

# **JOHN JAY** COLLEGE OF CRIMINAL JUSTICE

**COLLEGE COUNCIL**

# **AGENDA & ATTACHMENTS**

**MONDAY, MARCH 15, 2021**

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

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

March 15, 2021 – 1:40 pm  
(Remote Conferencing via Zoom)

- I. Adoption of the Agenda
- II. Approval of the Minutes of the February 17, 2021 College Council (Attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (Attachment B), **Pg. 6**

Effective March 15, 2021, Brian Kerr will replace Ellen Hartigan as the Vice President for Enrollment Management and Student Affairs on the following committees:

- Executive Committee of the College Council
- Interim Executive Committee of the College Council
- College Council
- Undergraduate Curriculum and Academic Standards Committee
- Budget and Planning Committee
- Committee on Graduate Studies
- Committee on Honors, prizes and Awards

Undergraduate Curriculum and Academic Standards Committee

- Professor Vicente Lecuna will serve as a representative for the Modern Languages and Literatures Department
- Professor Edward Snajdr will serve as a representative for the Anthropology Department

Strategic Planning Subcommittee

- Aiisha Qudusi has resigned from the committee as a student representative

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

**Programs**

- C1. Proposal for a New Minor in Middle East Studies, **Pg. 23**

**New Courses**

- C2. CJM 3YY (301) Research Methods in Criminal Justice Management, **Pg. 31**
- C3. CJM 4XX (401) Professional Ethics in Public Organizations, **Pg. 40**
- C4. HIS 2XX Critical Perspectives on the Middle East, **Pg. 48**
- C5. ISP 2ZZ (246) Forbidden Love: Cultural and Social Perspectives (Ind & Soc), **Pg. 60**

**Course Revisions**

- C6. BIO 102 Paced Modern Biology I-B, **Pg. 72**
- C7. CHE 321 Instrumental Analysis II, **Pg. 74**
- C8. FOS 416 Forensic Science Laboratory II, **Pg. 76**

- C9. HJS 315 Research Methods in Humanities and Justice Studies, **Pg. 78**
- C10. LIT 260 Introduction to Literary Study, **Pg. 80**
- C11. PAD 348 Justice Planning and Policy, **Pg. 82**
- C12. POL 237 Women and Politics, **Pg. 91**
- C13. POL 331 Government and Politics in the Middle East and North Africa, **Pg. 93**

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

**Course Change**

- D1. PAD 749 Public Sector Accounting & Auditing II (MPA in Inspection and Oversight), **Pg. 95**

**Program Change**

- D2. Emergency Management, Master of Science, **Pg. 97**

- VI.** Statement from the JJC Student Council Regarding Racial Injustice Against The Asian American and Pacific Islander Community (Attachment E), **Pg. 99**
- VII.** New Business
- VIII.** Administrative Announcements – President Karol Mason
- IX.** Announcements from the Student Council – President Amber Rivero
- X.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XI.** Announcements from the HEO Council – President Brian Cortijo

## JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL  
February 17, 2021

The College Council held its sixth meeting of the 2020-2021 academic year on Wednesday, February 17, 2021. The meeting was called to order at 1:45 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gutierrez, John; Jackson, Crystal; Johnson, Veronica; Herrmann, Christopher; Park, Hyunhee; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Paulino, Edward; Sheehan, Francis; Stone, Charles; Velotti, Lucia; Vrachopoulos, Thalia; Wandt, Adam; Yu, Sung-Suk (Violet); Berezansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizebeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Hartigan, Ellen; Morote, Elsa-Sofia; \*Balis, Andrea; \*Binns, Chelsea; \*Epstein, Jonathan; \*Freiser, Joel; \*Grant, Heath; \*Lee, Anru; \*Caesar, Neil, \*Mendez Garcia, Jan Luis; \*Yambo, Kenneth; \*Thomas, Alisa; \*Daniel Matos.

Absent: Dapia, Silvia; Gordon Nembhard, Jessica; Green, Amy; Haberfeld, Maria; Parenti, Christian; Rivero, Amber; Rougier, Atiba; \*Carpi, Anthony; \*Concheiro-Guisan, Marta.

Guests: Bolesta, Alexander; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill; Till, Robert; Smart, Henry; Thompson, Denise.

\* 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 December 7, 2020 and December 9, 2020 College Council

A motion was made to vote on the adoption of the minutes as a slate. The motion was seconded and approved unanimously.

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

In Favor: 53

Opposed: 0

Abstained: 1

III. Approval of Members of the College Council Committees

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

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

Academic Standards

A motion was made to adopt the Academic Acceleration Workshop Model (C1.). The motion was seconded and approved.

In Favor: 53

Opposed: 0

Abstained: 1

Programs

A motion was made to adopt the Proposal to Revise the BS in Criminal Justice Management (C2). The motion was seconded and approved unanimously.

New Courses

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

- C3. CJM 1XX (101) Introduction to Criminal Justice Management
- C4. CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies
- C5. POL 2XX Political Science Internship

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

Course Revisions

A motion was made to vote on the course revisions marked C6-C24 as a slate. The motion was seconded and approved unanimously.

- C6. AFR 325 Research Methods in Human Services & Community Justice
- C7. MAT 141 Pre-Calculus
- C8. PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404)
- C9. ESA 355 Geographic Info Systems for Emergency Services
- C10. FIS 209 Analysis of Urban Hazardous Materials, Tactics & Strategy
- C11. FIS 210 Fire Safety Administration
- C12. FIS 319 Hazard Identification and Mitigation
- C13. FIS 350 Management Applications in Fire Protection
- C14. SEC 217 Cybercrime Investigations
- C15. SEC 220 Terrorism, Security and Emergency Management
- C16. SEC 307 Cyberpredators
- C17. SEC 313 Cyberervice
- C18. SEC 317 Cyberfraud and Identity Theft
- C19. SEC 333 Intelligence and Counterintelligence
- C20. POL 325 Politics of Transnational Crime
- C21. POL 328 Politics of International Security
- C22. POL 362 Terrorism & international Relations
- C23. POL 371 American Politics Philosophy
- C24. POL 389 Independent Study 300-level

A motion was made to adopt the course revisions marked C6-C24. The motion was seconded and approved unanimously.

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

A motion was made to adopt a new course PSY 762 Transdiagnostic Mindfulness Treatment for Impulsive, Addictive, and Self-Destructive Behaviors (D). The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:12p.m.



**College Council  
Membership**

**&**

**College Council  
Committees**

**2020-2021**

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## College Council Membership

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

### Administration

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

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

1. Anthony Carpi	2. Daniel Matos
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### Faculty

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

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

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

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

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

Higher Education Officers elected by the Higher Education Officers Council:

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

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

1. Neil Caesar	2. Alisa Thomas
----------------	-----------------

Students

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

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

1. Jan Luis Mendez Garcia	3. <b>Vacant</b>
2. Kenneth Yambo	4. <b>Vacant</b>

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

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President and Chief Operating Officer Mark Flower
- Vice President for Enrollment Management and Student Affairs Brian Kerr
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Hera Javaid
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezhansky

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

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

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li

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

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

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

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

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

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

### Committee on Student Interests

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

- Assistant Vice President and Dean of Students (Chairperson)      Michael Sachs
- Director of Athletics      Mark Francis
- Senior Director for Student Affairs      Danielle Officer
- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. Jan Luis Mendez Garcia
  2. Julia Jacobellis
  3. Esther Sompolinsky
  4. Michaela D'Argenio
  5. Kayla Noll
  6. **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. Thurai Kugan
  
- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
  1. Michael Scaduto
  2. Electra (Nikki) Gupton
  3. Justin Barden
  4. Yolanda Casillas
  5. Jarrett Foster
  6. **Vacant**
  
- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Sharon Solomon
  2. Pedro Hernandez
  3. Rhojay Brown
  4. Luis Sanchez
  5. Avijit Roy
  6. Hashaam Shahzad

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

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

### **Committee on Faculty Personnel**

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

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

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

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

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

### **Budget and Planning Committee**

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

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



- Vice President for Enrollment Management and Student Affairs
  - Interim Associate Provost for Institutional Effectiveness
  - Assistant Vice President for Administration
  - Dean of Graduate Studies
  - Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies
  - Associate Provost and Dean of Research
  - Assistant Vice President for Finance
  - Vice President for Institutional Advancement
  - President of the Faculty Senate
  - Vice President of the Faculty Senate
  - Two (2) members chosen by the faculty senate
    1. Maki Haberfeld
    2. Erica King-Toler
  - Chairperson of each academic department
    1. Africana Studies
    2. Anthropology
    3. Art and Music
    4. Communication and Theater Arts
    5. Counseling and Human Services
    6. Criminal Justice
    7. Economics
    8. English
    9. History
    10. Interdisciplinary Studies
    11. Latin American and Latinx Studies
    12. Law, Police Science, and Criminal Justice Administration
    13. Library
    14. Mathematics and Computer Science
    15. Modern Languages and Literatures
    16. Philosophy
    17. Political Science
    18. Psychology
    19. Public Management
    20. Sciences
    21. Security, Fire and Emergency Management
    22. SEEK
    23. Sociology
  - President of the Higher Education Officers Council
  - Two (2) higher education officer representatives
    1. Catherine Alves
    2. Eli Cohen
  - President of the Student Council or designee
  - Treasurer of the Student Council or designee
  - Additional student representative
  - Additional student representative
  - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
- Brian Kerr  
 Allison Pease  
 Oswald Fraser  
 Elsa-Sofia Morote  
 Dara Byrne  
  
 Anthony Carpi  
**Vacant**  
 Robin Merle  
 Warren (Ned) Benton  
 Karen Kaplowitz  
  
 Teresa Booker  
 Alisse Waterston  
 Benjamin Bierman  
 Seth Baumrin  
 Katherine Stavrianopoulos  
 Brian Lawton  
 Geert Dhondt  
 Jay Gates  
 David Munns  
 Katie Gentile  
 Jose Luis Morin  
 Peter Moskos  
 Larry Sullivan  
 Douglas Salane  
 Vicente Lecuna  
 Jonathan Jacobs  
 Andrew Sidman  
 Daryl Wout  
 Warren Eller  
 Shu-Yuan Cheng  
 Charles Nemeth  
 Monica Son  
 Robert Garot  
 Brian Cortijo  
  
 Amber Rivero  
 Franklyn Bernabe  
 Tayvhon Pierce  
 Gregory Kirsopp

1. Anthony Chambers
2. **Vacant**

### Financial Planning Subcommittee

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

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

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

### Strategic Planning Subcommittee

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

- |   |                     |
|---|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li               |
| • Interim Associate Provost for Institutional Effectiveness     | Allison Pease       |
| • Vice President and Chief Operating Officer                    | Mark Flower         |
| • President of the Faculty Senate                               | Warren (Ned) Benton |
| • Vice President of the Faculty Senate                          | Karen Kaplowitz     |
| • Two (2) representatives chosen by the Faculty Senate          |                     |
| 1. Heath Grant  |                     |
| 2. Marie Springer   |                     |
| • Chair of the Council of Chairs                                | Jay Gates           |
| • Two (2) representatives chosen by the Council of Chairs       |                     |
| 1. Warren Eller   |                     |
| 2. Monica Son   |                     |

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

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

### **Committee on Graduate Studies**

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

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

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

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

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

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,<br>Office of the Provost | Kinya Chandler            |
| • President of the Faculty Senate   | Warren (Ned) Benton       |
| • Vice President of the Faculty Senate  | Karen Kaplowitz           |
| • Chairperson of each academic department   |                           |
| 1. Africana Studies   | Teresa Booker             |
| 2. Anthropology   | Alisse Waterston          |
| 3. Art and Music  | Benjamin Bierman          |
| 4. Communication and Theater Arts   | Seth Baumrin              |
| 5. Counseling and Human Services  | Katherine Stavrianopoulos |
| 6. Criminal Justice   | Brian Lawton              |
| 7. Economics  | Geert Dhondt              |
| 8. English  | Jay Gates                 |
| 9. History  | David Munns               |
| 10. Interdisciplinary Studies   | Katie Gentile             |
| 11. Latin American and Latinx Studies   | Jose Luis Morin           |
| 12. Law, Police Science, and Criminal Justice Administration                            | Peter Moskos              |
| 13. Library   | Larry Sullivan            |
| 14. Mathematics and Computer Science  | Douglas Salane            |
| 15. Modern Languages and Literatures  | Vicente Lecuna            |

16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Charles Nemeth
22. SEEK	Monica Son
23. Sociology	Robert Garot

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

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

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

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

\*Co-coordinators

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

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

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

### **College-Wide Grade Appeals Committee**

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

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

### College-Wide Assessment Committee

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

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

### Special Committee of the College Council Committee on Faculty Elections

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

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

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

## New Minor Proposal Form\*

1. **Department(s) proposing this minor: History**
2. **Name of minor: Middle East Studies**
3. **Credits required** (minors must consist of 18-21 credits): 18 credits
4. **Description of minor as it will appear in the *Undergraduate Bulletin*** (write in full sentences):

The interdisciplinary Middle East Studies minor allows students to explore the history, politics, religions, and cultures of the Middle East, broadly conceived. As the birthplace of Judaism, Christianity, and Islam and the center of political and economic dynamics that have profoundly shaped the contemporary world, the Middle East is vital to understanding the global past and present. In this minor, students will examine themes that are central to understanding the region and its peoples, including gender, religion, kinship, ethnicity, and landscape, as well as key topics such as colonialism, nationalism, diaspora, and the nation state. Students will develop critical perspectives on the dominant narratives of the region, and will also have the opportunity to acquire language skills that will enable them to explore its rich literary heritage.

5. **Statement of learning outcomes** (what knowledge and/or skills should all students have acquired upon completion of the minor?):

Upon completion of the minor, students should be able to:

1. Identify and explain the significance of major events, trends, and themes in Middle East history, politics, and societies.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of evidence (primary sources).
3. Effectively read scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Construct an argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this argument.



6. **Rationale/justification for the minor** (why is this minor important to include in the College's curriculum? What benefits do students derive from taking this minor?):

This minor proposal is a direct response to our students' deep interest in the Middle East, and it was developed through extensive consultation with the Muslim Students Association, Students for Justice in Palestine, and Hillel. For the members of these student organizations, the current shortage of courses and programs related to the region is a major deficit in our College curriculum. However, these organizations are not the only constituencies at John Jay interested in a program devoted to the academic study of the Middle East. There are many heritage students at the College with a personal or family connection to the region. In addition, many of our student veterans have served in the Middle East, and we expect that some of them will be interested in this minor. Finally, there has been steady enrollment in Arabic language courses at the College over the last five years, which attests to a broader student interest in the region that likely reflects—at least in part—the many programs at John Jay with international dimensions.

