
 Office Hours: Thursday 1:45-2:45 and by appointment on ZOOM
 Office Phone/Email: 646-557-4408; rperez@jjay.cuny.edu
 Prerequisite: ENG 101

Course Description:

This course examines early Latinx authors from the 19th and 20th centuries whose literature chronicles and confronts the injustice experienced by Latinx communities throughout U.S. history. We will examine the beginnings of the Latinx literary tradition as well as literary movements and authors who have had a major influence in American literature. This course provides a comparative portrait of the roots and routes of Latinx literature from a justice-oriented perspective.

Course learning outcomes:

1. Inquiry: Students will Analyze issues of justice using methodologies appropriate to foundational texts in Latinx literature, poetry, and drama from a justice-oriented perspective.
2. Habits of Mind: Students will understand their role in the creation of knowledge as it relates to academic and professional goals and analyze Latinx history and literature to better understand themes evident in the writing of different Latinx ethnic groups.
3. Collaboration: Students will develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals and evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States and impacted Latinx social experience and literary production.
4. Community Awareness: Students will develop understanding of opportunities, resources, and services available in the campus community.
5. Students will produce well-reasoned written or oral arguments using evidence to support conclusions and implement the key elements and terms of literature.

Required Texts:

- 1) Marti, Jose. *Selected Writings*. New York: Penguin Classics, 2002. ISBN-13: 978-0142437049.
- 2) Burgos, Julia de. *Song of the Simple Truth*. New York: Curbstone Books, 1997. ISBN-13: 978-1880684245.

- 3) Burton, Maria Amparo Ruiz de. *The Squatter and the Don*. New York: Modern Library, 2004 (1885). ISBN-13 #978-0812972894.
- 4) Thomas, Piri. *Down These Mean Streets*. New York: Random House, 1997 (1967). ISBN-13: 978-0679781424.
- 5) Anzaldua, Gloria. *Borderlands/La Frontera: The New Mestiza*. ISBN-13: 978-1879960855.

Grading and Requirements:

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

Consistent attendance and timely arrival to class is necessary in order to pass this course. Four or more absences will result in lowering of grade and compromise your participation grade as well. Three or more latenesses will also adversely affect your grade. Attendance will make up 5% of your final grade.

Participation includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Because participation is so important to the success of individual learning and the atmosphere of the class it will consist of 15% of your final grade. Participation will also be graded based on attendance at least **two** extracurricular activities offered by the following campus or student organizations listed below. In addition to attending an event/workshop, you will submit a brief 1-2 page summary of the event and how it either relates to class readings or how it relates to your personal, academic, or professional goals and interests.

- Office for Student Research and Creativity (OSRC)
- John Jay DREAMers, student club
- La Voz, student club
- John Jay College Library workshops
- Women’s Center for Gender Justice
- Urban Male Initiative (UMI) Student Resource Center
- Immigrant Student Success Center
- LLS Research and Writing Workshop and/or Graduate and Law School Workshop
- The Anya and Andrew Shiva Gallery
- John Jay College job fairs
- LGTBQ+ Resource Center
- All other campus or community events must be approved by instructor

Peer Success Coach: Your peer success coach is a successful and well-accomplished junior or senior who is dedicated to supporting your success this semester (and beyond). They will keep you informed about upcoming events and opportunities, college policies and deadlines, and is knowledgeable about the services available at the college. In addition to staying in touch with them, **I require you to meet with your peer success coach at least once this semester for a 30-minute coaching session.** They will assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, helping you remove obstacles, and referring you to valuable resources.

Written paper assignments must be completed by the end of the semester in order to pass this course. These papers will perform literary analyses. Any late papers will automatically drop a grade. The average marks of your three papers will make up 70% of your final grade. Part of your grade will require you to attend at least one writing workshop offered by the Alan Siegal Writing Center or one peer tutoring session.

