



COLLEGE COUNCIL
AGENDA

& ATTACHMENTS

THURSDAY, SEPTEMBER 12, 2019

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

September 12, 2019
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda

- II. Approval of Members of the College Council Committees (attachment A), **Pg. 6**
 - Ellen Hartigan is the Interim Vice President for Enrollment Management and Student Affairs.
 - Allison Pease is the Interim Associate Provost for Institutional Effectiveness.
 - Benjamin Bierman is the chairperson of the department of Art and Music.
 - Katherine Stavrianopoulos is the chairperson of the department of Counseling and Human Services.
 - Jay Hamilton is the chairperson of the department of Economics.
 - Andrew Sidman is the chairperson of the department of Political Science.
 - Charles Nemeth is the chairperson of the department of Security, Fire, and Emergency Management.
 - Jay Gates is the Vice Chair of the Council of Chairs.
 - Karen Kaplowitz and David Shapiro was elected as Co-Chairs of the Faculty Senate Fiscal Affairs Committee.
 - Erica King-Toler is the Vice Chair of the Faculty Senate Fiscal Affairs Committee.
 - Musarrat Lamia was elected as the President of the Student Council.
 - Fidel Osorio was elected as the Vice President of the Student Council.
 - Adam Fane was elected as the Treasurer of the Student Council.

College Council

- Allison Pease was elected as the eighth administration representative.
- Teresa Booker was elected as the full-time faculty representative for the department of Africana Studies.
- Roberto Visani was elected as the Fall full-time faculty representative for the department of Art and Music. Cyriaco Lopes was elected as the Spring full-time faculty representative for the department of Art and Music.
- Violet Yu was elected as the full-time faculty representative for the department of Criminal Justice.
- Michelle Holder was elected as the full-time faculty representative for the department of Economics.
- P.J. Gibson was elected as the full-time faculty representative for the English department.
- Edward Paulino was elected as the full-time faculty representative for the History department.
- John Gutierrez was elected as the full-time faculty representative for the department of Latin American and Latinx Studies.
- Gloria Browne-Marshall was elected as the Spring full-time faculty representative for the department of Law, Police Science, and Criminal Justice Administration.

- Marta Bladek was elected as the full-time faculty representative for the Library department.
- Sven Dietrich was elected as the full-time faculty representative for the department of Mathematics and Computer Science.
- John Pittman was elected as the full-time faculty representative for the department of Philosophy.
- George Andreopoulos was elected as the full-time faculty representative for the department of Political Science.
- Peter Mameli was elected as the full-time faculty representative for the department of Public Management.
- Gail Garfield was elected as the Fall full-time faculty representative for the department of Sociology. Lila Kazemian was elected as the Spring full-time faculty representative for the department of Sociology.
- Andrea Balis was elected as a full-time faculty representative.
- Yuk-Ting (Joyce) Lau was elected as a full-time faculty representative.
- Catherine Mulder was elected as a full-time faculty representative.
- Hyunhee Park was elected as a full-time faculty representative.
- David Shapiro was elected as a full-time faculty representative.
- Rulisa Galloway-Perry was elected as a H.E.O. representative.
- Terencia Martin was elected as a H.E.O. representative.
- Michael Scaduto was elected as a H.E.O. representative.
- Janet Winter was elected as a H.E.O. representative.
- Jarrett Foster was elected as an alternate H.E.O. representative.
- Anthony Leonardo was elected as the Secretary of the Student Council.
- Natalie Segev was elected as the senior class representative.
- Daiquan Llewellyn was elected as the senior class representative.
- Sari Mendoza was elected as the junior class representative.
- Sarah Saada was elected as the junior class representative.
- Jasmine Chevez was elected as the sophomore class representative.
- Aaliyah Francis was elected as the sophomore class representative.
- Saaif Alam was elected as an alternate student representative.

Executive Committee of the College Council

- Janet Winter was elected as the H.E.O. representative.

Undergraduate Curriculum and Academic Standards Committee

- Lorraine Moller was elected as a representative for the department of Communication & Theater Arts.
- Valerie West was elected as a representative for the department of Criminal Justice.
- Sara Bernardo was elected as a representative for the department of Economics.
- Beverly Frazier was elected as a representative for the department of Law, Police Science & CJA.
- Sergio Gallegos was elected as a representative for the department of Philosophy.
- Ke Li was elected as a representative for the department of Political Science.
- Michael Leippe was elected as a representative for the department of Psychology.
- Susan Pickman was elected as a Fall representative for the department of Security, Fire & Emergency Management. Lucia Velotti was elected as a Spring representative for the department of Security, Fire & Emergency Management.

- Jayne Mooney was elected as a Fall representative for the department of Sociology. Henry Pontell was elected as a Spring representative for the department of Sociology.
- Bhawna Kapoor was elected as a student representative.

Committee on Student Interest

- Ariana Kazansky was elected as a student representative.
- Amber Rivero was elected as a student representative.
- Andrew Berezhansky was elected as a student representative.
- Rafia Hossian was elected as a student representative.

Judicial Committee (Faculty-Student Disciplinary Committee)

- Heath Grant was selected to serve in rotation as a chair.
- Liliana Soto-Fernandez was selected to serve in rotation as a chair
- Jamie Longazel was selected to serve in rotation as a chair
- John Gutierrez was elected as a full-time faculty representative to serve in a panel of six members.
- Robert McCrie was elected as a full-time faculty representative to serve in a panel of six members.
- Jose Olivo was elected as a full-time faculty representative to serve in a panel of six members.
- Martin Wallenstein was elected as a full-time faculty representative to serve in a panel of six members.
- Peggilee Wupperman was elected as a full-time faculty representative to serve in a panel of six members.
- Sarah Saada was elected as a student representative.
- Gavin Dass was elected as a student representative.
- DeCarlos "Carlos" Hines was elected as a student representative.

Committee on Faculty Personnel

- Mangai Natarajan was elected as a full-time faculty representative.
- Brian Arbour was elected as an alternate faculty representative.

Budget and Planning Committee

- Jarrett Foster was elected as a H.E.O. representative.

Financial Planning Subcommittee of the Budget and Planning Committee

- Jessica Gordan Nembhard is a chosen representative by the Council of Chairs.
- Adam Fane was elected as a student representative.

Strategic Planning Subcommittee of the Budget and Planning Committee

- Warren Eller is a chosen representative by the Council of Chairs.
- Jay Gates is a chosen representative by the Council of Chairs.
- Musarrat Lamia was elected a student representative.

Committee on Graduate Studies

- Ian Seda is the program director for Economics.
- Charles Stone is the program director for Forensic Psychology BA/MA.
- Charlotte Walker-Said is the program director for Human Rights.
- Charles Nemeth is the program director for Protection Management.
- Dan Feldman is the program director for MPA: Public Policy and Administration.
- Yi Lu is the program director for MPA: Inspection and Oversight.

Council of Undergraduate Program Coordinators

- Ed Snajdr is the coordinator for the undergraduate major Anthropology.
- Eric Polanco is the co-coordinator for the undergraduate majors Applied Mathematics: Data Science & Cryptography and Computer Science and Information Technology.
- Evan Mandery is the coordinator for the undergraduate major Criminal Justice (B.A.).
- Andrew Karmen is the coordinator for the undergraduate major Criminology (B.A.).
- Sara Bernardo is the coordinator for the undergraduate major Economics.
- Robert Till is the coordinator for the undergraduate majors Emergency Services Administration and Fire Science.
- Allison Kavey is the coordinator for the undergraduate major Humanities and Justice.
- Mickey Melendez is the coordinator for the undergraduate major Human Services and Community Justice.
- Rosemary Barberet is the coordinator for the undergraduate major International Criminal Justice.
- Jamie Longazel is the co-coordinator for the undergraduate major Law and Society.
- Andrew Sidman is the coordinator for the undergraduate major Legal Studies.
- Aime MacDonald is the coordinator for the undergraduate major Philosophy.
- Louis Kontos is the coordinator for the undergraduate major Sociology.

Committee on Honors, Prizes and Awards

- Madura Bandyopadhyay was elected as a full-time faculty representative.

College-Wide Assessment Committee

- Kim Liao was elected as a full-time faculty representative.
- Karen Okamoto was elected as a full-time faculty representative.

Committee on Faculty Elections

- Matluba Khodjaeva was elected as a full-time faculty representative.
- Maureen Richards was elected as a full-time faculty representative.

III. Election of the Interim Secretary to the College Council

IV. Election of the Executive Committee Members

- V. Approval of the Minutes of the May 13, 2019 College Council (attachment B), **Pg. 22**
- VI. College Council Orientation – Legal Counsel Eric Doering, **Pg. 25**
- VII. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C8) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

New Courses

- C1. AFR 3XX Field Education in Community Organizing & Practice I, **Pg. 36**
- C2. AFR 3YY Field Education in Community Organizing & Practice II, **Pg. 50**
- C3. CJBA 3YY Hate Incidents and Crimes, **Pg. 64**
- C4. ENG 2YY Creative Expression and Human Nature (Creative Expression), **Pg. 75**
- C5. ENG 2XX Arguments are Everywhere: Interpreting Objects, Texts and Culture (Ind & Soc), **Pg. 97**
- C6. LWS 3XX Law in Everyday Life, **Pg. 113**

Course Revisions

- C7. CJBS 377-378-379 Internships in Criminal Justice, Law and Policing, **Pg. 128**
- C8. MAT 351 Introduction to Ordinary Differential Equations, **Pg. 130**

- VIII. Bylaw Amendment: HEO Representation on the Judicial Committee (attachment D), **Pg. 132**
- IX. 2018-2019 College Council Committee Activity Report (attachment E), **Pg. 134**
- X. 2019-2020 College Council Calendar (attachment F), **Pg. 135**
- XI. New Business
- XII. Administrative Announcements – President Karol Mason
- XIII. Announcements from the Student Council –President Musarrat Lamia
- XIV. Announcements from the Faculty Senate – President Warren (Ned) Benton
- XV. Announcements from the HEO Council – President Brian Cortijo



**College Council
Membership
&
College Council
Committees
2019-2020**

Table of Contents

College Council	2
College Council Interim Executive Committee.....	4
Executive Committee of the College Council.....	4
Undergraduate Curriculum and Academic Standards Committee	5
Committee on Student Interests.....	6
Faculty-Student Disciplinary Committee.....	7
Committee on Faculty Personnel	7
Budget and Planning Committee.....	9-11
Financial Planning Subcommittee	10
Strategic Planning Subcommittee	11
Committee on Graduate Studies.....	11
Committee on Student Evaluation of the Faculty	12
Provost Advisory Council	12
Council of Undergraduate Program Coordinators	13
Committee on Honors, Prizes and Awards	14
College-Wide Grade Appeals Committee	14
College-Wide Assessment Committee	15
Committee on Faculty Elections	15