As much as this minor builds on the curricular interests of our students, it also directly serves John Jay's mission of educating for justice. Given the Middle East's designation by the US Department of Education as a critical world region, and in light of the context of contemporary Islamophobia, anti-Semitism, and xenophobia in the United States, it is essential that our curriculum provide a nuanced and rigorous understanding of the region, its peoples, and its diasporas that is rooted in critical area studies. This is especially true for our students enrolled in majors that prepare them for careers in law enforcement, counter terrorism, public policy, and international criminal justice. For students in these mission-related majors, the Middle East Studies minor will provide an essential contribution to the professional preparation offered by their major: it will offer students basic language proficiency, a set of foundational analytic concepts and tools, and an informed critical perspective on the region and its peoples that will enhance and deepen the training offered within the disciplinary framework(s) of the major. Most importantly, this training via the minor has the potential to impact how these students envision and pursue justice-related careers in the contemporary United States. To this end, the minor can also serve as a feeder program to the Graduate Center's Middle East and Middle East American Center MA in Middle Eastern Studies, with which many of the core faculty in the History Department and other departments at the College are affiliated.

This kind of rigorous critical understanding of the region cannot be developed piecemeal. While there are several individual Middle East-focused courses in the History department and other departments, there is currently no curricular structure in place to scaffold students through a more detailed engagement with the academic study of the Middle East in a way that accords with the standards of the academic field of Middle East Studies and the Middle East Studies Association (MESA), its leading professional organization. This minor seeks to fill this glaring gap by providing a structured academic framework and space for diverse student constituencies to engage in sustained dialogue about the region in a dedicated program, with the support and

mentorship of specialist faculty. This formal academic training in Middle East Studies would certify students' expertise in the region in a way that would assist them in applying for jobs and to graduate school.

a. **List of courses constituting the minor with required pre-requisites**

(Indicate the core requirements, capstone course, etc):

*Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.*

**Part One: Two Required Foundations Courses**

Subtotal: 6 cr.

1. HIS 2XX Critical Perspectives on the Middle East (New course, pre-requisite: ENG 201)
2. POL 331 Government and Politics in the Middle East and North Africa (Current pre-requisites: ENG 201, and GOV 101 or POL 101, and POL 257 or GOV 257, or permission of the instructor).

Note: proposer is working with Political Science department to add HIS 2XX Critical Perspectives course as an alternative pre-req for POL 331.

**Part Two: Four Elective Courses**

Subtotal: 12 cr.

Choose four

Note: Students may count courses in any Middle East language, broadly defined (ie, Arabic, Hebrew, Persian, Syriac, Turkish, etc.), that they have taken at another institution and which is accepted by the College as a transfer credit. The minor coordinator will approve these substitutions. No more than two language courses can count towards the elective requirement.

ARA 101 Elementary Modern Standard Arabic I

(Pre-requisite: none)

ARA 102 Elementary Modern Standard Arabic I

(Pre-requisite: ARA 101 or the equivalent)

ARA 201 Intermediate Arabic I

(Pre-requisite: ARA 102 or placement exam; ENG 101)

HIS 256 History of Muslim Societies and Communities

(Pre-requisite: ENG 201)

HIS 281 Imperialism in Africa, South Asia, and the Middle East

(Pre-requisite: ENG 101)

HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies

(Pre-requisite: ENG 201 and any 200-level History course)

HIS 359 History of Islamic Law

(Pre-requisite: ENG 201 and junior standing or above)

HIS 366 Religions of the Ancient World

- (Pre-requisite: ENG 201 and any 200-level History course)  
 HIS 368 Law and Society in the Ancient Near East  
 (Pre-requisite: ENG 201)  
 HIS 370 Ancient Egypt  
 (Pre-requisite: ENG 201 and any 200-level History course)  
 HIS 383 History of Terrorism  
 (Pre-requisite: ENG 201 and any 200-level History course)  
 PSC 2XX Law Enforcement in the Middle East  
 (New course, to be proposed by Professor Maki Haberfeld of Law,  
 Police Science, and Criminal Justice Administration)  
 MLL 2XX Elements of Social Justice in Arabic Literature and Film  
 (New course, to be proposed by Professors Vicente Lecuna and Lamees  
 Fadl of Modern Languages and Literatures)

Students may petition the Minor Coordinator to have LIT 287 Selected Topics in Literature, LIT 346 Cultures in Conflict, SOC 206 Sociology of Conflict and Dispute Resolution, HIS127 Microhistories, HIS 282 Selected Topics in History, HJS 310 Comparative Perspectives on Justice, HIS 352 History and Justice in Wider World, or any other course count toward the minor if the Middle East is a major focus of the course as taught that semester.

Credits earned through foreign language exams or study abroad programs related to the Middle East will also count towards the minor.

As new courses that address the region and its peoples are developed in other departments, they will be added to the list of minor electives. Some colleagues have already committed to developing new non-HIS courses for the minor.

## 7. Administration of the minor:

- a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):

Administration of the minor will rotate among:

James De Lorenzi  
 Department of History  
 8.65.07 NB, 646.557.4653, jdelorenzi@jjay.cuny.edu

Anissa Hélie  
 Department of History  
 8.65.05 NB, 646.557.4646, ahelie@jjay.cuny.edu

Stephen Russell  
 Department of History

8.65.11 NB, srussell@jjay.cuny.edu

**b. Requirements for admission and/or completion of the minor if any**  
(i.e. GPA, course grades, deadlines, etc.):

No additional admissions standards beyond those for the college are required for this minor.

In addition to the requirements mentioned above, students should keep in mind the following requirements for minors stipulated by UCASC:

1. At least two-thirds of the credits for meeting the minor requirements must be graded on an A through F basis.
2. No more than one-half of the credits used to meet the requirements for the minor may be transfer credits from other colleges or universities.
3. Courses used to meet the requirements for the minor may also be used to meet the requirements for a major, a minor in another field, or the general education requirements. However, the dual use of courses in this manner should be kept as minimal as possible. (Note: in general, only two courses are allowed to double count across degree requirements)
4. Minor requirements must be completed with an earned 2.0 (C) grade point average.
5. Students should declare minors by the time they have earned 75 credits.
6. Minors may not be conferred retroactively upon students who have already graduated.

**8. Statement on expected enrollment and resources required:**

We expect minimum enrollment for the minor to be 36 students per class year. We anticipate meeting the full demand for the minor through existing faculty and library staffing and existing library facilities.

These projected numbers are based on our consultations with Kate Szur, Senior Director of Student Academic Success Programs; Bettina Carbonell, Interim Chair of the Department of Modern Languages and Literatures (2018-2019); Adrienne Fitzgerald, Advisor for the Macaulay Honors Program; Richard Pusateri, Manager of Military and Veteran Services; and with student leaders of the Muslim Students Association, Hillel, Students for Justice in Palestine, and the Arab Student Union. While there are no institutional figures detailing the number of heritage students at the College, the Muslim Students Association and Students for Justice in Palestine are very active on campus. As of 2019, there were approximately 550 veterans enrolled in John Jay, many of whom have served in the Middle East, and there has been steady enrollment of between 100 and 140 students in first year Arabic each year. According to historical data provided by the Macaulay Honors Program, approximately one third of the students in their 2017-2020 cohorts (33 out of 100 students) have academic interests that directly correspond to this minor.

The new minor seeks to leverage John Jay's existing faculty and library staffing. Within the History Department, there are seven core faculty with training, language skills, and/or research involving the region:

Anissa Hélie (North Africa, Islam and gender, human rights)  
 James De Lorenzi (Red Sea, orientalism, colonialism; Amharic)  
 Xerxes Malki (modern Lebanon, Arab diasporas, immigration; Arabic and Syriac)  
 Stephen Russell (ancient Near East, Bible; Hebrew)  
 Hyunhee Park (medieval Islamic science, Central Asia/Silk Road; Arabic, Hebrew, and Persian)  
 Fritz Umbach (Islamic law; Arabic)  
 Itai Sneh (International relations; Hebrew)

Across the College, other faculty are area specialists, including Ibrahim Bechrouri (Sociology), Ellen Belcher (Lloyd Sealy Library), Mucahit Bilici (Sociology), Avram Bornstein (Anthropology and Graduate Studies), Maki Haberfeld (Law, Police Science, and Criminal Justice Administration), Corinna Mullin (Political Science), and Erin Thompson (Art and Music). Arabic is routinely offered in Modern Languages and Literatures by adjunct faculty with a longstanding commitment to the department. We see this minor as leveraging this collective interdisciplinary expertise in Middle East Studies for the benefit of our students.

9. **Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

We met with Ellen Belcher, Assistant Professor and Special Collections Librarian, whose doctorate is in Middle East Art History and Archaeology. She has written the library's introductory resource guide to the Middle East (<http://guides.lib.jjay.cuny.edu/c.php?g=288327&p=1922657>). There is a small but well-curated collection of standard reference works on the region available in the reference section of the library, which we personally browsed. Highlights include the *Oxford Encyclopedia of the Modern Islamic World*, *New Cambridge History of Islam*, and the *Oxford Bibliography of Islamic Studies*. There are also extensive electronic resources available via the library's subscription to Ebook Central (formerly Ebrary), JSTOR, and other online databases and collections. According to faculty who routinely teach courses focusing on the region, the library's electronic resources are especially useful in the classroom.

**Identify new library resources that are needed** (provide bibliography):

No new resources are required at this time.

10. **Evaluate the facilities, computer labs, or other resources needed to support this minor:**

This minor will be supported through existing classroom facilities and computer labs. In proposing the minor, we are especially cognizant of the fact that classroom space at John Jay is limited and so the minor is structured with an awareness of existing courses, especially general education courses.

**11. Summarize consultations with other departments that may be affected:**

In preparing this proposal, we emailed, spoke over the phone, or met in person with the following:

Ibrahim Bechrouri, Adjunct Professor of Sociology  
 Ellen Belcher, Assistant Professor and Special Collections Librarian  
 Mucahit Bilici, Associate Professor of Sociology  
 Avram Bornstein, Professor of Anthropology  
 Dara Byrne, Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  
 Bettina Carbonell, Interim Chair of Modern Languages and Literatures (2018-2019)  
 James Cauthen, Associate Professor and Past Chair of Political Science  
 Adrienne Fitzgerald, Macaulay Honors Program  
 Jay Gates, Chair of English Department  
 Maki Haberfeld, Professor, Police Science, and Criminal Justice Administration  
 Katherine Killoran, Assistant Dean of Undergraduate Studies  
 Vicente Lecuna, Chair of Modern Languages and Literatures  
 Corinna Mullin, Adjunct Professor of Political Science  
 Mangai Natarajan, Professor and Director, International Criminal Justice BA  
 Raymond Patton, Director of Honors  
 Andrew Sidman, Chair of Political Science  
 Erin Thompson, Associate Professor, Art and Music

There was general consensus that a minor in Middle East Studies would be of interest to students, especially to heritage students and veterans, and that it would benefit students entering a variety of professions, in particular professions related to international criminal justice, counter terrorism, and related fields.

Colleagues in Modern Languages and Literatures, Sociology, and Political Science expressed particular enthusiasm about the minor and they believe it will be beneficial to enrollment in their own programs. In addition to the core faculty in the History Department—Anissa Hélie, James De Lorenzi, Xerxes Malki, Stephen Russell, Hyunhee Park, Itai Sneh, and Fritz Umbach—specialists Ibrahim Bechrouri (Sociology), Mucahit Bilici (Sociology), Avi Bornstein (Anthropology), and Corinna Mullin (Political Science) will be especially engaged in teaching, administration, and recruitment for the minor.

**12. Name(s) of the Chairperson(s):** David Munns

**Meeting date:** Approved by departmental curriculum committee on March 6, 2019. Revised in Fall of 2020.



**John Jay College of Criminal Justice**  
**Department of Public Management**  
 524 W. 59<sup>th</sup> Street, New York, NY 10019

**Syllabus: Introduction to Research Methods in Criminal Justice Management - CJM 3XX**

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**Professor:**

**Office Location:**

**Bio:**

**Email:**

**Phone:**

**Office Hours:**

Day	Mode	Drop-In	By Appointment

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### **I. Course Description**

CJM 3XX: Introduction to Research Methods in CJM

This course introduces students to the research process using dual lenses. Students will learn how to conduct basic research as well as learn how to consume the products of the research process. They will learn to frame a research problem, develop hypotheses and/or research questions, conduct a literature review, design a research project utilizing appropriate research methodology that accurately addresses the research problem, and the use of data to make decisions and recommendations. In these regards, a major goal of this course is to develop students' capacity for critically evaluate and use "scientific evidence" that is communicated in academic journals, the popular press, and other outlets including reports from government agencies, non-profit organizations, and corporations.

Credits 3

Prerequisites: ENG 101; Math 108, PAD 121

### **II. Learning Outcomes**

At the end of this course, students will:

1. Learn about the research process, including its guiding principles, common procedures, written fundamentals, and basic phases.
2. Be aware of ethical considerations in research
3. Be able to write a good research question
4. Become familiar with qualitative, quantitative and mixed methodologies.
5. Engage in basic independent research
6. Critically evaluate "scientific evidence" that is communicated in academic journals, the popular press, and other outlets
7. Synthesize research materials and prepare a literature review
8. Develop a basic research proposal that will culminate in a final research-oriented paper.
9. Communicate research strategies, data, and narratives to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online techniques.

### **III. Graded Components**



<b>Component/Requirement</b>	<b>Learning Objective(s)</b>	<b>Points Towards Final Grade</b>
a. Participation		10
b. In-class activities		15
c. Out-of-class Exercises		20
d. Research Proposal (Final Exam)		35
e Presentations of proposals		20
Max points = 100		
*Extra Credit (find, bring in and discuss research papers/proposals = 5		

#### IV. Grading, Graded Components with Expectations

<b>GRADE</b>	<b>PERCENTAGE</b>	<b>GRADE</b>	<b>PERCENTAGE</b>
A+		C	E-
A		C-	F
A-		D+	
B+		D	
B		D-	
B-		E+	
C+		E	

#### Graded Components

- a. *Participation/Attendance Policy.* Students are required to attend each of the scheduled sessions. If you need to miss a class, please submit your request for an excused absence via email at least 24 hours before class. An example of an excusable absence would be a debilitating injury or illness or the death of an immediate family member. Within two hours of receipt of your request to be excused, I will inform you of my decision. When applicable, you and I will design an appropriate makeup assignment. An excused absence, coupled with the timely submission of the makeup assignment, will not adversely impact your grade.