Group presentations You will work in groups of two or three to lead a discussion on the required readings. Each group will sign up for a date on which to present. Each member must work collaboratively to identify major themes in the readings and prepare a set of three open-ended questions that they will use to lead the class in discussion. The group presentation will make up 5% of your grade.

Writing Reflections are short, 1-2 page responses that discuss your acclimation to the John Jay campus. You will write 4 reflections throughout the semester and share them in small groups. The topics will include your initial impressions of the campus and your first few weeks of the semester, your preparation for handling midterms and papers, your interaction with faculty, and your learned strategies for managing academic work and personal commitments. These reflections will constitute 5 % of your grade.

NOTABLE DUE DATES:

Papers:

Week IV Paper #1 Due – 3-5 pages
 Week VII Paper #2 Due – 3-5 pages
 Week XV FINAL PAPER DUE – 5-7 pgs.

Expectations:

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

College Wide Policies for Undergraduate Courses:

A. Incomplete Grade Policy

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

B. Extra Work During the Semester

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

C. Americans with Disabilities Act (ADA) Policies

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

Statement of the College Policy on Plagiarism

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism,

but by no means is it an exhaustive list:

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

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (Undergraduate Bulletin p. 167).

See John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards p. 227-229.

Reading Schedule

Week I

Introductory Remarks

I. In Search of Justice

Week II

Tuesday: *Selected Writing* by Jose Marti – “Political Prison in Cuba” pgs. 9-18

Thursday: *Selected Writing* – “Coney Island” (83-101)

*Guest speaker: Student tutors from the Alan Siegel Writing Center will discuss the workshops and peer tutoring services they offer.

Week III

Tuesday: *Selected Writing* – “The Trial of Guiteau” (35-46); “Our America” (67-85)

Thursday: *Selected Writing* – “The Indians in the United States” (52- 66) & “A Chinese Funeral” (12-15)

*Guest speaker: Student representative from La Voz, student club affiliated with the LLS Department, will discuss the activities and mission of the club and how it contributes to the campus.

II. Spanish American War and Engendering Colonization

Week IV

Tuesday: *Song of Simple Truth* by Julia de Burgos – “To Julia de Burgos” (33) & “Rio Grande de Loiza” (45)

- **Paper #1 Due 3-5pgs.**

Thursday: *Song of Simple Truth* – “Ay, Ay, Ay of the Kinky-Haired Negress” (36); “I Was My Own Route” (37); “Transmutation” (38)

- **Writing Reflection #1**

* Guest speaker: Student representative from the John Jay DREAMers will discuss the club’s social support activities on campus and student activism.

Week V

Tuesday: *Song of Simple Truth* – “Exaltation without Time and without Edges” (69); “Poem of the Unborn Child” (24); “Poem for My Death” (25)

Thursday: *Song of Simple Truth* – “My Brain has become a Star of the Infinite” (27); “It is Something of Eternal Enjoying the Minute” (41)

* Guest speaker: Student representative from the Office for Student Research and Creativity (OSRC) will discuss the Office's mission, resources, and end-of-year student expo.

Week VI

Tuesday: *Song of Simple Truth* – “Poems for a Death that Could be Mine 1” (18-20)

Thursday: *Song of Simple Truth* – “Poems for a Death that Could be Mine 2” (21-23)

* Guest speaker: Student representative from the Women's Center for Gender Justice will discuss the counseling services, emergency funding, leadership and advocacy student opportunities, and resources and events offered by the Center.

III. Mexican American War and the roots of the Latinx Novel

Week VII

Tuesday: *The Squatter and the Don* by Maria Amparo Ruiz – Ch.1-5

- **Paper #2 3-5pgs.**

Thursday: *The Squatter and the Don* – Ch. 6-10

* Guest speaker: A student representative will discuss the two-year program and application process for the CUNY JJC Diversity Pre-law Pipeline Programs & JJC University of Houston Law Center Pre-law Pipeline Program

Week VIII

Tuesday: *The Squatter and the Don* – Ch. 11-18

Thursday: *The Squatter and the Don* – Ch. 19-25

* Guest speaker: We will meet with a John Jay College librarian to learn about how to navigate the Library's catalog and find relevant literature and humanities databases.