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 for Finance and Administration | Steven Titan |
| 4. Interim Vice President for Enrollment Management and Student Affairs | Ellen Hartigan |
| | Avram Bornstein |
| 5. Interim Dean of Graduate Studies | |
| 6. Associate Provost for Undergraduate Retention
and Dean of Undergraduate Studies | Dara Byrne |
| 7. Associate Provost and Dean of Research | Anthony Carpi |
| 8. Interim Associate Provost for Institutional Effectiveness | Allison Pease |

Faculty:

- | | |
|--|-------------------------------|
| a. Full-time faculty elected from each academic department: | |
| 9. Africana Studies | Teresa Booker |
| 10. Anthropology | Marta Laura Suska |
| 11. Art and Music | Fall: Roberto Visani |
| | Spring: Cyriaco Lopes |
| 12. Communication and Theater Arts | Elton Beckett |
| 13. Counseling and Human Services | Mickey Melendez |
| 14. Criminal Justice | Violet Yu |
| 15. Economics | Michelle Holder |
| 16. English | P.J. Gibson |
| 17. Health and Physical Education | VACANT |
| 18. History | Edward Paulino |
| 19. Interdisciplinary Studies Department | Amy Green |
| 20. Latin American and Latinx Studies | John Gutierrez |
| 21. Law, Police Science, and Criminal Justice Administration | Fall: Yue Ma |
| | Spring: Gloria Browne- |
| | Marshall |
| 22. Library | Marta Bladdek |
| 23. Mathematics & Computer Science | Sven Dietrich |
| 24. Modern Languages and Literatures | Silvia Dapia |
| 25. Philosophy | John Pittman |
| 26. Political Science | George Andreopoulos |
| 27. Psychology | Rebecca Weiss |
| 28. Public Management | Peter Mameli |
| 29. Security, Fire and Emergency Management | Hung-Lung Wei |
| 30. Sciences | Guoqi Zhang |
| 31. SEEK | Erica King-Toler |
| 32. Sociology | Fall: Gail Garfield |
| | Spring: Lila Kazemian |

- b. At-Large Adjunct representative of the Faculty Senate:
- 33. Public Management Joel Freiser
- c. Faculty allotted according to any method duly adopted by the Faculty Senate:
- 34. Economics Catherine Mulder
- 35. English Karen Kaplowitz
- 36. History Andrea Balis
- 37. History Hyunhee Park
- 38. Law, Police Science, and Criminal Justice Administration Heath Grant
- 39. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
- 40. Psychology Charles Stone
- 41. Public Management Warren (Ned) Benton
- 42. Public Management David Shapiro
- 43. Sciences Marta Concheiro-Guisan
- 44. Sciences Lissette Delgado-Cruzata
- 45. Sciences Francis Sheehan
- 46. Sciences Yuk-Ting (Joyce) Lau
- 47. SEEK Schevaletta (Chevy) Alford
- 48. **VACANT**
- 49. **VACANT**
- 50. **VACANT**

- Eight 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:

Robert Garot	Glenn Corbet
VACANT	VACANT
VACANT	VACANT
VACANT	VACANT

Higher Education Officers elected by Higher Education Officers Council:

- 51. Brian Cortijo (ex officio)
- 52. Rulisa Galloway-Perry
- 53. Terencia Martin
- 54. Michael Scaduto
- 55. Janet Winter
- One Higher Education Officers alternate 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.

Jarrett Foster

- Students:
- 56. President of the Student Council

Musarrat Lamia

- 57. Vice President of the Student Council Fidel Osorio
- 58. Treasurer of the Student Council Adam Fane
- 59. Secretary of the Student Council Anthony Leonardo
- 60. Elected At-Large Representative **VACANT**
- 61. Elected graduate student representative **VACANT**
- 62. Elected graduate student representative **VACANT**
- 63. Elected senior class representative Natalie Segev
- 64. Elected senior class representative Daiquan Llewellyn
- 65. Elected junior class representative Sari Mendoza
- 66. Elected junior class representative Sarah Saada
- 67. Elected sophomore class representative Jasmine Chevez
- 68. Elected sophomore class representative Aaliyah Francis
- 69. Freshman representative designated according to a method duly adopted by the Student Council. **VACANT**

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

1. Saaif Alam	2. VACANT
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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 for Finance and Administration Steven Titan
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- 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 Jarrett Foster
- President of the Student Council Musarrat Lamia
- Vice-President of the Student Council Fidel Osorio

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 for Finance and Administration Steven Titan
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- 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. Sven Dietrich
 6. Joel Freiser
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Janet Winter
- Three (3) students
 1. Musarrat Lamia
 2. Fidel Osorio
 3. **VACANT**

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- 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
2. Anthropology
3. Art and Music
4. Communication & Theater Arts
5. Counseling and Human Services
6. Criminal Justice
7. Economics
8. English
9. Health & Physical Education
10. History
11. Interdisciplinary Studies Program (ISP)
12. Library
13. Latin American & Latinx Studies
14. Law, Police Science & CJA
15. Mathematics & Computer Science
16. Modern languages & Literature
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire & Emergency Management
23. SEEK
24. Sociology

Crystal Endsley
 Ed Snajdr
 Erin Thompson
 Lorraine Moller
 Nancy Velasquez-Torres
 Valerie West
 Sara Bernardo
 Karen Kaplowitz
VACANT
 Andrea Balis
 Nina Rose Fischer
 Maria Kiriakova
 Suzanne Oboler
 Beverly Frazier
 Michael Puls
 Maria Julia Rossi
 Sergio Gallegos
 Ke Li
 Michael Leippe
 Judy-Lynne Peters
 Angelique Corthals
Fall: Susan Pickman
Spring: Lucia Velotti
 Virginia Diaz-Mendoza
Fall: Jayne Mooney
Spring: Henry Pontell

- 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. Bhawna Kapoor
2. **VACANT**
3. **VACANT**

Committee on Student Interests

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

- Assistant Vice President and Dean of Students (Chairperson) Michael Sachs
- Director of Athletics Karol Kashow
- Senior Director for Student Affairs Danielle Officer
- Two (2) members of the faculty
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students

1. Ariana Kazansky
2. Amber Rivero
3. Andrew Berezhansky
4. Rafia Hossian
5. **VACANT**
6. **VACANT**

Judicial Committee (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, two (2) students and a chairperson. 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 of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
 1. Heath Grant
 2. Liliana Soto-Fernandez
 3. Jamie Longazel
- 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. John Gutierrez
 2. Robert McCrie
 3. Jose Olivo
 4. Margaret Escher
 5. Martin Wallenstein
 6. Peggilee Wupperman
- The two (2) 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. Sarah Saada
 2. Gavin Dass
 3. DeCarlos “Carlos” Hines
 4. **VACANT**
 5. **VACANT**
 6. **VACANT**

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

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 |
| • Interim Dean of Graduate Studies | Avram Bornstein |
| • 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 | Jessica Nembhard |
| 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 | Jay Hamilton |
| 8. English | Jay Gates |
| 9. Health and Physical Education | VACANT |
| 10. History | David Munns |
| 11. Interdisciplinary Studies Department | Katie Gentile |
| 12. Latin American and Latinx Studies | Jose L. Morin |
| 13. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Bettina Carbonell |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | Andrew Sidman |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Eller |
| 21. Sciences | Shu Yuan Cheng |
| 22. Security, Fire and Emergency Management | Charles Nemeth |
| 23. SEEK | Monika Son |
| 24. 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. Mangai Natarajan, Professor, Criminal Justice | |

2. Elise Champeil, Professor, Sciences
 3. Michael Pfeifer, Professor, History
- 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. Brian Arbour, Associate Professor, Political Science
 3. Aftab Ahmad, Professor, Mathematics and Computer 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. **VACANT**
 2. **VACANT**

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or 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 for Finance and Administration | Steven Titan |
| • Interim Vice President for Enrollment Management and Student Affairs | Ellen Hartigan |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Executive Director for Human Resources | VACANT |
| • Interim, Dean of Graduate Studies | Avram Bornstein |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Finance | Mark Flower |
| • Vice President for Institutional Advancement | Robin Merle |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Co-Chair of the Faculty Senate Fiscal Affairs Committee | David Shapiro |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Erica King-Toler |
| • Chairperson of each academic department | |
| 1. Africana Studies | Jessica Nembhard |
| 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 | Jay Hamilton |
| 8. English | Jay Gates |
| 9. Health and Physical Education | VACANT |
| 10. History | David Munns |
| 11. Interdisciplinary Studies Department | Katie Gentile |
| 12. Latin American and Latinx Studies | Jose L. Morin |
| 13. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Bettina Carbonell |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | Andrew Sidman |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Eller |
| 21. Sciences | Shu Yuan Cheng |
| 22. Security, Fire and Emergency Management | Charles Nemeth |
| 23. SEEK | Monika Son |
| 24. Sociology | Robert Garot |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Two (2) higher education officer representative | |
| 1. Jarrett Foster | |
| 2. Michael Scaduto | |
| • President of the Student Council or designee | Musarrat Lamia |
| • Treasurer of the Student Council or designee | Adam Fane |
| • One (1) additional student representative | VACANT |
| • Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees. | |
| 1. Anthony Chambers | |
| 2. VACANT | |

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 of Finance and Administration
(Chairperson) | Steven Titan |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Co-Chair of the Faculty Senate Fiscal Affairs Committee | Karen Kaplowitz |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Erica King-Toler |
| • Chair of the Council of Chairs | Angela Crossman |
| • Vice Chair of the Council of Chairs | Jay Gates |
| • One (1) representative chosen by the Council of Chairs | Jessica Gordan Nembhard |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • One (1) student representative | Adam Fane |

The Assistant Vice President for Finance Mark Flower and the Provost's Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the 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 of Finance and Administration Steven Titan
- President of the Faculty Senate Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate
 1. Karen Kaplowitz
 2. Erica King-Toler
- Chair of the Council of Chairs Angela Crossman
- Two (2) representatives chosen by the Council of Chairs
 1. Warren Eller
 2. Jay Gates
- President of the Higher Education Officers Council Brian Cortijo
- One (1) student representative
 1. Musarrat Lamia

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:

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Interim Dean of Graduate Studies (Chairperson) Avram Bornstein
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
 1. Criminal Justice Jeff Mellow
 2. Digital Forensics and Cybersecurity Doug Salane
 3. Economics Ian Seda
 4. Emergency Management MS Charles Jennings
 5. Forensic Mental Health Counseling James Wulach
 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 | Charles Nemeth |
| 12. MPA: Public Policy and Administration | Dan Feldman |
| 13. MPA: Inspection and Oversight | Yi Lu |
| 14. Security Management MS program | Marie-Helen Maras |
- Two (2) graduate students
 1. **VACANT**
 2. **VACANT**

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
 1. Keith Markus
 2. Brett Stoudt
 3. Daniel Yaverbaum
 4. **VACANT**
- Two (2) students
 1. **VACANT**
 2. **VACANT**