You are expected to take responsibility for what is covered in class. The most important way to do this is to show up and be an active participant in lecture. I will use a combination of PowerPoint presentations, writing on the white board, discussion, illustrative examples, and in-class exercises to teach the main concepts. Whenever appropriate lectures slides and outlines will be posted on Canvas. Note that these documents serve to outline the lecture and are by no means comprehensive. You should not rely on these posted documents for your course notes; rather, you should use them to organize the notes that you take during class.

- b. *In-Class Activity Assignments:* Five times throughout the term, a graded in-class activity will be assigned for you to complete. This could take the form of group work or individual assignments. No preparation will be required, and each activity assignment is due at the end of class that day. Each of these assignments will be worth 7 points each. Activity assignments cannot be made up. Four of these activity assignments will count toward your final grade. This means you may miss one activity assignment without penalty.

- c. *Out-of-Class Exercises:* You will be asked to complete a five (5) out-of-class exercises at various periods throughout the term. The assignments will follow new in-class work/topics. These exercises will be relatively short (e.g., an online questionnaire). You will be notified in class about these exercises. Announcements will also be made in class and through BlackBoard.
- d. *The Research Proposal is considered the final exam for this class.* Working with the professor students will have five weeks to go through extended hands-on process to engage with the materials, and draft a research proposal. There will be no makeup exams in case of illness or travel. If you are sick or out of town and miss one of the exams, you must take the final exam to make up for the missed exam. If you are traveling on a university sanctioned trip (e.g., for athletics), documentation will be required for alternative arrangements.

Except for holidays, we will meet each week for approximately 2 hours and 40 minutes. The general format for our in-person sessions will include the following: 1) a discussion of the weekly content and issues; 2) an interactive lecture; and/or 3) practical application exercises.

## V. Required Reading/Viewing

There are no assigned textbooks for this course. Each week, you will be responsible readings and/or viewing course content which will be posted to Blackboard. The required reading/viewing content will include journal articles, videos and podcasts. An abbreviated list of required readings can be found at the end of the syllabus.

## VI. Academic Integrity

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

## VII. Statement of the College Policy on Plagiarism

"Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is your responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation" (Source: JJC's Undergraduate Bulletin).

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

## VIII. Accommodations

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Please review [John Jay's](#) policy and [CUNY's](#) procedures for implementing reasonable accommodations and academic adjustments.

**IX. Inclement Weather**

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

### Course Schedule

Week	Topics/Themes	Date	Review & Reading	Tasks & Assignments
	<b>Consuming research</b>			
	Why we use research  What types of research do we consume?  The role of research in management			
	Characteristics of good research;			
	<b>Research ethics</b>			
	History  Informed consent  etc			
	<b>Choosing a research topic</b>			
	Topic selection: sources of research;  techniques for selecting research topics;			
	<b>Planning the project</b>			
	What is the project you want to do?			
	Narrowing your research interest			
	Developing research questions  Include ethics			
	Operationalizing constructs  Include ethics			
	Types of variables			
	Developing hypotheses			

	Types of hypotheses Include ethics			
	Researching and writing a literature review Systematic reviews of literature Reading critically Analyzing studies Ethical considerations			
	Refining Hypotheses			
<b>Key methods in management research</b>				
	Quantitative designs Ethics			
	Qualitative Designs Ethics			
	Mixed designs Ethics			
<b>Errors, reliability, Validity</b>				
	Measurement errors: Reliability Validity Ethics			
<b>Data Collection and analysis</b>				
	Data collection Ethics			
	Coding and analysis Ethics			
	Data analysis and presentation			

	Ethics			
	Results and presenting your research Ethics			
<b>Weeks 10-15</b>	<b>Writing a research proposal</b>			

## Reading and AV Content

### Recommended Textbooks Resources

Pajo Bora (2018). Introduction to Research Methods: A Hands-On Approach 1st Edition. Thousand Oak: Sage

Nicholas Walliman (2017). Research Methods: The Basics. Paperback. Routledge

Geoff Lancaster (2005). Research Methods in Management: A concise introduction to research in management and business consultancy. ISBN 13:9780080494289

Video clips – Introduction to Research Methods: <https://www.youtube.com/watch?v=PDjS20kic54>

Quantitative v. Qualitative Research: <https://www.youtube.com/watch?v=ousHtSQAqjA>

Video clip - qualitative research methods: <https://www.youtube.com/watch?v=IsAUNs-IoSQ>

Conducting Qualitative Research: <https://www.youtube.com/watch?v=z4YIrykEL8M>

Guide to Online research: <https://www.bestcolleges.com/resources/undergraduate-online-research-guide/>

## Quantitative vs. Qualitative Paradigms: Data Collection Methods

Quantitative: distinct methods Inductive, apriori hypotheses, Positivism, Durkheim, functionalism, researcher separate from participants

Experiments: true, quasi

Observation: participant, non-participant

Surveys: f-to-f, mail, phone

In-depth interviews: structured, unstructured

Cross-sectional vs. Longitudinal

Time series

Qualitative: fluid lines btw methods Deductive, no apriori hypotheses, Interpretivism, Weber, Symbolic Interactionism, researcher interacts with participants

Advanced Qualitative Methods

case study, extended case study

Ethnography (critical observation of a culture)

ethnomethodology: study small interactions (moments, situations), look for rules/methods of interaction phenomenology: study experiences

Other data collection methods: historical, document analysis, existing data



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

## New Course Proposal Form

Date Submitted: 4/7/2020

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

1. a. **Department(s) or program(s)** proposing this course: Public Management, Criminal Justice Management

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

Name: Henry Smart

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

Phone number(s) 212-393-6865

2. a. **Title of the course:** Professional Ethics in Public Organizations

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

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

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

The course will build upon knowledge, skills and abilities from courses taught at the 100 and 300 level. In particular, this course will build upon themes covered in CJM 101 – *Introduction to Criminal Justice Management* and CJM 301 – *Organizational Behavior and Management in Criminal Justice Agencies*. CJM 101 will provide students with the foundational knowledge for managing criminal justice agencies, with specific focus on skills development at the individual level. CJM 301 will provide students with knowledge and skills that are specific to managing organizational culture and managing maladaptive behaviors within CJ agencies. CJM 401--*Professional Ethics in CJM*—is solution-oriented. The course will combine elements from both CJM 101 and 301 to explore strategies to prevent ethical violations at the individual and organizational level.

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

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

This course is part of a larger change intended to improve knowledge delivery for CJM students. The current curriculum lacks a course that provides critical exposure to topics related to the standards of ethical behavior for those who help to manage the criminal justice system. In addition, we asked frontline managers about the desired skillset for new joins. These managers stated that they would like to see more candidates who have a better understanding of professional ethics. This course will provide our students with the necessary skills to be competitive job candidates.

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

This course equips students with the necessary knowledge and skills to identify and manage unethical behavior within criminal justice and other public organizations. Students design plans intended to reduce cases of misconduct. Students propose strategies to uphold due process while maintaining equal and fair treatment. Case studies provide students the opportunity to demonstrate what they have learned about the difficulty of managing morality within complex systems. In addition, the course explores how oaths, codes, and professional standards are relevant to the management of public organizations. Other themes covered in this course include fairness, integrity, and equity.

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

**ENG 201; and CJM 301 or PAD 318**

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

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

  X   No        Yes. If yes, then please provide:

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

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

**Students will:**

1. Demonstrate an understanding of ethical principles for professionals working in the criminal justice system or other public organizations.
2. Differentiate between ethical and unethical behavior.
3. Identify the conditions that might heighten the likelihood of misconduct.
4. Design a practical plan to address disruptive practices within criminal justice and other public organizations.

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)

Criminal Justice Management (major), Part Two. Required Management courses

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

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

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

There are two major graded components for this course that are based on the four learning outcomes. The grades for these assignments will be used to determine if students are mastering the course content. Periodically, students will be surveyed to determine their level of satisfaction with the learning experience.

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

Yes \_\_\_\_\_      No   X  

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 11/2019

15. **Faculty** - Who will be assigned to teach this course? Henry Smart and adjunct faculty

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

No

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

Majority of the courses related to ethics (i.e., PHI 210, ISP 321) have a central focus on ethical theories and/or the courses have a limited focus (i.e., PSC 321, PHI 322, PHI 216, LAW 310). More importantly, these courses are not specific to criminal justice management. This course (CJM 401) will expand the focus to the entire criminal justice system and provide content that is specific to management practices.

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.

The Department of Public Management offers a related course at the graduate level which is PAD 758—*Ethics in Public Service*. The lead instructor shared the syllabus and offered a summary about the delivery of PAD 758. As a result, CJM 401 utilizes the case review approach that is applied in PAD 758.

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: Warren Eller, Chair, Public Management



**John Jay College of Criminal Justice**  
**Department of Public Management**  
**524 W. 59<sup>th</sup> Street, New York, NY 10019**

### Syllabus for Professional Ethics in Criminal Justice Management - CJM 401

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**Professor:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Bio:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:**

Day	Mode	Drop-In	By Appointment

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#### I. Course Description

This course equips students with the necessary knowledge and skills to identify and manage unethical behavior within criminal justice and other public organizations. Students design plans intended to reduce cases of misconduct. Students propose strategies to uphold due process while maintaining equal and fair treatment. Case studies provide students the opportunity to demonstrate what they have learned about the difficulty of managing morality within complex systems. In addition, the course explores how oaths, codes, and professional standards are relevant to the management of public organizations. Other themes covered in this course include fairness, integrity, and equity.

Prerequisites: ENG 201; and CJM 301 or PAD 318

#### II. Learning Outcomes. Students will:

1. Demonstrate an understanding of ethical principles for professionals working in the criminal justice system or other public organizations.
2. Differentiate between ethical and unethical behavior.
3. Identify the conditions that might heighten the likelihood of misconduct.
4. Design a practical plan to address disruptive practices within criminal justice and other public organizations.

#### III. Graded Components

Component/Requirement	Learning Outcome(s)	Points Towards Final Grade
a. Recap Discussion	1, 2	5
b. Participation	N/A	15
c. Tweets (4)	3	20
d. Case Reactions (3)	3 & 4	30
e. Final Exam	1-4	30
Max points = 100		

#### IV. Graded Components with Expectations

- a) **Recap Discussions.** At the end of our first session, the instructor will circulate a sign-up sheet. Each student will sign-up to co-lead a recap discussion.

**Expectation:** You are expected to demonstrate your understanding of ethical principles and/or themes. During your assigned week, you and your co-leader(s) will recap the ethical principles and/or other theme(s) that were covered during the previous week. Your presentation should include real-world examples and be between five to ten minutes. You may use presentation programs (e.g., PowerPoint), however, this is not necessary. Be creative!

- b) **Participation Policy.** Students should plan to attend each of the scheduled sessions. If you need to miss a class, please submit your request for an excused absence via email at least 24 hours before class. An example of an excusable absence would be a debilitating injury or illness or the death of an immediate family member. Within two hours of receipt of your request to be excused, the instructor will inform you of their decision. Upon your request, you and the instructor will design an appropriate makeup assignment. An excused absence, coupled with the timely submission of the makeup assignment, will not adversely impact your grade.

**Expectation:** You are expected to be physically present and to actively participate in every class session. It is your responsibility to inform the instructor of an anticipated absence. In addition, it is your responsibility to ask for a makeup assignment. A lack of effort to provide notice of an absence will adversely impact your grade. If you miss a session of class, you should contact the instructor to design an appropriate make-up assignment. You have one week to complete make-up assignments; make-up assignments are due prior to the start of the next class.

- c) **Tweets.** The course is separate into four major thematic domains. At the end of each domain, you will be asked to post a thread on Twitter of two images and/or video clips that depict ethical and unethical behavior within CJS.

**Expectation:** You are expected to illustrate the difference between ethical and unethical behavior. Your thread should contain one example of ethical behavior and one example of unethical behavior. Both examples should be related to the thematic domain (e.g., Courts). Your post should include two **brief** points: 1) for the ethical example, include one sentence that summarizes the ethical behavior; and 2) for the unethical example, include one sentence that summarizes the unethical behavior.

- d) **Case Reactions.** We will discuss the three major components of the criminal justice system (i.e., enforcement, the courts and corrections) as separate domains. At the end of each domain, you will provide your reaction to a related case.

**Expectation:** You are expected to react to cases of misconduct by identifying the root causes and by offering preventive remedies. Your response should follow the guidance provided in the prompt posted to Blackboard. At minimum, each case reaction should: 1) provide your initial reaction to the case; 2) identify the root causes, and 3) offer a mechanism or mechanisms that might help to reduce the likelihood of further incidents of misconduct.

- e) **Final Exam.** Information about the final exam will be provided at the mid-point of the semester.

#### V. Session Format

Except for holidays, we will meet each week for approximately two hours. Our sessions will assume some version of the following format: 1) students will start each session with a 10-minute *recap* of the previous week; 2) the instructor will provide a semi-structured lecture; and 3) everyone will participate in practical application exercises or content review (e.g., Twitter posts, case reactions).

## VI. Major Reading/Viewing Requirements

Kleinig, J. (2008). [\*Ethics and criminal justice: An introduction\*](#). Cambridge University Press.

Rohr, J. (2017). *Ethics for bureaucrats: An essay on law and values*. Routledge.

Note: Do not purchase the Rohr text. The excerpt will be provided to you via Blackboard (BB).

Sandel, J. (2009). [\*Justice with Michael Sandel\*](#). YouTube Series by Harvard University.

*Note: Additional Readings are listed in the table below.*

## VII. Academic Integrity & Plagiarism

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

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is your responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation” (Source: JJC’s Undergraduate Bulletin).

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

## VIII. Accommodations

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS, which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Please review [John Jay’s](#) policy and [CUNY’s](#) procedures for implementing reasonable accommodations and academic adjustments.