Week IX

Tuesday: *The Squatter and the Don* – Ch. 26-34

- **Writing Reflection #2**

Thursday: *The Squatter and the Don* – Ch. 35-Conclusion

* Guest speaker: John Jay alumni will discuss the preparation and application process for applying to graduate programs in literature.

IV. Puerto Rican Diasporas and Afro-Latinx Identities

Week X

Tuesday: *Down These Mean Streets* – “Prologue” (1-4) & “Harlem” (5-22)

- **Writing Reflection #3**

Thursday: *Down These Mean Streets* – “Suburbia” (23-34)

* Guest speaker: A student representative from the Urban Male Initiative (UMI) Student Resource Center will discuss the UMI's mentoring and tutoring services and the learning lab and student lounge.

Week XI

Tuesday: *Down These Mean Streets* – “Down South” (35-55)

Thursday: *Down These Mean Streets* – “Harlem”

* Guest speaker: A student representative from the Unaccompanied Latin American Minor Project (U-LAMP) will speak about the research and advocacy projects aimed at assisting unaccompanied minors.

Week XII

Tuesday: *Down These Mean Streets* – “Prison” (56-72)

Thursday: *Down These Mean Streets* – “New York Town” (73-90)

* Guest speaker: The director of the Immigrant Student Success Center will discuss the Center's financial support resources, student support, legal screenings, and mental health support services offered.

V. Chicana Imaginaries

Week XIII

Tuesday: *Borderlands* by Gloria Anzaldua – “The Homeland, Aztlan/El otro Mexico” (5-19)

Thursday: *Borderlands* by Gloria Anzaldua – “Entering into the Serpent” (35-51)

* Guest speakers: We will learn about Latinx resources throughout CUNY including the Centro for Puerto Rican Studies at Hunter College, the Dominican Studies Institute at City College, and the Mexican Studies Institute at Lehman College.

Week XIV

Tuesday: *Borderlands* by Gloria Anzaldua – “How to Tame a Wild Tongue” (20-34)

- **Writing Reflection #4**

Thursday: *Borderlands* by Gloria Anzaldua – “La Conciencia de la Mestiza: Towards a New Consciousness” (52-88)

* Attend student presentations at the Research and Creativity Expo, dates TBA

Week XV

Concluding Remarks

Final Paper Due 5-7 pgs.

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

Course Revision Form

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

Date Submitted: May 3, 2021

1. Name of Department or Program: Latin American and Latinx Studies

2. Contact information of proposer(s):

Name(s): John A. Gutiérrez and José Luis Morín
 Email(s): jgutierrez@jjay.cuny.edu / jmorin@jjay.cuny.edu
 Phone number(s): 212-237-8667 / 212-399-6481

3. Current number and title of course: LLS/AFR/HIS 263: Blacks in Latin America

4. Current course description:

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico, and Honduras. This course focuses on Afro-Latin Americans' construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

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

We are changing the name, course description, and learning objectives of the course.

6. Rationale for the proposed change(s):

This course examines the historical and contemporary contours of anti-Blackness in Latin America and the ways in which Afrodescendant communities have confronted and

resisted white supremacy. Against the backdrop of European and U.S. colonialism, neocolonialism, racism, and slavery in Latin America, we focus Afro-Latin Americans' socio-cultural identity, their struggles for social inclusion and their transnational political activism; their contributions to their national societies; and the repercussions of Latin America's anti-Blackness in the experience of Latinxs in the US.