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

Provost Advisory Council

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

- | | |
|--|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Jessica Nembhard |
| 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 | Jay Hamilton |
| 8. English | Jay Gates |

9. Health and Physical Education
10. History
11. Interdisciplinary Studies Department
12. Latin American and Latinx Studies
13. Law, Police Science, and Criminal Justice Administration
14. Library
15. Mathematics and Computer Science
16. Modern Languages and Literatures
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire and Emergency Management
23. SEEK
24. Sociology

VACANT
 David Munns
 Katie Gentile
 Jose L. Morin
 Peter Moskos
 Larry Sullivan
 Douglas Salane
 Bettina Carbonell
 Jonathan Jacobs
 Andrew Sidman
 Angela Crossman
 Warren Eller
 Shu Yuan Cheng
 Charles Nemeth
 Monika Son
 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 Eric Polanco*
 4. Computer Science and Information Security Jason Rauceo
 5. Criminal Justice (B.A.) Sven Dietrich*
 6. Criminal Justice (B.S.) Eric Polanco*
 7. Criminal Justice Management Evan Mandery
 8. Criminology (B.A.) Serguei Cheloukhine
 9. Culture and Deviance Studies Denise Thompson
 10. Economics Andrew Karmen
 11. English Ed Snajdr
 12. Emergency Services Administration Sara Bernardo
 13. Fire Science Olivera Jokic
 14. Forensic Psychology (B.A.) Robert Till
 15. Forensic Science (B.S.) Robert Till
 16. Fraud Examination and Financial Forensics Silvia Mazzula
 17. Gender Studies Nicholas Petraco
 18. Global History (B.A.) David Shapiro
 19. Humanities and Justice Antonio Jay Pastrana
 20. Human Services and Community Justice James DeLorenzi
 21. International Criminal Justice Allison Kavey
 22. Latin American and Latinx Studies Mickey Melendez

23. Law and Society

Jean Carmalt*

24. Legal Studies

Jamie Longazel*

25. Library

Andrew Sidman

26. Philosophy

Karen Okamoto

27. Police Studies

Aime MacDonald

28. Political Science

Joe Pollini

29. Public Administration

Brian Arbour

30. Security Management

Elizabeth Nisbet

31. Sociology

Robert McCrie

32. Spanish

Louis Kontos

33. Toxicology

Aida Martinez-Gomez

Shu-Yuan Cheng (Demi)

*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:

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson)
Ellen Hartigan
- 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. Madura Bandyopadhyay
 2. Kevin Wolff
 3. **VACANT**

- 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. **VACANT**
 2. **VACANT**
 3. **VACANT**

College-Wide Grade Appeals Committee

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

1. Toy-Fung Tung
2. Melinda Powers
3. Brian Montes
4. **VACANT**
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 (ex officio) Allison Pease
- Seven (7) Full-time Faculty Members
 1. Mechthild Prinz
 2. Amy Green
 3. Peter Marni
 4. Stephen Russell
 5. Sandra Swenson
 6. Kim Liao
 7. Karen Okamoto
- Three (3) Higher Education Officers
 1. Ritu Boswell (acting chair)
 2. **VACANT**
 3. Elena Beharry

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. Ekaterina Korobkova
3. Matluba Khodjaeva
4. Hyunhee Park
5. Maureen Richards

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Monday, May 13, 2019

The College Council held its eighth meeting of the 2018-2019 academic year on Monday, May 13, 2019. The meeting was called to order at 1:46 p.m. and the following members were present: Schevaletta (Chevy) Alford, Valerie Allen, Jasmine Awad, Andrew Bandini, Rosemary Barberet, Elton Beckett, Warren (Ned) Benton, Andrew Berezhansky, Avram Bornstein, Michael Brownstein, Dara Byrne, Ronald Calvosa, Anthony Carpi, James (Jim) Cauthen, Melissa Ceren, Marta Concherio-Guisan, Lynette Cook-Francis, Brian Cortijo, Sylvia Crespo-Lopez, Lissette Delgado-Cruzata, Sven Dietrich, Sandrine Dikambi, Artem Domashevskiy, Joel Freiser, Heath Grant, Amy Green, Hunter Johnson, Karen Kaplowitz, Mahtab Khan, Erica King-Toler, Elza Kochueva, Louis Kontos, Thurai Kugan*, Yi Li, Terencia Martin*, Karol Mason, Roblin Meeks, Mickey Melendez, Naomi Nwosu-Stewart, Karen Okamoto, Frank Pezzella, Vijay Sampath, Natalie Segev, Francis Sheehan, Deandra Simon, Charles Stone, Marta-Laura Suska, Dante Tawfeeq*, Steven Titan, Kermina Tofek, Thalia Vrachopoulos, Hung-Lung Wei, Rebecca Weiss, and Guoqi Zhang.

Absent: Nickolas Almodovar, Andrea Balis, Laura Bally-Mahabir*, Silvia Dapia, Anila Duro, Elijah Font, Tomas Garita, Robert Garot*, Maria (Maki) Haberfeld, Veronica Hendrick, Sheeba John, Thomas Kubic, Musarrat Lamia, Yue Ma, Vincent Maiorino, Joshua Mason, Brian Montes, Jose Olivo, Ludy Thenor, and Charlotte Walker-Said.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda with the following change.

- Add Graduate Studies' item D5. PAD 771 Capstone Seminar

The motion was seconded and approved unanimously.

II. Minutes of the April 11, 2019 College Council

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

III. Approval of the 2018-2019 Graduates (attachment B)

A motion was made to approve the 2018-2019 graduates. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C3)

A motion was made to adopt a program marked "C1. Proposal to Revise the BA in Sociology." The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “C2. Proposal to Revise the Minor in Sociology.” The motion was seconded and approved unanimously.

A motion was made to adopt an academic standard marked “C3. Proposal to Revise the CUNY Justice Academy Academic Forgiveness Policy.” The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachment D1-D5)

A motion was made to adopt a program revision marked “D1. MPA – Public Policy and Administration.” The motion was seconded and approved unanimously.

A motion was made to adopt a new program marked “D2. Advanced Certificate in Corrections Management.” The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked D3-D4 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked D3-D4.

D3. PMT 748	Project Management for Emergency Management and Public Safety
D4. PMT 789	Human and Social Vulnerability and Disaster

The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “D5. PAD 771 Capstone Seminar.” The motion was seconded and approved unanimously.

VI. Bylaw amendment: to add the Registrar as a member of the Undergraduate Curriculum and Academic Standards Committee (Second Reading and Vote)

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

VII. Bylaw amendment: clarify GPA requirements for the following College Council Committees: Undergraduate Curriculum and Academic Standards Committee, Article I, Section 2b, and Honors Prizes and Awards Committee, Article I, Section 2k (Second Reading and Vote)

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

VIII. Approval of Members for the 2019-2020 College-Wide Assessment Committee

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

IX. Determination of Need of the May 15, 2019 College Council meeting

A motion was made to cancel the additional meeting. The motion was seconded and

approved unanimously.

The meeting was adjourned at 2:36 p.m.

2019-20 COLLEGE COUNCIL ORIENTATION



ROLE OF COLLEGE COUNCIL

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

COLLEGE COUNCIL
MEMBERS

69 TOTAL MEMBERS

42 Faculty Members (8 alternates)

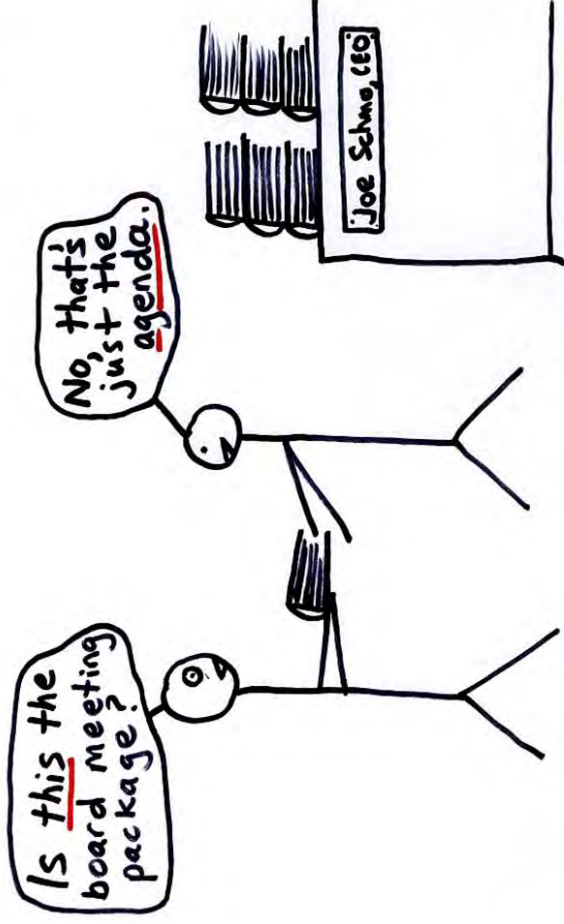
5 Higher Education Officers (1 alternate)

14 Students (2 alternates)

8 Administration

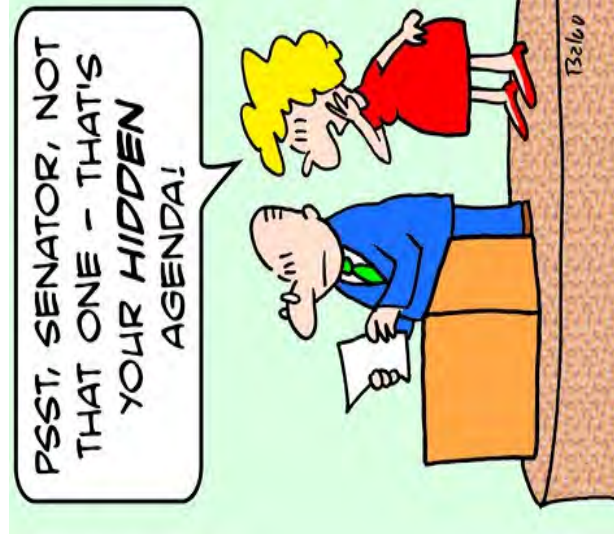
Who may propose agenda items?