## IX. Inclement Weather

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

## Course Schedule

Week	Topics/Themes	Date	Class Prep	Tasks & Assignments (Due by 11:59 p.m. on Mondays)
#1	ASPA's Code of Ethics		<b>Review:</b> Course Syllabus <b>Review:</b> <a href="#">ASPA's Code of Ethics</a>	Complete and post the "Introduce Me" assignment prior to the start of our first class.
#2	Regime Values		<b>Read:</b> Rohr - Chapter 2, Regime Values, available via Blackboard	Post your response to the discussion questions for Chapter 2 of the Rohr text.
#3	Morality, Ethics & Human Behavior		<b>View:</b> <a href="#">Sandel – The Moral Side of Murder</a>	
#4	Justice, Law & Professional Ethics		<b>Review:</b> Professional Codes for <a href="#">ABA</a> *, <a href="#">ASPA</a> , <a href="#">ACA</a> , <a href="#">IACP</a> *For ABA, read Rules 8.3, 8.4 & 8.5	
#5	<b>Enforcement:</b> Policing & Society		<b>Read:</b> Kleinig, Ch. 4, <i>Tensions within the Police Role</i>	
#6	<b>Enforcement:</b> Police Discretion		<b>Read:</b> Kleinig, Ch. 5, <i>The Burdens of Discretion</i> <b>View:</b> <a href="#">Sandel – Putting a Price Tag on Life</a>	
#7	<b>Enforcement:</b> Corruption & Misconduct		<b>Read:</b> Kleinig, Ch. 6, <i>Coercion and Deception</i> <b>View:</b> <a href="#">Sandel – Mind Your Motive</a>	
#8	<b>Courts:</b> Prosecutors & Defense Lawyers		<b>Read:</b> Kleinig, Ch. 7, <i>Prosecutors: Seeking Justice Through Truth?</i> <b>Read:</b> Kleinig, Ch. 8, <i>Defense Lawyers: Zealous Advocacy?</i>	1) Tweet #1 2) Case Reaction #1
#9	<b>Courts:</b> Judge & Juries		<b>Read:</b> Kleinig, Ch. 9, <i>The Impartial Judge?</i> <b>Read:</b> Kleinig, Ch. 10, <i>Juries: The Lamp of Liberty?</i>	
#10	<b>Courts:</b> Discretion, Dilemmas & Misconduct		<b>Read:</b> <a href="#">Does Uniformity in Sentencing Entail Unfairness?</a>	
#11	<b>Corrections:</b> Punishment & Imprisonment		<b>Read:</b> Kleinig, Ch. 11, <i>Punishment and Its Alternatives</i> <b>Read:</b> Kleinig, Ch. 12, <i>Imprisonment and Its Alternatives</i>	1) Tweet #2 2) Case Reaction #2
#12	<b>Corrections:</b> Correctional Officers		<b>Read:</b> Kleinig, Ch. 13, <i>The Role of Correctional Officers</i>	
#13	<b>Corrections:</b> Discretion, Dilemmas & Misconduct		<b>Read:</b> <a href="#">Controlling Discretion...a Survey of Adult Probation Officers</a>	Blackboard – Read and respond to the qualitative example.
#14	Ethical Choices & Reporting Misconduct		N/A	1) Tweet #3 2) Case Reaction #3
#15	Sandel Workshop / Final Exam		<b>View:</b> <a href="#">Sandel – The Good Citizen</a>	1) Tweet #4



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

## New Course Proposal Form

Date Submitted: Nov 23, 2020

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

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

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

Name: James De Lorenzi and Stephen Russell

Email address(es) [idelorenzi@jjay.cuny.edu](mailto:idelorenzi@jjay.cuny.edu) and [srussell@jjay.cuny.edu](mailto:srussell@jjay.cuny.edu)\_\_\_\_\_

Phone number(s) 646.557.4653 212.237.8290\_\_\_\_\_

2. a. **Title of the course:** Critical Perspectives on the Middle East

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

c. **Level** of this course    \_\_\_100 Level    X 200 Level    \_\_\_300 Level    \_\_\_400 Level

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

This course will serve as the first of two required foundational courses for the interdisciplinary Middle East Studies Minor that is currently being proposed by the History Department in collaboration with several other departments. It will additionally serve as an 200 level elective for the Global History Major and an elective for the History Minor.

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

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

This course will explore the contested representations of the Middle East and its peoples in an interdisciplinary, discussion- and writing-centered format. In preparation for the second foundation course in the minor, POL 331 Government and Politics in the Middle East and North Africa, students in this course will practice their critical thinking

and argumentative writing skills, deepen their understanding of region-specific topics that are currently under-represented in the College curriculum, and develop a critical analytic apparatus that can inform their understanding of the region, its peoples, and its diasporas in other academic and professional settings. This apparatus will be developed through systematic engagement with the specialist literatures of the field, drawing upon a range of disciplinary approaches.

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

This course explores central questions related to the Middle East and its peoples. As the birthplace of Judaism, Christianity, and Islam and the center of political and economic dynamics that have profoundly shaped the contemporary world, the Middle East is vital to understanding the global past and present. Each section will examine a different key topic and the debates surrounding it: examples may include ancient Israel; the Bible; Muslims, Christians, and Jews; orientalism; imperialism and colonialism in the modern Middle East; nationalism and decolonization in the modern Middle East; and the politics of gender and identities in Muslim societies.

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

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

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

- Semester(s) and year(s): Fall 2020
- Teacher(s): James De Lorenzi
- Enrollment(s): 1 (independent study)
- Prerequisites(s): none

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. Identify and explain critical issues, arguments, and themes related to the representation of the Middle East and its diasporas.

2. Identify, locate, contextualize, and evaluate the usefulness of different forms of

evidence.

3. Effectively read academic scholarship by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.

4. Construct an argument grounded in evidence, drawing upon specialist literature, and be able to provide a coherent written defense of this argument.

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)

Proposed Middle East Studies Minor (required foundations course)  
Global History Major (elective) – Part III. Non- US History  
History Minor (elective)

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

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

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

Students will complete a series of scaffolded writing projects and oral presentations.

Assessment practices will vary by instructor, and will additionally reflect the broader assessment work of the History Department.

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

Yes   X   No \_\_\_\_\_

- If yes, please state the librarian's name   Ellen Belcher
- Are there adequate resources in the library to support students' work in the course  
Yes   X   No \_\_\_\_\_

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

- |   |   |
|---|---|
| ➤ The library catalog, CUNY+<br><u>  X  </u>  | ➤ Electronic encyclopedia<br>collections (e.g. from Gale; Sage;<br>Oxford Uni Press) <u>  X  </u> |
| ➤ EBSCOhost Academic Search<br>Complete _____ | ➤ LexisNexis Universe _____   |

- |                                    |                                 |
|------------------------------------|---------------------------------|
| ➤ Criminal Justice Abstracts _____ | ➤ SCOPUS _____                  |
| ➤ PsycINFO _____                   | ➤ Other (please name) __Project |
| ➤ Sociological Abstracts _____     | MUSE_____                       |
| ➤ JSTOR ___X_                      | _____                           |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: Approved by departmental curriculum committee on March 6, 2019. Revised in Fall of 2020.

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

Stephen Russell, Anissa Hélie, James De Lorenzi, I. Xerxes Malki, Hyunhee Park, Itai Sneh, and Fritz Umbach. Beyond the History Department, colleagues Ibrahim Bechrouri, Mucahit Bilici, Avram Bornstein, and Corinna Mullin have agreed to teach core courses for this minor.

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

  X   No

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

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

       Not applicable

       No

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

1. We emailed, spoke over the phone, or met in person with the following colleagues:

Ibrahim Bechrouri, Adjunct Professor of Sociology  
 Ellen Belcher, Assistant Professor and Special Collections Librarian  
 Mucahit Bilici, Associate Professor of Sociology  
 Avram Bornstein, Professor of Anthropology  
 Bettina Carbonell, Interim Chair of Modern Languages and Literatures  
 James Cauthen, Chair of Political Science  
 Adrienne Fitzgerald, Macaulay Honors Program  
 Jay Gates, Chair of English Department  
 Maki Haberfeld, Professor, Police Science, and Criminal Justice Administration  
 Katherine Killoran, Assistant Dean of Undergraduate Studies  
 Corinna Mullin, Adjunct Professor of Political Science  
 Mangai Natarajan, Professor and Director, International Criminal Justice BA  
 Raymond Patton, Director of Honors

Andrew Sidman, Chair of Political Science  
Erin Thompson, Associate Professor, Art and Music

These meetings concerned the Middle East Studies minor proposal of which this course proposal is a central part. All of the individuals we spoke to were enthusiastic about the minor and the potential student response to it.

We also consulted with three student organizations about the minor (Hillel, Students for Justice in Palestine, and Muslim Students Association), and they were very enthusiastic about it. One stated area of student interest identified through this process is the subject of the sample syllabus on orientalism, which brings together approaches in history, literature, and postcolonial studies.

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: David Munns, Chair, History Department

## HIS2XX Critical Perspectives on the Middle East

**Course description:** This course explores central questions related to the Middle East and its peoples. As the birthplace of Judaism, Christianity, and Islam and the center of political and economic dynamics that have profoundly shaped the contemporary world, the Middle East is vital to understanding the global past and present. Each section will examine a different key topic and the debates surrounding it: examples may include ancient Israel; the Bible; Muslims, Christians, and Jews; orientalism; imperialism and colonialism in the modern Middle East; nationalism and decolonization in the modern Middle East; and the politics of gender and identities in Muslim societies.

### Section Topic: Orientalism

This class examines Western (mis)representations of the Middle East, focusing on the influential arguments of Edward Said and the ongoing conversation inspired by his work. In addition to Said's own writings, which are fundamental to contemporary Middle East studies, we will also explore the development of European and United States imperialism in the region; the local challenges to colonial and neocolonial power; the broader critique of Western knowledge by intellectuals working in non-Western intellectual traditions; and the ongoing impact of orientalism in the contemporary United States. Along the way, you will learn a lot about the modern history of the Middle East and its peoples and diasporas, and you will explore academic resources that will help you research Middle East-related topics. At the end of the semester, you will use these tools to develop, write, and present an original research project on a topic of your choice.



**Course Objectives:** In this course, you will learn how to do the following things:

1. Identify and explain critical issues, arguments, and themes related to the representation of the Middle East and its diasporas.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of evidence.
3. Effectively read academic scholarship by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Construct an argument grounded in evidence, drawing upon specialist literature, and be able to provide a coherent written defense of this argument.

### Requirements:

Your grade in this course will be based on the following:

Participation and Attendance	10%
Presentations	10%
Quizzes, Homework, and Short Assignments	30%
Short Essays	20%

## Research Project

30%

Though we will review upcoming assignments each session, it is essential that you read this syllabus before each class. Think about it as your guide to the course—the syllabus tells you what we are doing this week, and it lets you know what is coming next. If you need another copy, it is available on the course Blackboard (Bb) page.

**Required Texts:**

Evelyn Alsultany, *Arabs and Muslims in the Media: Race and Representation after 9/11* (New York: New York University Press, 2012). ISBN: 0814707327.

Zachary Lockman, *Contending Visions of the Middle East: the History and Politics of Orientalism* (New York: Cambridge University Press, 2010), Second Edition. ISBN: 0521133076. This book is available as a free ebook through the John Jay Library.

Edward Said, *Orientalism* (New York: Vintage, 1978). ISBN: 039474067X

There are additional readings listed in the syllabus—you can find these on Bb. The textbooks are available in the library, but it is HIGHLY recommended that you buy your own copy. You can find very affordable used books online at [www.alibris.com](http://www.alibris.com), [www.betterworldbooks.com](http://www.betterworldbooks.com), or [www.powells.com](http://www.powells.com), and you can compare prices at [www.bookbutler.com](http://www.bookbutler.com). The estimated total cost of our books based on current online prices for used copies is less than \$20.00.

**Quizzes and Homework**

In order to succeed in this course, it is essential that you complete the assigned readings and come to class prepared to talk about them. For this reason, most of our class sessions will begin with a review quiz. These quizzes will be open note, which means that you can use your own notes (but not the readings) to answer the quiz. Please note that you must use your own notes on the weekly quizzes: copying another person's notes is an act of academic dishonesty, just like copying on an exam. There will sometimes be homework assignments instead of these quizzes.

**Writing Assignments:**

You will write two short essays and one long essay this semester. The short essays are literature reviews, or summaries of an academic conversation, and the long essay is an original research project that you will design and complete with my help. We will discuss each of these assignments in detail before they are due, and we will complete each assignment in stages. Please note that no late assignments will be accepted, and that you must turn in your work using Bb—please do not bring printed copies to class, and please do not email your work to me.

**Extra Credit:**

Each week, you will notice that there are additional links and documents on Bb that introduce bonus topics related to what we are reading. For extra credit, you can make a mini-presentation to the group on any of these materials. In five minutes, tell us what the bonus stuff is about, and how it connects to what we are discussing. Alternatively, in any given week you can read an article from one of the media sources listed on Bb that describes a current event or hot topic related to our class in

some way. If you bring your article to class and tell us about it for five minutes, this will also count as extra credit. Finally, if you choose an optional reading that is especially difficult (marked with 🦋) you will get extra credit on the assignment involving that reading.

### **Attendance Policy:**

Please come to class on time, with your cell phone turned off. There are no make-ups for missed assignments or quizzes, and more than two absences will seriously affect your grade in the course. If you are more than fifteen minutes late, it will also count as an absence. If you miss one of the required conferences in my office, it will be considered an absence. Please let me know ASAP if there is an issue that is preventing you from attending class.

### **Office Hours:**

I have listed my office hours at the top of the syllabus – please come visit if you have any questions about course requirements, the things we talk about in class, the readings and assignments, study strategies, John Jay, special concerns, letters of recommendation, graduate school, career plans, or anything else. I am here to help you succeed.

### **Plagiarism:**

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

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

In order to ensure that you clearly understand what plagiarism is, you must complete a graded quiz through Bb. Please note that Bb automatically checks all your writing for plagiarism, and that one act of plagiarism—or any other form of academic dishonesty—will result in a failing grade for the assignment and/or the course. Please see me if you have any questions.

### **Grades:**

In accordance with CUNY policy, your grade in this course will reflect the following scale:

A	Excellent (90-100%)
B	Good (80-89%)
C	Satisfactory (70-79%)
D	Passing (60-69%)
F	Failure/Unsuccessful Completion of the Course (less than 59%)

### **Americans with Disabilities Act (ADA) Compliance:**

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



in this course, I must receive written verification of a student's eligibility from OAS, which is located at L66NB, and which can be reached at (212) 237-8031. It is your responsibility to initiate contact with OAS and to follow the established procedures for having the accommodation notice sent to me.