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

a. Revised course description:

This course utilizes a critical lens to examine the historical and contemporary contours of anti-Blackness in Latin America and the ways in which Afro-descendant communities have resisted white supremacy. Against the backdrop of European and U.S. colonialism, neocolonialism, racism, and slavery in Latin America, we focus Afro-Latin Americans' socio-cultural identity, their struggles for liberation, their transnational political activism; their contributions to national societies; and the repercussions of anti-Blackness in the U.S. Latinx experience.

b. Revised course title: **The Black Experience in Latin America: Racism and Resistance**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Blacks Latin Am Racism&Resist** .

d. Revised learning outcomes:

- **Gather, interpret, and assess information from a variety of sources and points of view that examine how Afro-Latinidad is constructed and understood throughout the Americas.**
- **Critically evaluate evidence and arguments related to the role of colonialism, neocolonialism, slavery, and white supremacy in the emergence of anti-Blackness in the Americas.**
- **Produce and argue well-reasoned written or oral arguments using evidence to support conclusions about the status of Afro-Latina/o/xs in the past and present.**
- **Examine and assess the historical origins and structures of anti-Black racism and resistance to anti-Blackness in Latin America.**
- **Examine and assess the ways in which historical aspects of anti-Black racism and discrimination and Black resistance has influenced the racial experience of U.S. Latinx communities.**
- **Cite and apply theoretical and methodological orientations found in Latin American Studies to examine current debates on the experiences of Blacks in Latin American societies, including but not limited to issues of social and gender inequalities, cultural diversity, social justice, and civil and political rights.**

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: One section usually fully enrolls each semester.

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

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

NOTE: LLS 263 in its current form is in the Flexible Core under World Cultures and Global issues. This proposal seeks to continue offering LLS 263 in the Flexible Core under World Cultures and Global issues.

10. Does this change affect any other departments?

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

Prof. Teresa Booker, Chair of the Africana Studies Department, communicated by email on April 26, 2021 that the "AFR Curriculum Committee has no issues (comments, edits, etc...) with your proposed revisions. Thank you for doing this!"

Prof. David Munns, Chair of the History Department, responding to Prof. Booker's positive email of April 26, 2021, stated that, although he was awaiting official word from his Curriculum Committee, several members of his department were "equally very encouraged and supportive of these revisions." On April 27, 2021, Prof. Munns followed up by email voicing his support that the proposal move forward by stating that he "will reach out to them [the Curriculum Committee] again, but you are right to get it to UCASC before the end of term!"

11. Date of Department or Program Curriculum Committee approval: April 27, 2021

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

Prof. José Luis Morín, Chair, Latin American and Latinx Studies Department

Prof. Teresa Booker, Chair, Africana Studies Department

Prof. David Munns, Chair, History Department

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

Course Revision Form

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

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

Date Submitted: 04/29/2021

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

2. Contact information of proposer(s):

Name(s): Charles Nemeth
 Email(s): cnemeth@jjay.cuny.edu
 Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 323 Private Security and Homeland Defense

4. Current course description:

How the idea of homeland defense connects with private security and private sector justice is the chief aim of this course. In a more particular sense, the course reviews and analyzes threats to private infrastructure and interests, as well as planning for and responding to emergencies that affect both the private and public sectors. Topics covered include the impact of terrorism on the private sector, intelligence gathering and sharing between private and public security, and identification of various threats common to private security. Special emphasis is given to vulnerability analysis and risk management as well as suggestions on how public entities can partner with private sector justice in the defense of the homeland.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 101, SEC 210

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

- a. Revised course description: NA
- b. Revised course title: NA
- c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
- d. Revised learning outcomes: NA
- e. Revised assignments and activities related to revised outcomes: NA
- f. Revised number of credits: NA
- g. Revised number of hours: NA
- h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: S20: 28; S19: 28

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 04/29/2021

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

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

Course Revision Form

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

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

Date Submitted: 04/29/2021

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

2. Contact information of proposer(s):

Name(s): Charles Nemeth
 Email(s): cnemeth@jjay.cuny.edu
 Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 327 Risk and Vulnerability Analysis