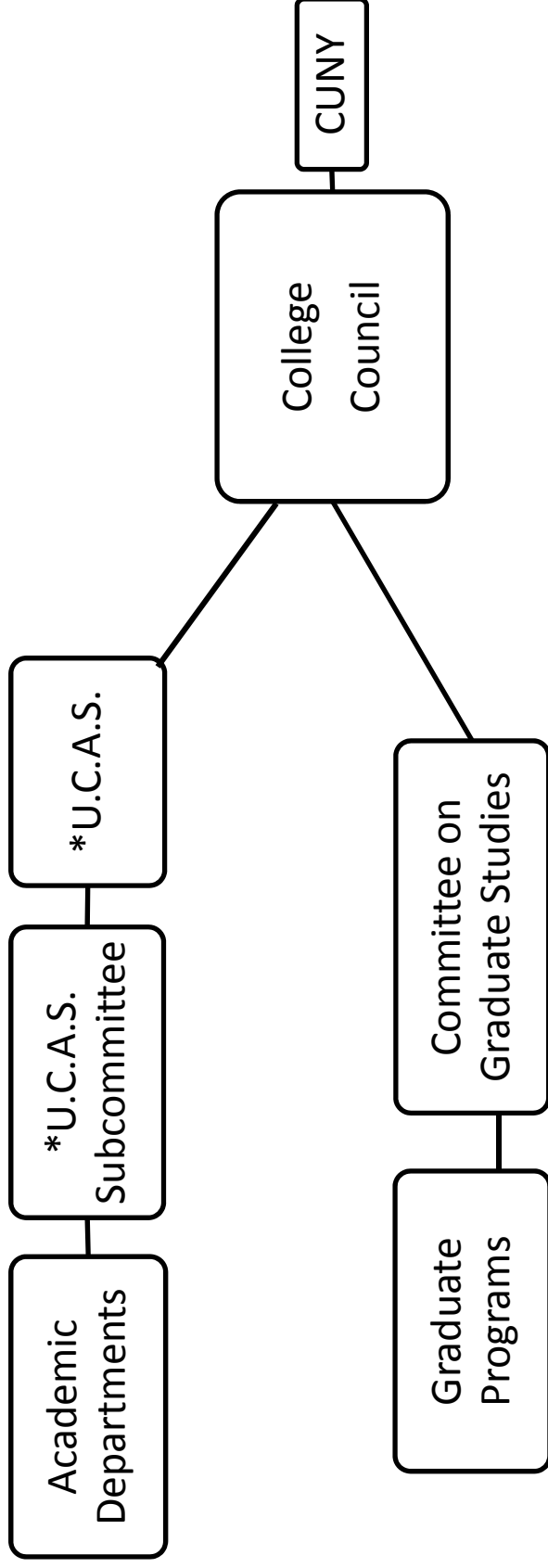
- Faculty Senate
- Any Committee of the College Council
- Council of Chairs
- Higher Education Officer Council
- Student Council
- Any member of the College Community



College Council Agenda is prepared by the Executive Committee:

- President
- Provost and VP for Academic Affairs
- VP for Finance and Administration
- VP of Enrollment Management and Student Affairs
- 7 Faculty members
- 2 Higher Education Officers
- 3 Students





*Undergraduate Curriculum and Academic Standards Committee



COLLEGE COUNCIL QUORUM AND VOTING



A quorum of 35 members is required to convene a meeting and conduct business

An affirmative vote of 35 members is required to take any action on a matter within its authority

College Council Open Meetings Law Requirements



- The public has the right to attend any meeting of the College Council.
- prior public notice of the meeting,
 - written minutes,
 - a record of the final vote on each matter on which a vote is formally taken.

COLLEGE COUNCIL

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

College Council Calendar 2019-2020

Items Due	Executive Committee	College Council Meeting
Monday, August 19, 2019	Thursday, August 29, 2019	Thursday, September 12, 2019
Friday, September 20, 2019	Wednesday, October 2, 2019	Wednesday, October 16, 2019
Friday, October 18, 2019	Wednesday, October 30, 2019	Monday, November 11, 2019
Friday, November 15, 2019	Tuesday, November 26, 2019	Monday, December 9, 2019
Wednesday, January 15, 2020	Tuesday, January 28, 2020	Thursday, February 6, 2020
Friday, February 21, 2020	Wednesday, March 4, 2020	Monday, March 16, 2020
Tuesday, March 17, 2020	Thursday, March 26, 2020	Monday, April 6, 2020
Tuesday, April 7, 2020	Wednesday, April 22, 2020	Monday, May 11, 2020

All meetings begin 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.

Additional meetings if needed

Items Due	Executive Committee	College Council Meeting
Tuesday, November 26, 2019	Tuesday, December 10, 2019	Wednesday, December 11, 2019
Tuesday, April 22, 2020	Tuesday, May 12, 2020	Wednesday, May 13, 2020

COLLEGE COUNCIL ROBERTS RULES OF ORDER

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



CUNY BOARD OF TRUSTEES ROLE

WHAT HAPPENS AFTER COLLEGE COUNCIL APPROVALS?

Depending on what changes are being proposed, the University has a multilayer process in place before changes can be implemented.

- New courses, changed to courses, new minors, and minor adjustments to academic programs are approved through the Academic Board Report, which is approved by the Chancellor's designee in the CUNY Office of Academic Affairs.
- New majors, substantive changes in majors, new degrees or certificates, Pathways General Education Courses, academic policies affecting large segments of the student population, and any changes, and certain other changes are considered by the Committee on Academic Program, Policy, and Research (CAPPR), and then presented for approval to the CUNY Board of Trustees.
- Following Board of Trustee approval, many items must also receive approval from the New York State Education Department (NYSED), in writing, before they may be implemented. All new majors and degree programs require approval and registration at the state level prior to offering to students.

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

New Course Proposal Form

Date Submitted _____ April 26, 2019 _____

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

1. a. **Department(s) or program(s)** proposing this course: **Africana Studies**, with new major: Human Services and Community Justice (HSCJ)

- b. **Name** and contact information of proposer(s) _____ Jessica Gordon-Nembhard

- Email address(es) _____ jnembhard@jjay.cuny.edu _____
- Phone number(s) _____ 646-557-4658 _____

2. a. **Title of the course: "Field Education in Community Organizing & Practice I"**

- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) _____ Field Ed Com Organizing I _____

- c. **Level** of this course ___100 Level ___200 Level __XX__300 Level ___400 Level

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

AFR 3XX Field Education in Community Organizing & Practice I is an applied field work experience in community practice and community-based approaches to justice, a necessary option in the Human Services and Community Justice Major. The large number of required hours in the field, 150, and the caliber of the writing assignments and final research paper explain why this is a 300-level course. Students may connect this required field learning assignment with their research project and learning about participatory action research in research methods course. This course has writing and reading requirements at the 300 level.

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

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.)

In the HSCJ major all students must complete more than 300 hours of field experience, 2 required field experience courses requiring 150 hours of field work each. This is the first required field course offered in community justice by the Africana Studies department.

The course is vital in efforts to help students further integrate the balance between theory and professionalism, build necessary bridges between school and work, and to obtain the skills and professional experience needed to prepare for graduate school and careers within Human Services, government agencies and offices, and nonprofit organizations. Through this field work course, students will gain first-hand appreciation of the challenges facing such organizations and the diverse and marginalized populations they serve. In addition, this course reinforces the concepts of community justice, community practice, and asset-based community development, as well as how to study and assess practices in these fields. AFR 3XX provides students with an increased awareness and understanding of the essential skills central to becoming competent, self reflective and compassionate helpers, advocates, and/or change makers. Additionally the course provides students a realistic basis for choosing a career while strengthening their ability to compete in the market.

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.)

Field Education in Community Organizing & Practice I is an applied field work experience in community practice and community-based approaches to justice. This course is designed to provide students the opportunity to develop a practical understanding of community organizing; community planning; community and non-profit organizations; community advocacy; and community-based economic development. Students draw connections between theory and practice, and actively participate and support efforts to assist individuals and programs that address community action and wellbeing. The practicum experience heightens student awareness of the skills required of an effective human service provider and/or community advocate, and affords them the opportunity to determine their appropriateness for the profession. Students will provide 10-12 hours per week (150 hours total) of fieldwork, attend classes, and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and reflections, and a culminating research paper/project will be required.

Note: Students cannot pass the course without completing the 150 hours of fieldwork. In order to register for this class students must have permission from the Center for Career and Professional Development (CCPD).

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

ENG 201, AFR 227

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

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

No Yes. If yes, then please provide:

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

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Students will:

- Draw connections between course material and the field work experience through written assignments and in class discussions and feedback.
- Demonstrate ability in a range of skills necessary for effective human services intervention including; communication and helping skills, information technology, interviewing and client advocacy, writing evaluations, referral and general client support; or in community organizing or policy advocacy.
- Formulate action strategies that incorporate psychological, sociological, and economic factors in community organizing and/or mobilization, including race, class, and gender influences on and/or benefits to clients and/or community residents.
- Demonstrate ability with digital technologies, written and oral communication/networking tools and social media for a range of purposes (e.g. to inform, instruct, motivate and persuade) - and know how to judge their effectiveness/assess their impact.
- Understand the ethical and legal issues encountered in Human Service work; to select interventions congruent with the organization's mission, respect and appreciation for individual client goals and an awareness of one's own value orientation.
- Demonstrate personal and professional development through the evaluation of one's performance, beliefs and values.

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

No Yes

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

Human Services and Community Justice - Required Field Course (Part IV. Field Experience)
Africana Studies Minor and Community Justice Minor.

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

No Yes If yes, please indicate the area:

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

Students will be required to write a substantial final paper about human services practice or community organizing or advocacy (APA style, 8-10 pages, specific topic approved by instructor), four Reflective Journal Writing Assignments (3 pages each), and weekly written logs about the field experience (2 pages). They will also be assessed on how many hours they spend in the field, the quality of their field practice, as well as their logs and reflection essays. Students will share oral summaries of readings with the class and be required to be a discussion leader during class; and are required to participate in class discussions and online discussions.

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

Yes No

- If yes, please state the librarian's name Maria Kiriakova, the Collection Development Librarian, and Maureen Richards, the Digital Resources Librarian
- Are there adequate resources in the library to support students' work in the course
Yes No

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval November 19, 2018

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

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

No

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

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.

We did discuss this course with the Human Services and Community Justice curriculum sub committee (of the Human Services and Counseling department). It was refined based on feedback.

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:

Jessica Gordon-Nembhard
Chair, Africana Studies Department

John Jay College of Criminal Justice
The City University of New York
524 West 59th Street
New York, New York 10019

AFR 3XX: Field Education in Community Organizing & Practice I

Semester, Time, Room

Professor: Jessica Gordon-Nembhard, Ph.D. and AFR faculty
Office Hours: Wednesdays 1:00 – 3 PM or by appointment or by appointment: Room 9.63.06 NB
Contact: Email: jnembhard@jjay.cuny.edu
Phone: (646) 557- 4658

Course Description:

Field Education in Community Organizing & Practice I is an applied field work experience in community practice and community-based approaches to justice. This course is designed to provide students the opportunity to develop a practical understanding of community organizing; community planning; community and non-profit organizations; community advocacy; and community-based economic development. Students draw connections between theory and practice, and actively participate and support efforts to assist individuals and programs that address community action and wellbeing. The practicum experience heightens student awareness of the skills required of an effective human service provider and/or community advocate, and affords them the opportunity to determine their appropriateness for the profession. Students will provide 10-12 hours per week (150 hours total) of fieldwork, attend classes, and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and reflections, and a culminating research paper/project will be required.