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

This syllabus spells out exactly what this course requires. In order for you to get the most out of the semester, I ask you to review this syllabus on a regular basis, complete the readings and assignments punctually, check your John Jay email regularly, come to class ready to learn, and participate respectfully in our discussions. In turn, I will be clear about my expectations, avoid wasting your time, answer all your questions about the requirements and material, grade your work respectfully, fairly, and promptly, foster an inclusive atmosphere where everyone feels comfortable participating, and provide you with everything that you need to succeed in this course. My job is to help you accomplish your goals.

### **Course Schedule**

#### Week 1

Welcome and Introduction: Who was Edward Said?

In class film: *Out of Place* (2006)

Reading: Moustafa Bayoumi, "The Year I Stopped Breathing: On Being Muslim and American in the Age of Trump," *The Nation*, January 29, 2018; and Lockman, 1-8.

### **I. Imperialism and the Making of the Modern Middle East**

#### Week 2

The Ottoman Empire and the Mediterranean World

Readings: Lockman, 9-65; *The Turkish Letters of Ogier Ghiselin de Busbecq, Imperial Ambassador at Constantinople, 1554-1562*, trans. Edward Seymour Forster (Oxford: Clarendon Press, 1968), excerpts; and Ahmad bin Qasim, "Book of the Protector," in Nabil Matar, ed. and trans., *In the Lands of the Christians: Arabic Travel Writing in the Seventeenth Century* (New York: Routledge, 2003), excerpts.

Homework: Use the link on Bb to look up one unfamiliar person, place, thing, or term in the *Oxford Bibliography of Islamic Studies*, and be ready to share this definition with the class.

#### Week 3

The Development of European Colonial Power after 1798

Readings: Lockman, 66-98; and Malek Alloula, *The Colonial Harem*, trans. Myrna and Wlad Godzich (Minneapolis: University of Minnesota Press, 1986), 3-26.

Homework: Use the link on Bb to find the chapter on Algeria in the *UNESCO General History of Africa*, and skim it. Be ready to share one important thing you learned with the class.

#### Week 4

The United States and the Middle East since 1914

Readings: Lockman, 99-147; and on Bb, watch the short film *Persian Story* (1952).

Homework: Use the link on Bb to look up one unfamiliar person, place, thing, or term in the *Oxford Encyclopedia of the Modern Middle East*, and be ready to share what you find with the class.

Extra Credit: Read Mona Damluji, "The Oil City in Focus: the Cinematic Spaces of Abadan in the Anglo-Iranian Oil Company's Persian Story," *Comparative Studies of South Asia, Africa, and the Middle East* 33, no. 1 (2013): 75-88. Tell the class what she says about the film.

End of Week 4

Take the Plagiarism Quiz on Bb

Very short readings: Roberto González, "The US Army's Serial Plagiarists," *Counterpunch*, May 1, 2015; and "In Their Own Words: A Field Guide to Accused Plagiarists' Public Statements," *Chronicle of Higher Education*, August 5, 2014.

## II. Edward Said and the History of Orientalism

Week 5

Reading *Orientalism*

Reading: Said, 1-9, 31-51; Lockman, 182-190; and vocabulary guide.

Due before class: On Bb, submit answers to focus questions on Said, Intro (I-II) and Chapter 1 (I) .

Extra Credit: Albert Hourani has a quote on the back cover of *Orientalism*. Do some light research online and tell us who he is.

Week 6

Case Study I: Napoleon's Invasion of Egypt

Reading: Said, 73-92; and vocabulary guide.

Due before class: On Bb, submit answers to focus questions on Said, Chapter 1 (III).

Week 7

Case Study II: Verdi, *Aida*, and Khedive Isma'il

Reading: Said, 166-197; Said, *Culture and Imperialism* (New York: Vintage, 1993), 111-130; and vocabulary guide.

Due before class: On Bb, submit answers to focus questions on Said, Chapter 2 (IV) and *Culture and Imperialism* excerpt.

Extra Credit: Watch Omar Duwaji, "Why Arabs And Muslims Aren't Exotic," *AJ+*, and then tell the class what *Aida* has in common with Cardi B's "Bodak Yellow" and Disney's *Aladdin*.

Week 8

*Orientalism* Today: Exploring the Conversation

Reading: Lockman, 190-201; and then read at least one of the following:

- a. Daniel Varisco, *Reading Orientalism: Said and the Unsaid* (Seattle: University of Washington, 2007), 3-28.
- b. Wael Hallaq, *Restating Orientalism: A Critique of Modern Knowledge* (New York: Columbia University Press, 2018), 1-26. ☹️
- c. Marcus Keller and Javier Irigoyen-García, "Introduction," in *The Dialectics of Orientalism in Early Modern Europe* (New York: Palgrave Macmillan, 2018), 1-16.
- d. John-Paul Ghobrial, "The Archive of Orientalism and its Keepers," *Past and Present* 230, supplement 11 (2016): 90-111. ☹️

Due before class: On Bb, submit answers to focus questions on your additional reading(s).

## Week 9

### Critiques of Orientalists by “Traditional Intellectuals”

Reading: Choose and read one chapter from Susanna Heschel and Umar Ryad, eds., *The Muslim Reception of European Orientalism: Reversing the Gaze* (New York: Routledge, 2018); or read Messay Kebede, “Asres Yenesew and the West,” *Diogenes* 59, no. 3-4 (2014): 60-71.

Homework: Look up one key person, thing, or term from your reading using one of the specialist reference works we have examined so far.

In class: In a formal six minute presentation, tell us what you read and what you think about it.

## End of Week 9

First short essay due: Using your answers to the focus questions as your foundation, write a 1000 word essay that summarizes the arguments of Said and at least two of the other things you read. Your essay must present three claims from each author, and it must include at least four quotes with citations.

## IV. Orientalism Today

### Week 10

#### The Clash of Civilizations Debate

Readings: Lockman, 215-236; Samuel Huntington, "The Clash of Civilizations," *Foreign Affairs* (1993): 22-48; Fatima Mernissi, "Palace Fundamentalism and Liberal Democracy," and Edward Said, "The Clash of Definitions," both in *The New Crusades: Constructing the Muslim Enemy*, ed. Emran Qureshi and Michael Sells (New York: Columbia University Press, 2013), 51-87.

### Week 11

#### Orientalism, Islamophobia, and the Global War on Terror

Readings: Alsultany, read the introduction and two chapters of your choice.

In class: Six minute presentation on one of your chapters and what you think about it.

## End of Week 11

Second short essay due: Write a 1000 word essay that summarizes the arguments of Huntington, Mernissi, Said, and Alsultany. Your essay must present at least two claims from each author, and it must include at least four quotes with citations. Conclude your essay with a counter-argument addressing one of the authors.

### Week 12

#### Experts and the Global War on Terror: Anthropologists and Counterinsurgency

Readings: Montgomery McFate, "Mind the Gap: Bridging the Military/Academic Divide," in *Social Science Goes to War: The Human Terrain System in Iraq and Afghanistan*, ed. Montgomery McFate and Janice Laurence (New York: Oxford University Press, 2015), 45-90; and Hugh Gusterson, "Militarizing Knowledge," and Roberto González, "Embedded," both in *The Counter-Counterinsurgency Manual, or Notes on Demilitarizing American Society* (Chicago: Prickly Paradigm Press, 2013), 39-58, 97-114.

In class: excerpts from the film *Dirty Wars* (2013).

## V. Research Project

Week 13

Library Workshop

- a. How Researchers use Specialist Reference Works
- b. Middle East Studies Resources in the John Jay Library
- c. How to Come Up With a Research Project

Reading: James De Lorenzi, "The Orientalist on Trial: Enrico Cerulli and the United Nations War Crimes Commission," *Northeast African Studies* 18, no. 1/2 (2018): 165-200.

End of Week 13

Submit bibliography for research project

Week 14

Individual conferences to discuss research projects

Research presentations

Week 15

Last Day of Exam Week - Research project due

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

## New Course Proposal Form

Date Submitted: **1.20.21**

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

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

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

Name: **Susannah Crowder**  
Email address(es) **scrowder@jjay.cuny.edu**  
Phone number(s) **212-237-8304**

2. a. **Title of the course:** **Forbidden Love: Cultural and Social Perspectives**

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

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

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

**The reading and writing assignments are challenging, and require the higher-level academic skills that students gain in ENG 101. The assignments are scaffolded and prepare students for the complex independent assignments in 300-level courses. Assigned readings are at once substantial and appealing to General Education students.**

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

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

**This 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 experience and impact of forbidden love upon individuals within society (and the reverse) and is consonant with the College's mission and its focus on criminal and social justice education. Because the assignments explore varied topics, including historical phenomena, legal systems, race and racism, gender and sexuality, and disability studies, this course prepares students for more**

advanced work in many majors: e.g., History, English, Gender Studies, Anthropology, and Psychology.

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.)

**Love is an experience that is intensely personal and individual, yet is shaped, governed, and judged by society as a whole. Forbidden love, in particular, demonstrates this apparent contradiction through its capacity to simultaneously reveal and challenge the taboos, transgressions, and/or subversions of a culture. This course will examine examples of forbidden love from different times and places, using texts from the humanities, the arts, and the social sciences to understand how larger social, cultural, and legal frameworks have an impact on the lives of individuals, and how forbidden love enables those individuals to reshape their environments in turn.**

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

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

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

No  Yes. If yes, then please provide:

- a. Semester(s) and year(s): Spring 2006, Spring 2011
- b. Teacher(s): Amy Green and Susannah Crowder
- c. Enrollment(s): 30
- d. Prerequisites(s): none

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

**Students will:**

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

- **Articulate and assess ethical views and their underlying premises.**
- **Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making**

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

\_\_\_\_\_ No      **X** Yes

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

**Minor in Interdisciplinary Studies, electives section**

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

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

**Flexible Core:**

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

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

**This course fulfills the learning goals of the “Individual and Society” section of the Flexible Core by exploring the cultural and social impact of forbidden love upon individuals and the societies in which they live. By examining a variety of texts from the humanities, the arts, and the social sciences texts that consider forbidden love from diverse theoretical, creative, and legal perspectives, students will gain understanding of individuals situated within specific cultural, social, and historical contexts. Forbidden love helps us understand the relationship between individuals and their society, as well as between societies and individuals.**

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

**Assessment in all ISP courses is both formative (i.e. ongoing, in shaping pedagogy) and summative (final and evaluative of the students' performance as a whole). For this course, student assessment will take place through:**

- Gather, interpret, and assess information from a variety of sources and points of view. Students will read and compare/contrast differing perspectives on the impact of race on forbidden love: they will interpret and assess material from the pre-modern and modern eras in a short paper analyzing the Annette Gordon-Reed, Phyl Newbeck, and Trevor Noah readings. (Weeks 2-4)

- Evaluate evidence and arguments critically or analytically. Orally and in writing, students will identify, debate, and evaluate the evidence that supports the assigned authors' arguments. Through an in-class exercise, for example, students will analyze and evaluate the visual and anecdotal evidence offered by Jamison Hill and Len Collin for the impact of forbidden love on people with disabilities. (Week 5)

- Produce well-reasoned written or oral arguments using evidence to support conclusions. Through discussions, debates, class presentations, and written assignments, students will use evidence from their research and the readings to devise and support their own arguments about the effects of forbidden love on society. They will, for example, create a final project in which they research, articulate, and explain the impact of an example of forbidden love on the lovers, their immediate cultural milieu, and contemporary society. (Weeks 11, 13, and 15)

- Examine how an individual's place in society affects experiences, values, or choices. In their reading, written work, and class activities, students will examine the effects of religion and cultural context on an individual's choices and beliefs about forbidden love. They will, for example, compare and contrast Rajaa Alsanea's *Girls of Riyadh* with Sebastián Leilio's *Disobedience*, exploring how religious and cultural context can affect the experiences and choices of young Muslim and Jewish women. (Weeks 9 and 10)

- Articulate and assess ethical views and their underlying premises. Students will define, compare/contrast, and critique the ethical and moral issues raised by the practice of rewriting and revising "classic" examples of forbidden love. As a class exercise, for example, students will role play conversations between Shakespeare/Jerome Robbins and Emily Brontë/Julia Quinn, defending the ethical model presented in their own work and critiquing the others' premises (Weeks 11-13)

- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. Students will examine local and national ideologies as they relate to marriage equality. They will research and present specific examples of legal, cultural, and/or creative representations from different times and places in the history of the United States, analyzing the long-term impact of these examples upon the decision-making of both individuals and the larger society. (Weeks 6 and 8)



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

Yes **X** No \_\_\_

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: **1.19.21**

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

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

\_\_\_ No

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

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

\_\_\_ Not applicable

\_\_\_ No

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

The proposal was shared with Prof. Katherine Stavrianopoulos of the Counseling and Human Services Department who offers a course in Intimate Relationships. She did not see this course as duplicative of her course.