4. Current course description:

The course assesses, evaluates and researches data by analyzing asset identification and classification and corresponding vulnerabilities, threat analysis and an effective baseline security program. The coverage will address a broad array of approved methodologies in the matter of risk and vulnerability including the Central Intelligence Agency (CIA), Department of Defense (DOD), Department of State, Federal Emergency Management Agency (FEMA) and Department of Homeland Security (DHS) models. Specific facilities and industrial applications will be highlighted. The course culminates this analysis by recommended countermeasure methodologies which mitigate risk and threat.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 101, SEC 210

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

- a. Revised course description: NA
- b. Revised course title: NA
- c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
- d. Revised learning outcomes: NA
- e. Revised assignments and activities related to revised outcomes: NA
- f. Revised number of credits: NA
- g. Revised number of hours: NA
- h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: S17: 15

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 04/29/2021

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

Charles Nemeth

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

Course Revision Form

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

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

Date Submitted: 04/29/2021

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

2. Contact information of proposer(s):

Name(s): Charles Nemeth
 Email(s): cnemeth@jjay.cuny.edu
 Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 329 Security, Risk and Technology

4. Current course description:

This course examines the security and surveillance technologies used in the private and public security sectors, looking in particular at: closed circuit television (CCTVs); workplace, home, and intimate partner surveillance technologies; police body cameras; and biometrics. Students will examine these technologies in a specially-configured security laboratory in order to learn how to use them in a multitude of settings. Special attention is also paid to the social, ethical, and legal implications of these technologies and new technologies, such as drones and Internet of Things devices.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 101, SEC 210

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: F20: 32; F19: 20

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 04/29/2021

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

Charles Nemeth

2020-2021 College Council Committee Activity Report

Committee	Agendas	Minutes	Attendance Lists	No. Scheduled Meetings	Meetings Held
College Council	Y	Y	Y	8	9
Executive Committee of the College Council	Y	Y	Y	8	9
UCASC	Y	Y	Y	8	8
Committee on Student Interests	N	Y	Y	5	5
Faculty-Student Disciplinary Committee	exempt			3	2
Faculty Personnel Committee	Y	Y	Y	5	5
Budget and Planning Committee	Y	Y	Y	3	3
FPS	Y	Y	Y	6	6
SPS	Y	Y	Y	6	6
FPS/SPS	Y	Y	Y	6	6
Committee on Graduate Studies	Y	Y	Y	8	8
Committee on Student Evaluation on the Faculty	Y	Y	Y	9	9
Provost Advisory Council	Y	Y	Y	9	9
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	12	11
Committee on Faculty Elections	N	N	N	0	0

Submitted Proposals and Reports for Academic Year 2020-2021

Committee	
Undergraduate Curriculum and Academic Standards	113
Graduate Studies	13
Honors, Prizes and Awards Committee	1
Registrar	1
Faculty Senate	2
Student Affairs	1
Committee on Student Evaluation of Faculty	1
Provost Office	1
Student Council	2
Total	135

Proposals and reports were put on the College Council agenda for consideration in academic year 2020-2021.

Last Updated: August 26, 2021

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

College Council Calendar 2021-2022

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Tuesday, August 31, 2021	Thursday, September 9, 2021	Thursday, September 23, 2021
Tuesday, September 21, 2021	Tuesday, October 5, 2021	Tuesday, October 19, 2021
Wednesday, October 20, 2021	Monday, November 1, 2021	Thursday, November 11, 2021
Monday, November 15, 2021	Monday, November 22, 2021	Tuesday, December 7, 2021
Thursday, January 20, 2022	Monday, February 7, 2022	Thursday, February 24, 2022
Wednesday, February 23, 2022	Tuesday, March 8, 2022	Wednesday, March 23, 2022
Monday, March 21, 2022	Wednesday, March 30, 2022	Tuesday, April 12, 2022
Wednesday, April 13, 2022	Monday, April 25, 2022	Tuesday, May 10, 2022

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

Additional meetings if needed:

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Wednesday, November 24, 2021	Wednesday, December 8, 2021	Thursday, December 9, 2021
Wednesday, April 27, 2022	Wednesday, May 11, 2022	Thursday, May 12, 2022