Note: Students cannot pass the course without completing the 150 hours of fieldwork. In order to register for this class students must have permission from the Center for Career and Professional Development (CCPD).

Prerequisites: ENG 201, AFR 227.

Learning Outcomes: Students will:

- Draw connections between course material and the field work experience through written assignments and in class discussions and feedback.
- Demonstrate ability in a range of skills necessary for effective human services intervention including; communication and helping skills, information technology, interviewing and client advocacy, writing evaluations, referral and general client support; or in community organizing or policy advocacy.
- Formulate action strategies that incorporate psychological, sociological, and economic factors in community organizing and/or mobilization, including race, class, and gender influences on and/or benefits to clients and/or community residents.

- Demonstrate ability with digital technologies, written and oral communication/networking tools and social media for a range of purposes (e.g. to inform, instruct, motivate and persuade) - and know how to judge their effectiveness/assess their impact.
- Understand the ethical and legal issues encountered in Human Service work; to select interventions congruent with the organization's mission, respect and appreciation for individual client goals and an awareness of one's own value orientation.
- Demonstrate personal and professional development through the evaluation of one's performance, beliefs and values.

Required Books:

Jobin-Leeds, Greg, and AgitArte. 2016. *When We Fight We Win! Twenty-first-century social movements and the activists that are transforming our world.* New York: The New Press.

Szakos, Kristin Layng, and Joe Szakos. 2007. *We Make Change: Community organizers talk about what they do – and why.* Nashville: Vanderbilt University Press.

Assignments:

Site Supervisor's Evaluation/Completion of Service Hours; and completion of CCPD orientation – 40%

Class attendance/participation – 10%

Weekly Logs/Reflective Essays – 25%

Class Presentation/s – 10%

Final Research Paper/Project -15%

Required Hours

Completion of a minimum of 150 hours of documented service at your field work site (about 12 hours per week for 13 weeks).

Site Supervisor Evaluation (and hours 40%)

Choose an Agency/Organization to volunteer with for the semester; Sign Agreement

You must attend the Center for Career and Professional Development orientation and be approved for fieldwork by the CCPD before you start this process. Consult with the CCPD, the Africana Studies Advisor and/or Africana Studies faculty to choose an agency or organization or project to volunteer with. The Professor and/or department Advisor and CCPD will provide suggestions of places. Finalize your field placement and meet the requirements of SSPD. Meet with the supervisor in charge of community service and/or volunteering and agree to a schedule. Have the supervisor sign an **agreement or memorandum of understanding** between the 2 of you in terms of what you will do, how many hours total and how many per week and per semester; as well as procedures for missing your appointments because of illness or weather, etc. You need to have as detailed an agreement as possible about your responsibilities, hours, etc. Complete any other forms required by any of the organizations/agencies.

Several times during the semester your supervisor will certify your hours and discuss your performance. Take the feedback seriously and keep communications open so that you learn and improve as the semester progresses. The supervisor will complete a written final evaluation of your performance in the fieldwork experience (the form will be provided). This evaluation is the core of your grade. It is important for you to

discuss the final evaluation with your supervisor, read it carefully, and add your comments before signing it (both the supervisor and the student must sign the evaluation). The supervisor must also verify your timesheet for at least 150 hours - every 50 hours should be verified.

Class Participation/Attendance (10%)

You are expected to be an active learner, which includes verbally participating in the class discussions and small-group discussions. You are also expected to bring questions for discussion to the class sessions, discuss your service-learning experiences, and demonstrate that you are keeping up to date with your reading assignments. Since there will be a limited number of class meeting times scheduled, you are expected to be in attendance for every class meeting.

Journal Logs (5%) and Reflective Essays (5% each X 4 = 20%)[total 25%]

Becoming a truly effective helper/community organizer will require your ability to understand and self-reflect on the many issues at the work site that impact on your personal and professional development. Once per week you must make an entry in your internship journal. These logs describe your experiences and observations working at the site (approximately 1-2 pages each).

In addition, you must write **four reflective essays**. Reflective essays are designed to help you reflect on and comment on the various aspects of your fieldwork experience as it relates to course readings, course discussions, and your professional goals. **You must cite class discussions and/or field conversations (anonymously), and at least one course reading or source in each essay.** Essays should be minimally three type written pages (11 or 12 point font, double spaced).

Reflective Essay 1: Research the Agency and/or Organization you will volunteer with.

Conduct a brief site visit. During the visit be sure to gather relevant pamphlets/ brochures that outline the purpose, mission and services provided. Once you have familiarized yourself with the agency, find someone at the site who can provide some general information regarding the agency's mission, services and history; and can discuss your community service options with that agency/organization. Keep notes to use to write the report.

Questions to help you gather information will include, but are not limited to the following:

What is the history and mission of the agency/organization/project?

What specific services do they provide? And/or what strategies do they pursue?

What or who is the target population served?

What types of career professionals are employed in the agency?

What additional services could be added to enhance the mission's goals?

How have their services impacted the target community?

How is the agency/organization funded?

What frustrations and/or challenges does the agency encounter in attempting to execute the delivery of services in meeting their mission; or to meet their mission?

What options are there for community service?

Reflective Essays 2, 3 are to be on a topic you choose, based on your observations as you volunteer with the organization, and relevant issues raised in class and in course readings. **Reflective Essay 4** should review your experience in general, discuss what you learned from the experience, and how this experience has impacted your personal and professional life. . Discuss issues of ethical practice, and ways to address any racism, sexism, etc., in the agency/organization you volunteered with. Include recommendations you have for addressing the issues and/or bettering the situations you documented over the semester, specifically for that agency/organization or to address the problems your internship addressed.

Reflective Essays 3 and 4 will be posted on the Discussion Board of Blackboard, due weeks 8 and 13, respectively. Each student must provide a brief response to 2 of their classmates essays no later than 1 week afterwards, for each of the 2 essays.

Consider the following when writing these essays:

1. A reflective essay is an essay where the writer examines his/her own experiences, and how s/he has changed, developed and/or grown from those experiences. In this case you will write about your internship/volunteer service experience and reflect on what you are learning, the accomplishments and challenges; and how these things connect to what you are learning in class (or do not connect).
2. Quality writing skills include writing directly and clearly, and using specific examples to support your points. Use complete sentences, check for spelling, and develop your paragraphs. These are formal essays so please proofread prior to submission. Be mindful of required length of the essay.
3. Include these elements:
 - a. Heading with your name, course number and name, semester, date and which essay it is. You can give your essay a title if you want.
 - b. Have solid introductory and concluding paragraphs.
 - c. Develop your thoughts fully and logically; use clear examples to illustrate your point and tie in your examples to the point you are trying to make.
 - d. Be sure to make reference to course readings and discussions; give reasons for your opinions and perspectives rather than making unsupported statements.
 - e. Cover a few issues/ideas well versus attempting to cover too much.

Research Paper/Project (20%)

Students will be required to write an 8-10-page paper utilizing APA style format/with bibliography/references (not included in the page count). The research paper should research a community problem and possible solutions, and focus on a topic related to your internship/organizing experience and/or topics raised in class. For example, if you volunteer with a homeless shelter you might research the types of populations likely to attend shelters, how well shelters work on behalf of the homeless, policies and solutions to the problem of homelessness, etc. All topics must be approved by the instructor. More detailed description and rubric will be handed out in the first weeks of the semester.

Class Presentations (10%)

You will be responsible for making one major presentation to the class. This fifteen minute presentation should essentially cover the topic in your research paper, and how your agency and the activities you conducted/observed there relate to that topic. For example, if you are enrolled in a placement in an organ donation agency, you might research ethical decisions related to organ donation and transplantation. You would review what you did at the agency and what you learned from this. Conclude with comments about how this has or has not influenced you with regard to future work in Human Services careers and/or community organizing.

Students will also provide a brief oral summary of or commentary on one of the chapters of *When We Fight We Win!* (Jobin-Leeds and AgitArte 2016) to the class.

All written assignments must be: Double-spaced; 12-point font; 1-inch margins.

Total Point Conversion to Final Grade:

A	93.0-100.0 points	A-	90.0- 92.9
B+	87.1- 89.9	B	83.0- 87.0
B-	80.0- 82.9	C+	77.1- 79.9
C	73.0- 77.0	C-	70.0- 72.9
D+	67.1- 69.9	D	63.0- 67.0
	F		Below 63 points

Reminder:

A = Excellent
B = Good
C = Satisfactory

D = Passing
F=Failure/Unsuccessful

Blackboard:

Many of your reading assignments (as well as this syllabus) are on our course's Blackboard page. As a John Jay student, you already have a Blackboard account; you just have to set it up (if you have not done so already). If you have trouble accessing Blackboard, call the help desk at (212) 237-8200 or email the help desk at helpdesk@jjay.cuny.edu.

Writing Resources:

Since there are many writing assignments in this course I want to make you aware of the resources that are available to you if you are having any issues with your writing. You can make an appointment to meet with a tutor at the Writing Center. You can call them at (212) 237-8569 or visit them at <http://web.jjay.cuny.edu/~writing/homepage.htm>. If English is not your first language, then you can go to the Center for English Language Support. You can call them at (212) 237-8231 or visit them at <http://web.jjay.cuny.edu/~esl/>. Both centers also regularly have workshops that cover a wide range of topics, so be sure to check out their websites for updates if you need any help. And of course, I am always available during office hours, by appointment, and through email.

LIFE CHALLENGES:

Life challenges: While I expect you to do all the required work for the class I know you live busy and responsible lives. At times there are going to be crises, you might be ill or some other stressful event will occur. Ask for help if you need it. Either let me know that you are having a problem-I don't need to know the details- or speak to someone at the Wellness Center, they will keep your business private. Use their services whenever you or your family need support. RM: L.68 (NB). <http://www.jjay.cuny.edu/wellness-center> mail: SingleStop@jjay.cuny.edu ; TEL: 212-237-8111.

John Jay Wellness Center: The Wellness Center has many free services for students:

- Breakfast and Lunch program, 9am-11am + 1:40-2:50pm Mon-Thurs in L.68
- Food Bank open Monday-Thursdays (10 am - 4 or 6 pm)
- Mental Health Counseling
- Emergency Funding for students who are struggling financially
- Single Stop Free Legal Services, Financial Counseling, advice on Public Benefits, and Tax Preparation
- Health Services that include sick visits, vaccines, pregnancy tests
- Accessibility services for students with hearing/visual impairments, mobility impairments, learning disabilities, chronic illnesses and psychological impairments.

Think about attending any of their short seminars on financial literacy, managing relationships, health and sexual/gender identity issues, time management, immigration, taxes and other issues.