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

No

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

19. Approvals:



Katie Gentile

\_\_\_\_\_  
Chair, Proposer's Department



Richard Haw

\_\_\_\_\_  
Major or Minor Coordinator (if necessary)

## CUNY Common Core Course Submission Form

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

College	John Jay
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ISP 2ZZ (246)
Course Title	Forbidden Love: Cultural and Social Perspectives
Department(s)	Interdisciplinary Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Love is an experience that is intensely personal and individual, yet is shaped, governed, and judged by society as a whole. Forbidden love, in particular, demonstrates this apparent contradiction through its capacity to simultaneously reveal and challenge the taboos, transgressions, and/or subversions of a culture. This course will examine examples of forbidden love from different times and places, using texts from the humanities, the arts, and the social sciences to understand how larger social, cultural, and legal frameworks have an impact on the lives of individuals, and how forbidden love enables those individuals to reshape their environments in turn.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course    revision of current course    a new course being proposed

### CUNY COMMON CORE Location

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

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

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

### II. Flexible Core (18 credits)

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

<b>D. Individual and Society</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will read and compare/contrast differing perspectives on the impact of race on forbidden love: they will interpret and assess material from the pre-modern and modern eras in a short paper analyzing the Annette Gordon-Reed, Phyl Newbeck, and Trevor Noah readings. (Weeks 2-4)	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Orally and in writing, students will identify, debate, and evaluate the evidence that supports the assigned authors' arguments. Through an in-class exercise, for example, students will analyze and evaluate the visual and anecdotal evidence offered by Jamison Hill and Len Collin for the impact of forbidden love on people with disabilities. (Week 5)	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
Through discussions, debates, class presentations, and written assignments, students will use evidence from their research and the readings to devise and support their own arguments about the effects of forbidden love on society. They will, for example, create a final project in which they research, articulate, and explain the impact of an example of forbidden love on the lovers, their immediate cultural milieu, and contemporary society. (Weeks 11, 13, and 15).	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
In their reading, written work, and class activities, students will examine the effects of religion and cultural context on an individual's choices and beliefs about forbidden love. They will, for example, compare and contrast Rajaa Alsanea's <i>Girls of Riyadh</i> with Sebastián Leillio's <i>Disobedience</i> , exploring how religious and cultural context can affect the experiences and choices of young Muslim and Jewish women. (Weeks 9 and 10)	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
Students will define, compare/contrast, and critique the ethical and moral issues raised by the practice of rewriting and revising "classic" examples of forbidden love. As a class exercise, for example, students will role play conversations between Shakespeare/Jerome Robbins and Emily Brontë/Julia Quinn, defending the ethical model presented in their own work and critiquing the others' premises (Weeks 11-13)	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
Students will examine local and national ideologies as they relate to marriage equality. They will research and present specific examples of legal, cultural, and/or creative representations from different times and places in the history of the United States, analyzing the long-term impact of these examples upon the decision-making of both individuals and the larger society. (Weeks 6 and 8)	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

## Forbidden Love: Cultural and Social Perspectives

Professor Susannah Crowder  
 Email: [scrowder@jjay.cuny.edu](mailto:scrowder@jjay.cuny.edu)  
 Office: 06.65.02 NB  
 Phone: 212-237-8304  
 Office Hours: TBD

**John Jay College of Criminal Justice**  
**Interdisciplinary Studies Program**  
**ISP 246**  
**Time: TBD**

**Fall 2021**  
**[www.facebook.com/JohnJayISP](http://www.facebook.com/JohnJayISP)**  
**Forbidden Love**  
**Room TBD**

### Course Description

Love is an experience that is intensely personal and individual, yet is shaped, governed, and judged by society as a whole. Forbidden love, in particular, demonstrates this apparent contradiction through its capacity to simultaneously reveal and challenge the taboos, transgressions, and/or subversions of a culture. This course will examine examples of forbidden love from different times and places, using texts from the humanities, the arts, and the social sciences to understand how larger social, cultural, and legal frameworks have an impact on the lives of individuals, and how forbidden love enables those individuals to reshape their environments in turn.

### Course Goals and Objectives:

Students will:

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

### Required Reading:

All readings for the course are available through Blackboard. This course will also require students to stream several videos. Links to those will also be available on Blackboard as well.

### Schedule:

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

**Week 1**      **Introduction: What is Forbidden Love?**  
**(Philosophical, Cultural, and Social Constructs)**  
 Reading:      Simon May, *Love: A Secret History*, Yale University Press, 2011 (pp. 1-37, 235-55)  
                  Irving Singer, *The Nature of Love*, Vols. II & III, MIT Press, 2009 (II.2-18, 82-88; III.3-8, 438-40)

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**Week 2**      **Forbidden "Love", Consent, and Race**  
**(Enslaved People, Power, and Agency)**  
 Reading:      Annette Gordon-Reed, *Thomas Jefferson and Sally Hemings: An American Controversy*,

University of Virginia Press, 1998 (Parts A & B)

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**Week 3**            **Forbidden Love and Race, Pt. 2**  
**(United States' Anti-Miscengenation Laws)**

Reading: Phyl Newbeck, *Virginia Hasn't Always Been for Lovers: Interracial Marriage Bans and the Case of Richard and Mildred Loving*, Southern Illinois UP, 2004 (pp. 1-54, 214-224)

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**Week 4**            **Forbidden Love and Race, Pt. 3**  
**(Apartheid Laws and their Cultural Aftereffects)**

Reading: Trevor Noah, *Born a Crime: Stories from a South African Childhood*, 2016 (pp. 3-111)

**\*\*\*Formal Paper #1 Due: Comparing and Contrasting the Impact of Race\*\*\***

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**Week 5**            **Forbidden Love and Disability**  
**(Sexuality, Intimacy, and Legal Rights)**

Reading: Jamison Hill, "Love Means Never Having to Say... Anything", in *Disability Visibility: First-Person Stories from the Twenty-First Century*, Random House, 2020, pp. 262-6

Watching: *Sanctuary* (dir. Len Collin, 2016)

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**Week 6**            **Heterosexual Forbidden Love**  
**(Marriage, Love, and the Western Philosophical Tradition)**

Reading: Plato, *The Symposium* (Pausanias' speech, Socrates/Diotima's speech)

**\*\*\*In-Class Presentation Preparation: Annotated Bibliography Due\*\*\***

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**Week 7**            **LGBTQ Forbidden Love, Pt. 1**  
**(Libel Laws, Social Class, and Sexuality)**

Reading: Moisés Kaufman, *Gross Indecency*, Dramatists Play Service, 1997

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**Week 8**            **LGBTQ Forbidden Love, Pt. 2**  
**(Social Exclusion, Community, and Found Families)**

Readings: Mahesh Dattani, *On a Muggy Night in Mumbai*, Penguin, 2013

**\*\*\*In-Class Presentations\*\*\***

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**Week 9**            **Forbidden Love and Religion, Pt. 1**  
**(Social Class and Courtship Practices)**

Reading: Rajaa Alsanea, *Girls of Riyadh*, Penguin, 2005

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**Week 10**          **Forbidden Love and Religion, Pt. 2**  
**(Sexual Orientation and Family Dynamics)**

Watching: *Disobedience* (dir. Sebastián Lelio, 2017)

**\*\*\*Formal Paper #2 Due: Comparing and Contrasting the Impact of Religion\*\*\***

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**Week 11**      **Updating the “Classics” of Forbidden Love, Pt. 1  
(Social Identity and Social Status)**  
 Reading:        William Shakespeare, *Romeo and Juliet* (Acts I and II)  
 Watching:        *West Side Story* (dir. Jerome Robbins, 1961)

\*\*\*Final Project Stage 1 Due\*\*\*

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**Week 12**      **Updating the “Classics” of Forbidden Love, Pt. 2  
(Race, Romance, and Class)**  
 Reading:        Emily Brontë, *Wuthering Heights* (Chs. 1-12)

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**Week 13**      **Updating the “Classics” of Forbidden Love, Pt. 3  
(Race, Romance, and Consent)**  
 Reading:        Julia Quinn, *The Duke and I*, Avon, 2000 (Chs. 1-10)  
 Watching:        *Bridgerton*, Season 1, Episode 1 (2020)

\*\*\*Final Project Stage 2 Due\*\*\*

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**Week 14**      **Conclusions**

For this week, there are no additional readings assigned – instead, keep working on your final project. We’ll use our class time to discuss and reflect upon what we have learned over the course of the semester.

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**Week 15**      **Final Project Due**

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## Course Requirements

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

- 1) **Informed Class Participation:** Classes will be run as discussions, not lectures. You must attend class having completed all reading assignments. You will be expected to engage fully in class discussions. The quality of your class participation will affect your final grade.
- 2) **Formal Papers:** Students are required to complete two short analytical papers. One of the short papers will compare and contrast the impact of race in the readings under discussion in Weeks 2-4. The other will compare and contrast the impact of religion in the reading and film for Weeks 9-10. Due dates are clearly listed in the course schedule above. Papers are due at the beginning of class; please note that papers will be marked down 1 point for each day they are late.
- 3) **In-Class Presentations:** Popular attitudes toward marriage equality have changed rapidly in the United States over the past two decades. For this assignment, students will research an aspect of legal, cultural, or creative representation from a specific point in U.S. history and present their findings to the class. Specific details may be found on the assignment sheet; please note that you will turn in your annotated bibliography in advance.
- 4) **Final Project:** All students will undertake a final project based around a famous example of forbidden love. This project will draw on all the skills and insights you have learned this semester. Each student will need to pick a well-known example of forbidden love, either fictional or real. You will research your example, contemporary reactions, and the ways in which the events or their representation affected the society as a whole. Please consult the assignment sheet for more details; please note that you will select your topic and turn in your outline in advance.

- 5) **Quizzes:** These will be unannounced, and always during the first 5 minutes of class or the first 5 minutes after the break, and always on the assigned reading for the day. Quizzes will test your basic knowledge of the assigned reading. Some quizzes may take the form of short response papers.
- 6) **Academic Integrity:** Plagiarism is the presentation of somebody else’s ideas as your own; this includes material taken from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. Plagiarism and cheating may result in a final course grade of D- and/or disciplinary action. If you are unsure of what constitutes plagiarism, please consult with your professors or the Writing Center. See John Jay statement on plagiarism:
- “Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.” **From the John Jay College Bulletin.**
- 7) **Writing Tutors:** Students who want to take their writing to the next level and earn better grades are encouraged to consult the professor and visit the John Jay Writing Center. The Writing Center is a free tutorial service available to all students enrolled in the college. Appointments can be made online at <http://www.jjay.cuny.edu/writing-center>.
- 8) **Problems?:** If you have any difficulties with the course—big or small—please consult with Professor Crowder. If you don’t feel comfortable talking to me, you should contact our department chair, Professor Katie Gentile ([kgentile@jjay.cuny.edu](mailto:kgentile@jjay.cuny.edu)). Please remember, ISP’s staff and faculty are here to ensure your academic success.

## Grading

Final grades will be based upon the following:

Attendance and informed class participation	15%
Quizzes	10%
Formal Paper #1	15%
Formal Paper #2	15%
In-Class Presentation	20%
Final Project	25%

## Grading Criteria

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

## Attendance and Class Conduct

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

Students with a documented, ongoing serious physical or mental health issue—which may affect their attendance—should speak with the professor to make accommodations.

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



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

## Course Revision Form

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Date Submitted: Dec. 15, 2020

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):

Name(s): Dr. Jennifer Rosati  
 Email(s): jrosati@jjay.cuny.edu  
 Phone number(s): 1-212-393-6868

3. Current number and title of course: Bio 102 (Paced Modern Biology II)

4. Current course description:

This course is intended for students who are majoring in Forensic Science, Cell and Molecular Biology, and Toxicology; and/or minoring in Biology. Paced Modern Biology 1-B is the second course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-B include gene structure, function, and regulation. In the laboratory students will learn basic laboratory skills and experimental techniques, including measurement, identification of macromolecules, genetic crosses, and forensic DNA analysis.

a. Number of credits: 3

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

c. Current prerequisites: BIO 101 and; majoring in Cell and Molecular Biology, Forensic Science or Toxicology or minoring in Biology

5. Describe the nature of the revision (what are you changing?): remove the phrase “majoring in Cell and Molecular Biology, Forensic Science or Toxicology or minoring in Biology” in course description and prereqs.

6. Rationale for the proposed change(s): Many students can take Bio 102 that is not limited to being in the Forensic Science Program (science minors, Toxicology majors, CMB majors, pre-health students). This admission requirement and placement is reviewed when students register in Bio 101.

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

a. Revised course description:

**Paced Modern Biology 1-B is the second course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-B include gene structure, function, and regulation. In the laboratory students will learn basic laboratory skills and experimental techniques, including measurement, identification of macromolecules, genetic crosses, and forensic DNA analysis.**

b. Revised course title: N/A

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **BIO 101**

8. Enrollment in past semesters: ~48 Students in Fall; ~72-96 in spring

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

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

This course is already a STEM variant for the Required Core: Life and Physical Sciences or the Flexible Core: Scientific World areas of Gen Ed.

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: December 15, 2020

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

Dr. Jennifer Rosati (FOS Major Coordinator)

Dr. Shu-Yuan Cheng (Department Chair)

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

## Course Revision Form

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Date Submitted: Dec 7, 2020

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):

Name(s): Yi He  
 Email(s): yhe@jjay.cuny.edu  
 Phone number(s): 212-484-1314

3. Current number and title of course: CHE 321 Instrumental Analysis II

4. Current course description:

Introduction to instrumental analysis of physical evidence. Emphasis on the theory and use of those analytical instruments commonly found in forensic and other quantitative industrial and clinical laboratories. Laboratory methods include ultraviolet and infrared spectrophotometry, emission spectrography, X-ray diffractometry, thin-layer and gas chromatography and the use of electronic test equipment for troubleshooting.

a. Number of credits: 4

b. Number of class hours (please specify if the course has lab hours): 9.5 hours ( 1.5 hours lecture, 8 hours laboratory each week).

c. Current prerequisites: ENG 201, CHE 104, CHE 201-CHE 202, CHE 220, PHY 204, MAT 242, CHE 302

5. Describe the nature of the revision (what are you changing?): Pre-requisite for this course should be CHE 320 Instrumental Analysis I.

6. Rationale for the proposed change(s):

CHE 320-321 is meant to be taken in the numerical sequence. Students apply knowledge gained from CHE 320 (Hands-on instrumentational skills, scientific documentation, and background knowledge of UV-vis, IR spectroscopy and gas chromatography, etc.) to CHE 321 and students

who try to take CHE 321 without CHE 320 as a prerequisite risk failing the course because both lecture concepts and laboratory exercises build from the CHE 320 course.

For example, CHE 321 has a capstone project in which students analyze a general unknown sample consisting multiple solvents and drugs. In order to successfully complete the task, students are expected to use knowledge and hands-on instrumental skills learned from both semesters. Without attending CHE 320, Student's performance in CHE 321 will be highly risked due to lack of sufficient laboratory training and preparation. I also teach CHE 321 with an assumption that students are equipped with knowledge gained from CHE 320.