Immigrant Student Success Center: Both John Jay and CUNY provide resources for students experiencing individual or family immigration status challenges. The new Immigrant Student Success Center is available to provide you with support and advocacy. Please visit them in L2.69.11 (new Building) Mon-Fri 9AM – 5PM or contact the Center’s manager: Cynthia Carvajal (ccarvajal@jjay.cuny.edu). For ALL immigration issues, visit the Resources for Undocumented and DACA Students webpage: <http://www.jjay.cuny.edu/undocumentedstudents>. John Jay is committed to assisting ALL students and families in a variety of ways. Also see <http://www.jjay.cuny.edu/legal-resources>.

Statement Regarding Students with Disabilities:

The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

CUNY’s Non-Discrimination Policy:

“The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University.” The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. This is a safe classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

Statement of College Policy on Plagiarism and Academic Integrity:

Academic Integrity: It is the student’s responsibility to understand what plagiarism and cheating entail, and to refrain from engaging in unethical, dishonest scholarship.

Plagiarism (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person’s ideas, words; artistic, scientific or technical work; research or writings as your own. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. 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.

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

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.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source (even if it is from your own previous work);
- Presenting another person’s ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Putting your name on a paper that you did not write.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. For the complete text of the **CUNY Policy on Academic Integrity and the John Jay College Policy on Academic Integrity** and other college-wide policies see the John Jay *Undergraduate Bulletin*, Chapter IV Academic Standards.

COURSE SCHEDULE

** next to a date indicates an assignment is due on that date.*

You are responsible for all required readings listed below each date, on that date.

Week 1 – Introductions and Site Supervision

Introductions. Discussion of Course requirements; assignments, evaluations and placement expectations. Working With Your Supervisor/Making the Most of Your Internship/The Role and Expectations of Site Supervision.

*Students will be provided with a memorandum of agreement between Agency and Supervisor to be turned in within two weeks.

Assignments: Read: syllabus; “Foreword” pp. X-XIII of When We Fight We Win, and “prefaces” pp. xi-xvi of We Make Change. Assign chapters in When We Fight.

Week 2 – Service Learning, Social Change, and Community Organizing

Volunteering, organizing, capacity building, and change-making in community practice.

Assignments: Find placement, begin Weekly Journal logs.

Read:

-Kivel, Paul. 2007. "Social Service or Social Change?" in *The Revolution will not be Funded*, ed. by INCITE! Women of Color Against Violence, pp. 129-150. Cambridge, MA: South End Press. [Blackboard] also <http://coavp.org/sites/default/files/social%20service%20vs%20change.pdf>

-Lawson, M., & Alameda-Lawson, T. (2001). What’s wrong with them is what’s wrong with us. *Journal of Community Practice*, 9(1), pp.77-97.

Week 3 – Purpose, Values and Challenges in Service Learning

Discuss service learning, experiential learning, and internships – purpose, values, challenges. How to be a helper and advocate rather than an enabler. Review how to keep logs and weekly journals; One-on-one meeting between each student and professor.

Presentations on Chapters 1 (LGBTQ, pp. 1-24) and 2 (education, pp. 25-50) of *When We Fight*.

Assignments: Students must turn in signed contract between Agency and student.. Turn in memorandum of agreement between Agency and Supervisor and student. Reflective Essay #1 due. Continue Logs.

Read: We Make Change: “Introduction” and Chapter 1 “What is Community Organizing,” pp.xviii-27 and “What Organizers Read and Watch” pp. 233-242; When We Fight: “Introduction” pp. xv-xxi.

Week 5 – Ethical and Legal Issues; Working with Diversity

Discuss ethical and legal issues in human services and community organizing. Explore issues of working with diversity in community practice and at volunteer site.

Presentations on Chapters 3 (incarceration, pp. 51-76) and 4 (immigration, pp. 77-102) of *When We Fight*.

Assignments: Read: We Make Change Chapters 2, 3, 4 (pp. 28-92). Reflective Essay #2 due. Continue Logs.

Week 8 – Writing Case Notes, Successful Communication: Using the Internet and Social Media in community organizing and community practice

Discuss writing Case Notes, how to discuss experiential learning and community practice.

Presentations on Chapters 5 (economics, pp. 103-128) and 6 (environment, pp. 129-154) of *When We Fight*.

Assignments: Read We Make Change Chapters 5, 6 (pp. 93-155). Reflective Essay #3 due. Continue Logs.

Weeks 11 and 12 – Individual meetings with Professor.

Assignments: Outline of Research Paper and annotate 3 references due Week 11. Continue Logs. Read: We Make Change: Chapters 7, 8, 9, pp. 156-232.

Week 13 – Achievements, Victories, Disappointments; Professional Assessment and Self Care

How to handle disappointments as well as successes. Stress reduction and Self Care in community practice.

Assignments: Reflective Essay #4 due. Continue Logs.

Read: We Make Change: “What They’re Doing Now” pp. 249-263; When We Fight: Epilogue and Afterword, pp. 155-167.

Week 14 – Wrap up and Presentations

Concluding the Internship, reflections and lessons learned. .

Assignments: Final Research Paper due.

Week 15 - **Final Exam Period: Oral Presentations cont'd

Assignments: - Turn in Supervisor's Evaluation and reflection logs/journal.

[NOTE THE CHANGE IN TIME for last class period, students must attend and stay the entire period.]

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

New Course Proposal Form

Date Submitted _____ April 29, 2019 _____

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

1. a. **Department(s) or program(s)** proposing this course: **Africana Studies**, with new major: Human Services and Community Justice (HSCJ)
- b. **Name** and contact information of proposer(s) _____ Jessica Gordon-Nembhard
 Email address(es) _____ jnembhard@jjay.cuny.edu _____
 Phone number(s) _____ 646-557-4658 _____
2. a. **Title of the course: "Field Education in Community Organizing & Practice II"**
- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) _____ Field Ed Com Organizing II _____
- c. **Level** of this course ___100 Level ___200 Level __XX__300 Level ___400 Level

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

AFR 3XX Field Education in Community Organizing & Practice II is an applied field work experience in community practice and community-based approaches to justice, a necessary option in the Human Services and Community Justice Major. The large number of required hours in the field, 150, and the caliber of the writing assignments and final research paper explain why this is a 300-level course. Students may connect this required field learning assignment with their research project and learning about participatory action research in research methods course. This course has writing and reading requirements at the 300 level, and is second in the series of 2 field work courses of 150 hours each for the HSCJ Major.

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

In the HSCJ major all students must complete more than 300 hours of field experience, 2 required field experience courses requiring 150 hours of field work each. This is the second required field course offered in community justice by the Africana Studies department.

The course is vital in efforts to help students further integrate the balance between theory and professionalism, build necessary bridges between school and work, and to obtain the skills and professional experience needed to prepare for graduate school and careers within Human Services, government agencies and offices, and nonprofit organizations. Through this field work course, students will gain first-hand appreciation of the challenges facing such organizations and the diverse and marginalized populations they serve. In addition, this course reinforces the concepts of community justice, community practice, and asset-based community development, as well as how to study and assess practices in these fields, and community development policies. AFR 3YY provides students with an increased awareness and understanding of the advanced skills central to becoming competent, self-reflective and compassionate helpers, community organizers, advocates, and/or policy makers. Additionally the course provides students a realistic basis for choosing a career while strengthening their ability to compete in the market.

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.)

Field Education in Community Organizing & Practice II is an advanced applied fieldwork experience in community-based approaches to justice and policy analysis. This course is designed to provide students the opportunity to further develop a practical understanding of community organizing; community planning; local, state and national social policy development; community advocacy; and community-based economic development. Students draw connections between theory and practice, and actively participate and support efforts to assist individuals and programs that address community policy making. The practicum experience heightens student awareness of the skills required of an effective community advocate and policy analyst. Students must provide 10-12 hours per week (150 hours total) of fieldwork, attend classes, and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and reflections, and a culminating research paper/project will be required.

Note: Students cannot pass the course without completing the 150 hours. In order to register for this class, students must have permission from the Center for Career and Professional Development.

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

ENG 201, and AFR 3XX Field Education in Community Organizing & Practice I or CHS 381 Field Education in Human Services I or CSL 311 Field Education in College Community Outreach.

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

c. Credits 3

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

No Yes. If yes, then please provide:

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

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Students will:

- Draw connections between course material and the field work experience through written assignments and in class discussions and feedback.
- Formulate action strategies that incorporate psychological, sociological, and economic factors in community organizing and/or mobilization and policy analysis, including race, class, and gender influences on and/or benefits to clients and/or community residents.
- Demonstrate ability with digital technologies, written and oral communication/networking tools and social media for a range of purposes (e.g. to inform, instruct, motivate and persuade) - and know how to judge their effectiveness/assess their impact.
- Understand the ethical and legal issues encountered in Human Service work; to select interventions congruent with the organization's mission, respect and appreciation for individual client goals and an awareness of one's own value orientation.
- Demonstrate personal and professional development through the evaluation of one's performance, beliefs and values.

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

No Yes

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

Human Services and Community Justice - Required Field Course (Part IV. Field Experience)
Africana Studies Minor and Community Justice Minor.

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

No Yes If yes, please indicate the area:

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

Students will be required to write a substantial final paper about community organizing, advocacy, or community development policy (APA style, 10-12 pages, specific topic approved

by instructor), four Reflective Journal Writing Assignments (3 pages each), and weekly written logs about the field experience (2 pages). They will also be assessed on how many hours they spend in the field, the quality of their field practice, as well as their logs and reflection essays. Students will share oral summaries of readings with the class and be required to be a discussion leader during class; and are required to participate in class discussions and online discussions.

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

Yes No

- If yes, please state the librarian's name__ Maria Kiriakova, the Collection Development Librarian, and Maureen Richards, the Digital Resources Librarian____
- Are there adequate resources in the library to support students' work in the course
Yes No

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval ___May 3, 2019___

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

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

No

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

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

Not applicable

No

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

Shared this course with the Human Services and Community Justice curriculum sub committee (of the Human Services and Counseling department).

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:

Jessica Gordon-Nembhard

Chair, Africana Studies Department

John Jay College of Criminal Justice
The City University of New York
524 West 59th Street
New York, New York 10019

AFR 3YY: Field Education in Community Organizing & Practice II

Semester, Time, Room

Professor: Jessica Gordon-Nembhard, Ph.D. and AFR faculty
Office Hours: Wednesdays 1:00 – 3 PM or by appointment or by appointment: Room 9.63.06 NB
Contact: Email: jnembhard@jjay.cuny.edu
Phone: (646) 557- 4658

Course Description:

Field Education in Community Organizing & Practice II is an advanced applied fieldwork experience in community-based approaches to justice and policy analysis. This course is designed to provide students the opportunity to further develop a practical understanding of community organizing; community planning; local, state and national social policy development; community advocacy; and community-based economic development. Students draw connections between theory and practice, and actively participate and support efforts to assist individuals and programs that address community policy making. The practicum experience heightens student awareness of the skills required of an effective community advocate and policy analyst. Students must provide 10-12 hours per week (150 hours total) of fieldwork, attend classes, and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and reflections, and a culminating research paper/project will be required.

Students cannot pass the course without completing the 150 hours. In order to register for this class, students must have permission from the Center for Career and Professional Development.

Prerequisites: ENG 201, and AFR 3XX Field Education in Community Organizing and Community Practice I, CHS 381 Field Education in Human services I, or CSL 311 Field Education in College Community Outreach.

Learning Outcomes: Students will:

- Draw connections between course material and the field work experience through written assignments and in class discussions and feedback.
- Formulate action strategies that incorporate psychological, sociological, and economic factors in community organizing and/or mobilization and policy analysis, including race, class, and gender influences on and/or benefits to clients and/or community residents.
- Demonstrate ability with digital technologies, written and oral communication/networking tools and social media for a range of purposes (e.g. to inform, instruct, motivate and persuade) - and know how to judge their effectiveness/assess their impact.

- Understand the ethical and legal issues encountered in Human Service work; to select interventions congruent with the organization's mission, respect and appreciation for individual client goals and an awareness of one's own value orientation.
- Demonstrate personal and professional development through the evaluation of one's performance, beliefs and values.

Required Books:

Sen, Rinku. 2003. *Stir It Up: Lessons in Community Organizing and Advocacy*. Jossey-Bass, Chardon Press Series. ISBN 978-0-7879-6533-4

Rockey Moore, Maya. 2004. *The Political Action Handbook: A How-To Guide for the Hip Hop Generation*. Fourth Generation Press. ISBN-13: 978-0975988602

Assignments:

Site Supervisor's Evaluation/Completion of Service Hours; and completion of CCPD orientation – 40%

Class attendance/participation – 10%

Weekly Logs/Reflective Essays – 25%

Class Presentation/s – 10%

Final Research Paper/Project -15%

Required Hours

Completion of a minimum of 150 hours of documented service at your intern site (about 12 hours per week for 13 weeks).

Site Supervisor Evaluation (and hours 40%)

Choose an Agency/Organization to volunteer with for the semester; Sign Agreement

You must attend the Center for Career and Professional Development orientation and be approved for fieldwork by the CCPD before you start this process. Consult with the CCPD, the Africana Studies Advisor and/or Africana Studies faculty to choose an agency or organization or project to volunteer with. The Professor and/or department Advisor and CCPD will provide suggestions of places. Finalize your field placement and meet the requirements of SSPD. Meet with the supervisor in charge of community service and/or volunteering and agree to a schedule. Have the supervisor sign an **agreement or memorandum of understanding** between the 2 of you in terms of what you will do, how many hours total and how many per week and per semester; as well as procedures for missing your appointments because of illness or weather, etc. You need to have as detailed an agreement as possible about your responsibilities, hours, etc. Complete any other forms required by any of the organizations/agencies.

Several times during the semester your supervisor will certify your hours and discuss your performance. Take the feedback seriously and keep communications open so that you learn and improve as the semester progresses. The supervisor will complete a written final evaluation of your performance in the fieldwork experience (the form will be provided). This evaluation is the core of your grade. It is important for you to discuss the final evaluation with your supervisor, read it carefully, and add your comments before signing it (both the supervisor and the student must sign the evaluation). The supervisor must also verify your timesheet for at least 150 hours - every 50 hours should be verified.

Class Participation/Attendance (10%)

You are expected to be an active learner, which includes verbally participating in the class discussions and small-group discussions. You have homework assignments based on the exercises in Sen (2004) *Stir It Up*. You are also expected to bring questions for discussion to the class sessions, discuss your service-learning experiences, and demonstrate that you are keeping up to date with your reading assignments. Since there will be a limited number of class meeting times scheduled, you are expected to be in attendance for every class meeting.

Journal Logs (5%) and Reflective Essays (5% each X 4 = 20%)[total 25%]

Becoming a truly effective helper/community organizer will require your ability to understand and self-reflect on the many issues at the work site that impact on your personal and professional development. Once per week you must make an entry in your internship journal. These logs describe your experiences and observations working at the site (approximately 1-2 pages each).

In addition, you must write **four reflective essays**. Reflective essays are designed to help you reflect on and comment on the various aspects of your fieldwork experience as it relates to course readings, course discussions, and your professional goals. **You must cite class discussions and/or field conversations (anonymously), and at least one course reading or source in each essay.** Essays should be minimally three type written pages (11 or 12 point font, double spaced).

Reflective Essay 1: Read “Introduction” and Chapter 1 “New Realities” of Sen’s (2004) *Stir It Up* book (pp. xliii-lxv; 1-23). Delineate and discuss the Alinsky model of community organizing, its strengths and weaknesses. Explain at least 1 other model of community organizing. Discuss challenges to the Alinsky model by structural racism, feminism, neoliberalism, and the conservative resurgence. Explain the organizing model of the organization you volunteer with (or use one of the organizations featured in Sen’s book).

Reflective Essay 2: Read Chapter 9 of Sen (2004) and base your reflection essay on Exercise 9.1 about your campaign interests, community development and/or community advocacy issues you are interested in, and what more you need to learn about them and why. Be specific about what you need to learn and how you will go or have gone about learning it. Think about how you would share this knowledge with clients or those you work with in your internship, and/or your classmates. Why is popular education important in Human Services work and/or community organizing? How do we balance our own and others’ education with organizing?

Reflective Essay 3: Compare and Contrast the agency/organization you volunteered with last semester with the agency/organization you are placed in this semester. If it’s the same organization, compare that organization with one of the organizations featured in Sen’s 2004 book *Stir It Up*. Focus on strategies each organization uses and analysis of policy issues that they address or need to address. Provide summary and conclusions about your observations/findings.

Questions to help you write Essay 3 will include, but are not limited to the following:

What is the history and mission of each agency/organization?

What specific services do they provide? And/or what strategies do they pursue?

What are the policy issues each organization addresses, and how does the organization address

them?

What or who is the target population served? How does the target population differ between the 2 organizations?

How have their services impacted the target community?

How is each agency/organization funded?

What types of career professionals are employed in the agency?

Reflective Essay 4: Review your internship/placement experience in general; discuss what you learned from the experience, and how this experience has impacted your personal and professional life. Include a summary of the experience, based on your observations as you volunteer with the organization, and relevant issues raised in class and in course readings. Discuss issues of ethical practice, and ways to address any racism, sexism, etc., in the agency/organization you volunteered with. Make recommendations you have for addressing the issues and/or bettering the situations you documented over the semester, specifically for that agency/organization or to address the problems your internship addressed.

Reflective Essays 2 and 4 will be posted on the Discussion Board of Blackboard, due weeks 5 and 13, respectively. Each student must provide a brief response to 2 of their classmates essays no later than 1 week afterwards, for each of the 2 essays.

Consider the following when writing these essays:

1. A reflective essay is an essay where the writer examines his/her own experiences, and how s/he has changed, developed and/or grown from those experiences. In this case you will write about your internship/volunteer service experience and reflect on what you are learning, the accomplishments and challenges; and how these things connect to what you are learning in class (or do not connect).
2. Quality writing skills include writing directly and clearly, and using specific examples to support your points. Use complete sentences, check for spelling, and develop your paragraphs. These are formal essays so please proofread prior to submission. Be mindful of required length of the essay.
3. Include these elements:
 - a. Heading with your name, course number and name, semester, date and which essay it is. You can give your essay a title if you want.
 - b. Have solid introductory and concluding paragraphs.
 - c. Develop your thoughts fully and logically; use clear examples to illustrate your point and tie in your examples to the point you are trying to make.
 - d. Be sure to make reference to course readings and discussions; give reasons for your opinions and perspectives rather than making unsupported statements.
 - e. Cover a few issues/ideas well versus attempting to cover too much.

Research Paper/Project (20%)

Students will be required to write a 10-12-page paper utilizing APA style format/with bibliography/references (not included in the page count). The research paper should research a community problem and possible solutions, and make policy recommendations. All topics must be approved by the instructor. More detailed description of the paper, and rubric, will be handed out in the first weeks of the semester.

Class Presentations (10%)

You will be responsible for making one major presentation to the class. This fifteen minute presentation should essentially cover the topic in your research paper, and a brief overview of your field experience. Conclude with comments about how your field experience has or has not influenced you with regard to future work in Human Services careers and/or community organizing.

Students will also provide a brief oral summary of or comment on a chapter in Rockey Moore's (2004) *The Political Action Handbook* to the class; and lead a class discussion.

All written assignments must be: Double-spaced; 12-point font; 1-inch margins.

Total Point Conversion to Final Grade:

A	93.0-100.0 points	A-	90.0- 92.9
B+	87.1- 89.9	B	83.0- 87.0
B-	80.0- 82.9	C+	77.1- 79.9
C	73.0- 77.0	C-	70.0- 72.9
D+	67.1- 69.9	D	63.0- 67.0
F	Below 63 points		

Reminder:

A = Excellent
B = Good
C = Satisfactory

D = Passing
F=Failure/Unsuccessful

Blackboard:

Many of your reading assignments (as well as this syllabus) are on our course's Blackboard page. As a John Jay student, you already have a Blackboard account; you just have to set it up (if you have not done so already). If you have trouble accessing Blackboard, call the help desk at (212) 237-8200 or email the help desk at helpdesk@jjay.cuny.edu.

Writing Resources:

Since there are many writing assignments in this course I want to make you aware of the resources that are available to you if you are having any issues with your writing. You can make an appointment to meet with a tutor at the Writing Center. You can call them at (212) 237-8569 or visit them at <http://web.jjay.cuny.edu/~writing/homepage.htm>. If English is not your first language, then you can go to the Center for English Language Support. You can call them at (212) 237-8231 or visit them at <http://web.jjay.cuny.edu/~esl/>. Both centers also regularly have workshops that cover a wide range of topics, so be sure to check out their websites for updates if you need any help. And of course, I am always available during office hours, by appointment, and through email.

LIFE CHALLENGES:

Life challenges: While I expect you to do all the required work for the class I know you live busy and responsible lives. At times there are going to be crises, you might be ill or some other stressful event will occur. Ask for help if you need it. Either let me know that you are having a problem-I don't need to know the details- or speak to someone at the Wellness Center, they will keep your business private. Use their services whenever you or your family need support. RM: L.68 (NB). <http://www.jjay.cuny.edu/wellness-center> mail: SingleStop@jjay.cuny.edu ; TEL: 212-237-8111.

John Jay Wellness Center: The Wellness Center has many free services for students:

- Breakfast and Lunch program, 9am-11am + 1:40-2:50pm Mon-Thurs in L.68
- Food Bank open Monday-Thursdays (10 am - 4 or 6 pm)
- Mental Health Counseling
- Emergency Funding for students who are struggling financially
- Single Stop Free Legal Services, Financial Counseling, advice on Public Benefits, and Tax Preparation
- Health Services that include sick visits, vaccines, pregnancy tests
- Accessibility services for students with hearing/visual impairments, mobility impairments, learning disabilities, chronic illnesses and psychological impairments.