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

- a. Revised course description: N/A
- b. Revised course title: N/A
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- d. Revised learning outcomes N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: N/A
- g. Revised number of hours: N/A
- h. Revised prerequisites: **ENG 201 and CHE 320**

8. Enrollment in past semesters: N/A

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 17 2020

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

Dr. Shu-Yuan Cheng, Chair

Dr. Angelique Corthals, Chair of the Science Dept Curriculum Committee

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

## Course Revision Form

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Date Submitted: Dec 7 2020

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):

Name(s): Linda Rourke  
 Email(s): lrourke@jjay.cuny.edu  
 Phone number(s): -

3. Current number and title of course: **FOS 416 Forensic Science Laboratory II**

4. Current course description:

Introduction to laboratory examinations of physical properties for the identification and individualization of such materials as glass, fibers, hair, paint, and soil. Examination of bullets and latent fingerprints. Detection and characterization of dried blood. Identification of dangerous drugs and narcotics. Scientific photography.

a. Number of credits: 4

b. Number of class hours (please specify if the course has lab hours): 2 hours lecture, 8 hours laboratory each week

c. Current prerequisites: ENG 201, CHE 104, CHE 201-CHE 202, CHE 315, CHE 320-321, PHY 203-PHY 204, and FOS 313

5. Describe the nature of the revision (what are you changing?): Pre-requisite for FOS 416 should only be FOS 415.

6. Rationale for the proposed change(s):

FOS 415-416 is meant to be taken in the numerical sequence. Students apply knowledge gained from FOS 415 (polarized light microscopy, evidence handling, scientific documentation, photography, etc.) to FOS 416 and students who try to take FOS 416 without FOS 415 as a

prerequisite risk failing the course because both lecture concepts and laboratory exercises build from the FOS 415 course. For example, FOS 416 has a capstone exercise in which students assess an article of clothing from a mock crime scene and analyze the trace evidence from that article of clothing. The article of clothing will contain evidence analyzed in FOS 415 as well as FOS 416. You can see where a student will do poorly if they try to take FOS 416 before they take FOS 415. I also teach FOS 416 with an assumption of knowledge gained from FOS 415.

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

- a. Revised course description: N/A
- b. Revised course title: N/A
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- d. Revised learning outcomes N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: N/A
- g. Revised number of hours: N/A
- h. Revised prerequisites: **ENG 201 and FOS 415**

8. Enrollment in past semesters: N/A

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 17 2020

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

Dr. Shu-Yuan Cheng, Chair

Dr. Angelique Corthals, Chair of the Science Dept Curriculum Committee

**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: January 7, 2021

1. Name of Department or Program: Humanities and Justice Program

2. Contact information of proposer(s):

Name(s): Allison Kavey

Email(s): [akavey@jjay.cuny.edu](mailto:akavey@jjay.cuny.edu)

Phone number(s): 212-237-8819

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

**HJS 315 Research Methods in Humanities and Justice Studies**

4. Current course description:

An introduction to the methods by which the humanities define, research, and investigate problems, this course is the third course of five that make up the required core of the major in Humanities and Justice. It introduces the student to methods of inquiry in the three primary disciplines of the major: history, philosophy and literature. The logic, design and execution of the research process are considered, as well as the appropriate respective uses of primary and secondary sources. Electronic and non-electronic research aids will be examined, as will the research strategies most commonly employed by practicing historians, literary critics, and philosophers.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, all reading/writing skill courses, completion of a general education requirement course in history, literature, and philosophy, and completion of or enrollment in HJS 250

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

6. Rationale for the proposed change(s): Current pre-requisites are vague and unenforceable.

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; and HJS 250 or HJS 310**

8. Enrollment in past semesters: F20: 1; S20: 8; F19: 1; S19: 12

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: January 7, 2021

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

Allison Kavey



**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: 1/4/21

1. Name of Department or Program: ENGLISH

2. Contact information of proposer(s):

Name(s): Jay Gates  
 Email(s): jgates@jjay.cuny.edu  
 Phone number(s):

3. Current number, title, and abbreviated title of course: **LIT 260 Introduction to Literary Study**

4. Current course description:

Introduction to Literary Study teaches the skills needed to study literature with understanding and pleasure. Students will learn strategies for reading, interpreting, criticizing, and writing about complex literary works. Through studying short stories, poetry, plays, and a novel, students ascertain the defining characteristics of literary genres, develop a working vocabulary of literary terms, and advance their ability to write critical essays on literary texts.

- a. Number of credits: **3**
- b. Number of class hours (please specify if the course has lab hours): **3**
- c. Current prerequisites: **ENG 101**. Pre-requisite or co-requisite: **Any 200-level or above LIT course**

5. Describe the nature of the revision: **CHANGE OF PREREQS**

6. Rationale for the proposed change(s):

We are removing the co-requisite option from this course due to CUNYFirst challenges in implementing it. We are making any LIT course a prerequisite. This will allow upper freshman who have taken a LIT first-year seminar course eligible to register for it and also allow more flexibility for transfer students to register for it seamlessly. LIT 260 is the gateway course for the English major.

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

- a. Revised course description: N/A
- b. Revised course title: N/A
- c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A
- d. Revised learning outcomes: N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: N/A
- g. Revised number of hours: N/A
- h. Revised prerequisites: **ENG 101 and ANY LIT COURSE**

8. Enrollment in past semesters: **80-100 students per semester**

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: **January 8, 2021**

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

**Jay Gates**

## JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

Undergraduate Curriculum and Academic Standards Committee

**Course Revision Form**

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(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](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: **4/7/2020**

1. Name of Department or Program: **Criminal Justice Management (CJM)**

2. Contact information of proposer(s):

Name(s): **Henry Smart**

Email(s): **hsmart@jjay.cuny.edu**

Phone number(s): **212-393-6865**

3. Current number and title of course: **PAD 348 – Justice Planning and Policy Analysis**

4. Current course description:

**Review of techniques of planning, decision making and implementation of change in the justice system. Survey of methods available for identifying needs, managing short- and long-term plans, and systematically monitoring change. Overview of problem areas involving the interface between discrete components of the justice system.**

a. Number of credits: **3**

b. Number of class hours (please specify if the course has lab hours): **3, no lab**

c. Current prerequisites: **ENG 201, and CRJ 101 or CJBS 101, and PAD 121 or PAD 241**

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

- **Revised course title and prefix**
- **Revised course description**
- **Revised learning outcomes**

- Revised prerequisites
- Revised the focus of major assignments

6. Rationale for the proposed change(s):

**In its current form, the course introduces students to policy analysis and program evaluation. While these two topics are somewhat related, they are usually taught independent of each other. Moreover, the development of skills in program evaluation is more aligned with the aims of the CJM program.**

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

a. Revised course description:

**This course will provide students with the basic skills to design and evaluate strategic and operational plans for criminal justice programs. Students will explore available methods for identifying needs, managing short- and long-term plans, and systematically monitoring change. In addition, students will learn how to analyze information and design appropriate courses of action to address management challenges.**

b. Revised course title: **CJM 348 Justice Planning and Program Evaluation**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Just Plan & Prog Eval**

d. Revised learning outcomes

- 1. Analyze and synthesize information and use analytical approaches in designing appropriate courses of action for management related problems in criminal justice agencies.**
- 2. Formulate basic planning, decision-making and management activities for public, private, or nonprofit criminal justice organizations.**
- 3. Evaluate, generate and communicate information to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online platforms.**

e. Revised assignments and activities related to revised outcomes

**In their current form, the final exam and demonstration memorandums allow students to opt between the execution of a policy analysis or a program evaluation. With the proposed change, the final exam and the demonstration memorandums will focus on the conduct of a program evaluation. Students no longer have the option to conduct a policy analysis.**

f. Revised number of credits: **NA**

g. Revised number of hours: **NA**

h. Revised prerequisites: **ENG 201, CJM 300 Research Methods**

8. Enrollment in past semesters:

Fall 2018	Spring 2019	Fall 2019	Spring 2020
39	44	46	33

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 \_\_\_\_\_ 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: 11/2019

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

**Denise Thompson and Warren Eller**



**John Jay College of Criminal Justice  
Department of Public Management  
524 W. 59<sup>th</sup> Street, New York, NY 10019**

**Syllabus for Justice Planning and Program Evaluation – CJM 348  
HYBRID**

**Professor:** \_\_\_\_\_

**Office Location:** \_\_\_\_\_

**Website/Bio:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Office Hours:**

Day	Mode	Drop-In	By Appointment

### I. Course Description

This course will provide students with the basic skills to design and evaluate strategic and operational plans for criminal justice programs. Students will explore available methods for identifying needs, managing short- and long-term plans, and systematically monitoring change. In addition, students will learn how to analyze information and design appropriate courses of action to address management challenges.

*Prerequisites: ENG 201, CJM 301*

### II. Learning Outcomes

1. Analyze and synthesize information and use analytical approaches in designing appropriate courses of action for management related problems in criminal justice agencies.
2. Formulate basic planning, decision-making and management activities for public, private, or nonprofit criminal justice organizations.
3. Evaluate, generate and communicate information to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online platforms.

### III. Grading

Component/Requirement	Learning Objective(s)	Points Towards Final Grade
a. Recap Discussion	3	5
b. Participation	N/A	15
c. In-class Quizzes (2)	1, 2	10
d. Tweets (5)	2, 3	10
e. Weekly Tasks (10)	1,2	10
f. Demonstration Memos (3)	1,2,3	30
g. Final Exam	1,2, 3	20
Max points = 100		

#### IV. Graded Components and Expectations

- a) **Recap Discussions.** At the end of our first session, I will circulate a sign-up sheet. Each student will sign-up to co-lead a recap discussion.

**Expectation:** The recap(s) should be accurate and brief. The discussion should highlight the major themes from the literature and/or the class discussion. The co-leaders should also try to pose questions that will encourage others to engage. In the discussion, co-leaders should demonstrate that they have a general understanding of the material covered in the prior week (recap).

- b) **Participation Policy.** Students are required to attend each of the scheduled sessions. If you need to miss a class, please submit your request for an excused absence via email at least 24 hours before class. An example of an excusable absence would be a debilitating injury or illness or the death of an immediate family member. Within two hours of receipt of your request to be excused, I will inform you of my decision. When applicable, you and I will design an appropriate makeup assignment. An excused absence, coupled with the timely submission of the makeup assignment, will not adversely impact your grade.

**Expectation:** It is your responsibility to inform the instructor of an anticipated absence. A lack of effort to provide notice of an absence will adversely impact your grade. If you miss a session of class, it is your responsibility to contact the instructor to design the make-up assignment. Make-up assignments are due prior to the start of the next class.

- c) **In-Class Quizzes.** For Weeks 6 and 9, we will forego the recap discussion and replace it with a collaborative/group quiz which will be administered via an online survey. On these days, be sure to bring a personal electronic device (i.e., cell phone, tablet, laptop).

**Expectation:** For this class, there is no “I” in quiz. You will take part in two in-class quizzes. The quizzes will consist of five multiple-choice questions. You are allowed to discuss each question with your classmates before selecting your answer. If you miss a quiz, you will receive a zero for that quiz. There are exceptions to this rule, however, you should speak with the instructor beforehand to discuss your situation...not afterwards.

- d) **Tweeting.** By 7 p.m. on select Sundays, I will post a link to an online resource. An example of a “resource” would be a podcast, a YouTube video or a journal article. Once you have reviewed the resource, post a tweet using the course hashtag (#####). You should aim to have the assigned reading for the week completed before you tweet.

**Expectation:** First, review the resource. Then, tweet your reaction. At a minimum, your tweet should cover two points: 1) How does the resource relate to the course content that we have covered thus far; and 2) what did you learn from it? You are welcome to add additional tweets to your thread, however, keep the tweet you are submitting for a grade between 140 and 280 characters. Be sure to include the course hashtag (#####) in your tweet(s). No hashtag = 0 points. If you do not post your tweet before the deadline, you will receive no credit.

- e) **Weekly Tasks.** Weekly tasks are due two days prior to our in-person session. An example task might be to read a posted journal article and provide your response to the article.

**Expectation:** You are expected to use the syllabus as a general guide to determine if there are weekly tasks due. However, you should also check Blackboard. Blackboard will have a more detailed explanation of the weekly tasks under the discussion board

which entitled “Weekly Tasks”. You are expected to complete each task on time. If you foresee an issue with completing a task on time, you should make arrangements with me prior to the due date for the task(s).

- f) **Demonstration Memos.** These memorandums are mini assignments that will be used to determine if you are grasping the course material. There are three memorandums and each is worth 10 points.

**Expectation:** You are expected to use the provided prompt/guidance to complete the demonstration memos. Each memo should be typed using MS Word, one page, single-spaced, in Times Roman font with one-inch margins all around. You will be graded on your ability to follow instructions and your ability to demonstrate your general understanding of a topic such as *Defining the Problem*.

- g) **Final Exam.** The final exam is an individual effort. Details about the final will be provided to you later in the semester.

## V. Session Format

Except for holidays, we will meet each week for approximately two hours. Our sessions will assume some version of the following format: 1) students will start each session with a 10-minute *recap* of the previous week; 2) the instructor will provide a semi-structured lecture; and 3) everyone will participate in practical application exercises or content review (e.g., Twitter posts, case reactions).

## VI. Required Text

Welsh and Harris (2016). *Criminal Justice Policy and Planning: Planned Change*. New York: Routledge.  
Note: Lost cost options are available via Amazon.com. Be sure to purchase the 5<sup>th</sup> edition.

## VII. Additional Course Materials

If there is additional course material (e.g., readings, lecture slides) for a specific class session, the materials will be posted in the “Additional Materials” folder on Blackboard.

## VIII. Our Tools

**Twitter** – As outlined above, we will use Twitter as a reaction platform for the online component of the course. If you are unfamiliar with Twitter, please watch this tutorial: <https://goo.gl/br4Pmv>.

**Blackboard** – Any instructions, prompts or assignments not listed on the syllabus in detail will be posted to Blackboard. If you are not familiar with Blackboard, please bring this to my attention at the start of the course. I will point you to a few resources to help familiarize you with the platform.

## IX. Academic Integrity and Plagiarism

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

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



as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation” (Source: JJC’s Undergraduate Bulletin).

**Note: Blackboard’s SafeAssign will be used to check writing assignments for plagiarism.**

## **X. Accommodations**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS, which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Please review [John Jay’s](#) policy and [CUNY’s](#) procedures for implementing reasonable accommodations and academic adjustments.

## **XI. Inclement Weather**

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

Course Schedule

Week	Topics/Themes	Date	Review & Reading	Weekly Tasks / Items Due
#1	Introductions		Review: course syllabus	Blackboard - Complete and post the "Introduce Me" assignment to Blackboard (BB) by 5 p.m. on [redacted]. (Weekly Task #1)
			Reading: Welsh & Harris, Introduction chapter, pgs. 1-30	Bring a copy of your 1 <sup>st</sup> BB post/assignment (Introduce Me) to class.
#2	Defining the Problem			
			Review: Welsh & Harris, Introduction, pgs. 1-30	Weekly Task #2 & Twitter Task #1- Read the BB discussion thread for this week and follow the instructions. #PAD348F19
#3	Analyzing the Problem		Reading: Welsh & Harris, Ch. 1, pgs. 35-52	
			Review: Welsh & Harris, Ch. 1, pgs. 35-52	1) Blackboard - Post Memo #1: <i>Problem Statement</i> by 11:59 p.m. on [redacted]. 2) Weekly Task #3, Crowded Prison
#4	Goals & Objectives		Reading: Welsh & Harris, Ch. 2, pgs. 86-104	Blackboard - Submit your answers to Case Study 2.2 (pgs. 109-113). (Weekly Task #4)
			Review: Welsh & Harris, Ch. 2, pgs. 86-104	
#5	Goals & Objectives (continued)			Twitter Task #2 - Read the BB discussion thread for this week and follow the instructions. #PAD348F19
			N/A	Blackboard - Post Memo #2: <i>Goals &amp; Objectives</i> by 11:59 p.m. on [redacted].
#6	Program Design & Logic Models		Reading: Welsh & Harris, Ch. 3, pgs. 117-127 & Ch. 6, pgs. 211-213	
			Review: Ch. 6, pgs. 211-213	1) Blackboard - Post your answers to the following discussion questions for Ch. 3 (pg. 127): #'s 1, 4, 5, and 6. (Weekly Task #5) 2) Quiz #1 – Chapters 1 & 2
#7	Action Planning		Reading: Welsh & Harris, Chapter 4, pgs. 138-149	1) Blackboard – Submit your answers to Case Study 4.1 (pgs. 150-157) (Weekly Task #6) 2) Twitter Task #3. #####

Week	Topic/Themes	Date	Review & Reading	Weekly Tasks / Items Due
#8	Action Planning (continued)			1) Twitter Task #4. #####
#9	Implementation & Monitoring and Mid-Term Check-In		Reading: Welsh & Harris, Chapter 5, pgs. 167-187	Blackboard – Post your answers to discussion questions (pg. 187): #'s 2, 3 & 4 by 11:59 p.m. on [REDACTED] (Weekly Task #7).
#10	Evaluation Outcomes		Review Chapters 1-5	Twitter Task #5. #####
			Reading: Welsh & Harris, Chapter 6, pgs. 204-224	1) Quiz #2 – Chapters 1-5
#11	Preparing for the Final Exam		Reading: GAO report summary	Blackboard - Provide your response to the GAO report summary (Weekly Task #8)
			Review: Final assignment	1) Draft one paragraph describing at least one idea you have for the final exam and bring the draft to class.  2) Blackboard - Post Memo #3: Stakeholder Memo by 11:59 p.m. on [REDACTED].
#12	Methods – Part I (Qualitative)		Reading: Welsh & Harris, Chapter 6, pgs. 213-224	Blackboard – Read and respond to the qualitative example. (Weekly Task #9)
#13	Methods – Part 2 (Quantitative)		Review Chapter 6 (pgs. 213-224)	Blackboard - Read and respond to the quantitative example: Driving While Texting Policies (Weekly Task #10)
#14	Methods Wrap-up (Mixed Methods and Summary)			Blackboard - Post the most current draft of your final exam.
#15	Final Exam		Final Exams due	

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

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Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: POL 237, Women and Politics

4. Current course description:

This course provides students with an opportunity to consider the presence of women in political institutions and how a range of political and policy issues pertain to women. It introduces students to the history of women's entry to political life, their struggles for equal rights and representation, and their current roles and representation in electoral politics. Students will also examine how a range of political issues such as prostitution, same-sex marriage, and abortion impact women in the United States and, where comparison is useful, abroad.

- 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 updating the course title, description, and prerequisites.

6. Rationale for the proposed change(s):

We are adding POL 101 to the prerequisites to ensure that students have some background in American government and politics before taking this course. The revised title and description better reflects the course content and scholarly treatment of the topic.

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

## a. Revised course description:

This course examines the role of gender in political movements, institutions, and policy issues. Students will learn how various schools of feminist thought and activism seek to address gender inequality in society, and they will examine the highly gendered field of legislative politics, considering women's suffrage, struggles for equal rights and representation, and current roles and representation in electoral politics. Students will also explore how a range of political issues such as sex work or abortion impacts persons holding various gender identities differently in the United States.

b. Revised course title: **Gender and Politics**c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Gender and Politics**

## d. Revised learning outcomes: n/a

## e. Revised assignments and activities related to revised outcomes: n/a

## f. Revised number of credits: n/a

## g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 101 and POL 101 or permission of the instructor.**

## 8. Enrollment in past semesters:

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

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

This course is already approved for the Flexible Core: Individual and Society area of Gen Ed.

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: Feb 4, 2020

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

Andrew H. Sidman, Chair of Political Science

**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: 12/18/20

1. Name of Department or Program: Department of Political Science

2. Contact information of proposer(s):

Name(s): Andrew Sidman

Email(s): [asidman@jjay.cuny.edu](mailto:asidman@jjay.cuny.edu)

Phone number(s): 646-557-4613

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

**POL 331 Government and Politics in the Middle East and North Africa**

4. Current course description:

This course introduces students to the politics of the Middle East region. While students will learn about the legacy of colonialism in the region, the course will focus on its modern political history (beginning in 1914), and examine a number of issues of central importance in contemporary politics: the Arab-Israeli conflict, political Islam, political Judaism, petro-politics, U.S. foreign policy in the region, among others. Students will also gain a comparative perspective on how the concepts of justice, law and conflict are interpreted and institutionalized across the region.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, and POL 257 or GOV 257 or permission of the instructor

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

## 6. Rationale for the proposed change(s):

Prerequisites are being revised to make POL 331 accessible to students in the new minor in Middle East Studies. POL 331 will be a required course for that minor. POL 101 is being removed as a prerequisite to make it easier for the minor students to gain access to this course which focuses on the government and politics of the Middle East. Knowledge of American government is not essential to succeed in the course. Students in the Political Science major will still take POL 101 as part of that major.

## 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; and POL 257 or HIS 2XX Critical Perspectives on the Middle East**

8. Enrollment in past semesters: F20: 20; S20: 18

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: 12/18/20

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

Andrew Sidman

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

**CHANGE IN EXISTING GRADUATE COURSE**

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date Submitted to the Office of Graduate Studies: 1-27-21**

**Date of Program Approval: 1-19-21**

**Date of CGS Approval:**

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
David Shapiro	<a href="mailto:dshapiro@jjay.cuny.edu">dshapiro@jjay.cuny.edu</a>	212-393-6882
Patrice Schiano Dial	<a href="mailto:pschianodial@jjay.cuny.edu">pschianodial@jjay.cuny.edu</a>	917-836-7974

**2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

<b>FROM</b> ( <del>striketrough</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	Master of Public Administration	<b>Program</b>	
<b>Course</b>	PAD 749 – IG99 <del>Public Sector Accounting and Auditing II</del>	<b>Course</b>	PAD 749 – IG99 – <u>Financial Forensic Examination and Auditing</u>
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	PAD 742	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	3	<b>Hours</b>	
<b>Credits</b>	3	<b>Credits</b>	
<b>Description</b>	A <del>second</del> course in forensic accounting and auditing, with emphasis on the audit of financial statements. Topics include methods and skills associated with auditing, including report writing, sampling and analytical tests and risk assessment. Special attention is given to methods of examination relating to prevention and detection of fraud.	<b>Description</b>	A course in forensic accounting and auditing, with emphasis on the audit of financial statements. Topics include methods and skills associated with auditing, including report writing, sampling and analytical tests and risk assessment. Special attention is given to methods of examination relating to prevention and detection of fraud.
<b>Effective Term</b>	Fall 2021	<b>Effective Term</b>	Fall 2021



**3. Rationale for the proposed change(s):** To change the name of the course to be more reflective of the course description.

**4. Enrollment in past semesters:**

**5. Does this change affect other programs?**

No     Yes

If yes, what consultation has taken place?

**PROGRAM IN [Program Name]**

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

**PROPOSED CHANGES IN A DEGREE PROGRAM**

The following is the revised curriculum for [program name] leading to the [type of degree] Degree.

**Program Name and Degree Awarded:** Emergency Management, Master of Science

**HEGIS Code:**

**NY State Program Code:**

**Effective term:** Spring 2021

**Date of Program Approval:**

**Date of CGS approval:**

**Rationale for proposed changes:**

The proposed change encourages and enables students to pursue professional certification as part of their degree program. The professional certification process is an important component of professional development, and will make our graduates more desirable as prospective employees.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
<p><b>Requirements for the Degree Program:</b>  <del>**</del> <del>what is to be changed.</del></p> <p>Degree Requirements</p> <p>The program requires 36 credits of coursework. Students may elect to follow the Emergency Management General Track or Thesis Track.</p> <p>General Track - Comprehensive Exam/Project  All students on the general track must pass a comprehensive examination designed to evaluate students' understanding of key knowledge and their ability to formulate responses to conceptual and practical applications of theories and practices taught in the program, and to express themselves effectively in writing for a professional audience. The Comprehensive Exam/Project is offered once every Fall and Spring term.</p>		<p><b>Requirements for the Degree Program:</b>  **<u>underline the changes.</u></p> <p>Degree Requirements</p> <p>The program requires 36 credits of coursework. Students may elect to follow the Emergency Management General Track or Thesis Track.</p> <p>General Track - Comprehensive Exam/Project  All students on the general track must pass <u>one of two examinations</u>. <u>The first option is a comprehensive examination designed to evaluate students' understanding of key knowledge and their ability to formulate responses to conceptual and practical applications of theories and practices taught in the program, and to express themselves effectively in writing for a professional audience. The Comprehensive Exam/Project is offered once every Fall and Spring term.</u></p> <p><u>The second option is to take and pass the written certification examination portion of the International Association of Emergency Managers Associate Emergency Manager (AEM)/Certified Emergency Manager (CEM) program. Students must fulfill the application and other requirements for AEM process, including payment of any fees to IAEM. Upon successful completion of the examination, proof of completion must be submitted to the Program Director.</u></p>	
Sub-total Electives Total credits required:		Sub-total Electives Total credits required:	

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

**Does this change affect any other program?**

No     Yes

If yes, what consultation has taken place?



John Jay College Student Council  
 524 West 59th Street, L2.69.00 N.B.  
 New York, NY 10019  
 March 2, 2021

## **STATEMENT REGARDING RACIAL INJUSTICE AGAINST THE ASIAN AMERICAN & PACIFIC ISLANDER COMMUNITY**

We at John Jay College Student Council condemn all acts of racial bias, harassment, and violence towards the Asian, Asian American, and Pacific Islander (AAPI) community at CUNY, in New York City, and across our entire nation. The racial bias towards the AAPI community has increasingly become a racial justice issue and a public safety threat that can no longer be ignored. Due to the pandemic, xenophobia against the Asian community has been placed on full display. Acts of senseless harassment and violence against the Asian population have grown disproportionately over the last year. Nearly  $\frac{1}{3}$  or 31% of Asian Americans identify being subject to racial slurs since the pandemic started and 26 % have expressed fear of physical attack. Between March 19, 2020 (when Stop AAPI Hate began collecting reports) and December 31, 2020, Stop AAPI Hate received reports of over 2,808 firsthand accounts of anti-Asian hate from 47 states and the District of Columbia. Race was cited as the primary reason for discrimination, making up 90.3% of incidents. Of the reports collected New York state makes up 13% of all incidents involving anti-Asian crimes.<sup>1</sup>

CUNY is currently the college home to over 100,000 students who are representative of the AAPI community or 21.1 percent of the total student population in CUNY.<sup>2</sup> And specifically at John Jay College of Criminal Justice we are home to approximately 1,500 AAPI students to the CUNY Community. On February 20th, 2021, BIPOC and Queer activists, many of whom are CUNY students in New York City gathered to protest the hate and racial bias towards the AAPI community and stand in solidarity with them. As student leaders who fight for equality, we are grateful to each individual who brought awareness to this issue and fought for justice. Granted that a significant portion of CUNY students identifies as being a part of the AAPI community, we as the John Jay Student Council, the representative body for all John Jay students, present this

<sup>1</sup> <https://secureservercdn.net/104.238.69.231/a1w.90d.myftpupload.com/wp-content/uploads/2021/02/Press-Statement-re-Bay-Area-Elderly-Incidents-2.9.2021-1.pdf>

<sup>2</sup> [https://www.cuny.edu/irdatabook/rpts2\\_AY\\_current/ENRL\\_0015\\_RACE\\_TOT\\_PCT.rpt.pdf](https://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0015_RACE_TOT_PCT.rpt.pdf)

statement to show solidarity with our Asian students and say enough is enough. The AAPI communities have contributed to the diversity, culture, and economy of CUNY and New York City for decades and deserve to be protected from hate, violence, and harassment in a society that they are members of.

Students at John Jay College of Criminal Justice need to know they will be protected from this threat in their classroom and working environments. The John Jay Student Council demands justice, equal protection under the law, and civil rights to be upheld in this time of darkness and terror for so many in the AAPI community. We call for all efforts from the University to be taken urgently to ensure their safety and peace at this time. We demand that the CUNY administration make a clear statement condemning such acts of racial bias, hatred, and violence towards the AAPI community in CUNY and NYC and make clear their solidarity with us in fighting this injustice. The AAPI community deserves to be celebrated, not targeted by constant xenophobia, bigotry, and hate. We demand that John Jay College provide a clear line of reporting all racial bias and discriminatory acts. This mechanism of accountability needs to be publicized and accessible to all students, faculty, staff, and admin. We demand that continued training be provided to faculty, staff, and admin to address the microaggressions, racial bias, and lack of cultural inclusion that our AAPI students have been enduring even before the pandemic. The [AARI](#) (CUNY Asian American/Asian Research Institute) has provided continued research, policy suggestions, and guidance on how a CUNY with more AAPI representation and inclusion is possible. The John Jay Student Council calls on the John Jay & CUNY administration to utilize this information, and provide more intentional support to create the overdue changes to our AAPI community. John Jay College of Criminal Justice is responsible for maintaining a culturally inclusive, anti-racist, and safe learning environment for all students at CUNY to participate in.

The John Jay Student Council celebrates, appreciates, and is deeply inspired by our AAPI student community. We stand in solidarity with our AAPI students and will continue to fight for the rights, peace, and protection of the AAPI community in all environments --as members of this University, as fellow New Yorkers, and as fellow Americans.

"Our ultimate objective in learning about anything is to try to create and develop a more just society." - Yuri Kochiyama

**In solidarity,**

**John Jay Student Council**

%

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