Think about attending any of their short seminars on financial literacy, managing relationships, health and sexual/gender identity issues, time management, immigration, taxes and other issues.

Immigrant Student Success Center: Both John Jay and CUNY provide resources for students experiencing individual or family immigration status challenges. The new Immigrant Student Success Center is available to provide you with support and advocacy. Please visit them in L2.69.11 (new Building) Mon-Fri 9AM – 5PM or contact the Center’s manager: Cynthia Carvajal (ccarvajal@jjay.cuny.edu). For ALL immigration issues, visit the Resources for Undocumented and DACA Students webpage: <http://www.jjay.cuny.edu/undocumentedstudents>. John Jay is committed to assisting ALL students and families in a variety of ways. Also see <http://www.jjay.cuny.edu/legal-resources>.

Statement Regarding Students with Disabilities:

The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

CUNY’s Non-Discrimination Policy:

“The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University.” The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. This is a safe classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

Statement of College Policy on Plagiarism and Academic Integrity:

Academic Integrity: It is the student’s responsibility to understand what plagiarism and cheating entail, and to refrain from engaging in unethical, dishonest scholarship.

Plagiarism (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person’s ideas, words; artistic, scientific or technical work; research or writings as your own. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original

source. 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.

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

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.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source (even if it is from your own previous work);
- Presenting another person's ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Putting your name on a paper that you did not write.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. For the complete text of the **CUNY Policy on Academic Integrity and the John Jay College Policy on Academic Integrity** and other college-wide policies see the John Jay *Undergraduate Bulletin*, Chapter IV Academic Standards.

COURSE SCHEDULE

** next to a date indicates an assignment is due on that date.*

You are responsible for all required readings listed below each date, on that date.

Week 1 - Introductions

Topic: Discussion of Course requirements; assignments, evaluations and placement expectations.

Assignments: Read: syllabus; "Foreword," and "Prequel," pp. i-vii of Rockey Moore, 2004; "Introduction" pp. xliii-lxv of Sen (2003) Stir It Up.

Assign chapters in Political Action Handbook by Rockey Moore.

Homework for Week 2 – complete Exercise 1.1 in Sen (2004).

Week 2

Topic: Working With Your Supervisor/Making the Most of Your Internship/The Role and Expectations of Site Supervision. New Realities, challenges of race and gender discrimination, neoliberalism, etc.

Exercise 1.1 in Sen (2004).

*Students will be provided memorandum of agreement between Agency and Supervisor to be turned in at within two weeks.

Assignments: Begin Weekly Journal logs.

Read: Sen (2003) Chapter 1 pp.1-23; Rockeymoore (2004) "Introduction" pp. 1-17.

Homework for Week 2 – complete Exercise 2.2 in Sen (2004).

Week 3

Topics: Service learning, experiential learning, and internships – purpose, values, challenges. How to be a helper and advocate rather than an enabler. Review how to keep logs and weekly journals; Community organizing models. One-on-one meeting between each student and professor.

Exercise 2.2 in Sen (2004).

Presentations on Verse 1 (pp. 18-28) and Verse 2 (pp. 29-35) of Rockeymoore (2004).

Assignments: Students must turn in signed contract between Agency and school. Turn in memorandum of agreement between Agency and Supervisor and student. Reflective Essay #1 due. Continue Logs.

Read: Sen (2004) Chapter 2 (pp. 24-47).

Homework for Week 5 – complete Exercise 3.1 in Sen (2004).

Week 5

Topic: Ethical and Legal Issues; Working with Diversity

Presentations on Verse 3 (pp. 36-43), Verse 4 (pp. 44-50) and Verse 5 (51-58) of Rockeymoore (2004).

Exercise 3.1 in Sen (2004).

Assignments: Read: Sen (2004) Chapter 3 (pp. 48-78); Reflective Essay #2 due. Continue Logs.

Homework for Week 8 – complete Exercises 4.1 and 4.2 in Sen (2004).

Week 8

Topic: Writing Case Notes/Community Advocacy/Stress and Self Care; accomplishments and challenges.

Exercises 4.1 and 4.2 in Sen (2004).

Presentations on Verse 6 (pp.59-64), Verse 7 (pp.65-72) of Rockeymoore (2004).

Assignments: Read: Sen (2004) Chapter 4 (pp. 79-96). Reflective Essay #3 due. Continue Logs.

Homework for Week 13 – complete Exercises 5.1 and 6.1 in Sen (2004).

Weeks 11 and 12 – Individual meetings with Professor.

Assignments: Outline of Research Paper and annotate 3 references due Week 11. Continue Logs.

Read: Sen (2004) Chapter 5 (pp. 97-115) and Chapter 6 (pp. 116-134).

Week 13

Topic: Communication, research and education, curriculum development in community practice.

Exercises 5.1 and 6.1 in Sen (2004).

Presentations on Verse 8 (pp.73-80), Verse 9 (pp.81-90), and Verse 10 (pp. 91-96) of Rockeymoore (2004).

Assignments: Read: Sen (2004) Chapters 7 and 8 (pp. 135-147). Reflective Essay #4 due. Continue Logs.

Homework for Week 14 – complete Exercise 8.1 in Sen (2004).

Week 14

Topic: Wrap up and Concluding the Internship; Class Presentations begin.

Exercise 8.1 in Sen (2004)

Assignments: Final Research Paper due.

Read: Sen (2004) Chapters 9 (pp. 165-182) and Conclusion (pp. 183-185); and Rockeymoore (2004) Sequel pp. 97-109.

Week 15 - **Final Exam Period: Oral Presentations cont'd

Assignments: - Turn in Supervisor's Evaluation and reflection logs/journal.

[NOTE THE CHANGE IN TIME for last class period, students must attend and stay the entire period.]

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

New Course Proposal Form

Date Submitted: April 1, 2019

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

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

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

Name: **Professor Frank Pezzella**

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

Phone number(s) 212-237-8410; 914-309-3044

2. a. **Title of the course: Hate Incidents and Crimes**

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

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

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

The course requires an ability to read, understand and work independently on a number of simultaneously assigned peer reviewed journals articles, hate crime case law and both federal and state statutes. The course builds off of a number of other required courses including CJBA 220 (Race, Gender, Ethnicity, Crime and Justice), CJBA 240, and CJBA 241, CJBA 340 (Statistics and Research methods). As a result, students will be required to be conversant with research methods and parametric statistics primarily ordinary least squares regression and binomial and multinomial logistic regression included in the assigned peer reviewed journal articles. In addition, students will be expected to bear all that they have learned from the required courses to participate in class discussions and exercises reflecting the moral, legal and policy issues concerning the burgeoning increase in hate incidents and crimes towards racial, ethnic, religious, and sex orientation minorities.

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

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.)

Hate incidents and crimes is a burgeoning social phenomenon that came to the attention of the U.S. government in 1990 evident by the promulgation of the Hate Crime Statistics Act. Since then over 15, 000 police agencies participate in the hate crime reporting program but inexplicably an average of 89% of these police agencies report "zero" hate crimes each year. Despite the plethora of police agencies that report "zero" hate crimes each year, those that do report official hate crime statistics indicate that hate crimes have burgeoned considerably in recent years. More specifically, hate crimes have spiked consecutively over the past three years including increases of 5% in 2015; 5% in 2016; and a dramatic increase of 17% in 2017 according to the annual Uniform Crime Report (UCR) Hate Crime report. Moreover, the National Crime Victimization Survey (NCVS) also indicates substantial increases in the number of reported and unreported victimizations and notes a substantial dark figure of unreported victimizations among certain bias victim groups presently included under "protected status" categories within contemporary federal and state hate crime statutes. A growing body of hate crime research and scholarship explains the under reporting of hate incidents and crimes as a result of victim underreporting and police misclassification of hate crimes. Consequently, the public at large has no idea of the prevalence and severity of hate incidents and crimes.

This course will examine how hate crimes are uniquely different than their ordinary crime counterparts by looking at studies that compare injuries. In addition, the course will explore which types of victims are least likely to report their victimizations and importantly, why they don't report. Recognizing that victims are only one part of the two prong reasons for underreporting, the course will also examine the challenges and dilemmas police face attempting to enforce hate crime laws that may explain misclassification of hate crimes. The course will also examine hate crime constitutional and policy issues and the unintended consequences of hate crime legislation. Finally, the legacy of hate crime in American history will be reviewed to connect historic hate crimes such as cross burning and lynching to contemporary hate crimes by assessing the similarities in victims and offender characteristics and situational circumstances surrounding hate crime incidents including the burgeoning number of organized hate groups.

I think this is an important course to offer students since hate crimes are so prominent in news cycles throughout the country. John Jay College is as an academic institution that specializes in criminal justice. As a result, it is incumbent upon us to explain and teach students all that we know about the precursors and conditions that precede tragedies such as the Charleston church shooting, Charlottesville, Pulse Nightclub, and New Zealand mass shooting tragedies and the issues surrounding escalated sanctions for such crimes. To my knowledge, no such course at John Jay College presently focuses on or offers the depth of coverage of the hate crimes this proposal presents.

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

The course explores the history of hate crimes including the adverse experiences of minorities reflecting the country's struggle accepting its cultural, racial, religious and ethnic diversity. The course focuses on the challenge for equality by examining the uniqueness of hate vs. ordinary crimes. Hate crime or, more appropriately labeled, bias crime – is a specific sub-type of criminal behavior perpetrated against victims because they are members of a group or groups which the offender exhibits criminal prejudice towards. Course topics include the conceptualization of hate crime, measurement issues, observed patterns and trends, policy and legislation debates, typology of offenders, victims and police reporting, organized hate groups, and the uniqueness of bias compared to non-bias crime injuries.

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, CJBA 220 Race, Gender, Ethnicity, Crime and Justice, CJBA 241 Quantitative Inquiry of Problems in Criminal Justice II, CJBA 340 Research Methods in Criminal Justice

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): Fall, 2015, Spring 2016
- b. Teacher(s): **Prof. Frank Pezzella**
- c. Enrollment(s): 16 and 20
- d. Prerequisites(s): CJBA 220

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 understand and be able to:

1. Assess the uniqueness of bias crimes through empirical analyses of hate incidents and crimes to create and support evidence-based hate crime policies.

2. Analyze hate crime case law, constitutional issues, public policies and federal and state bias crime legislation.
3. Evaluate the strengths and weaknesses of the surveillance systems that monitor hate crimes and the implications for estimates of prevalence and severity.
4. Create, interpret and report patterns and trends of hate or bias crimes by incident or victim category.
5. Conduct policy analysis of the ideals of equality and the co-existence of bias crimes throughout history.

One of the major outcomes of the CJBA program is to develop students' ability to conduct research and analyze public policy. To this end students are required to learn and understand quantitative and qualitative skills to perform empirical analyses to inform evidence-based policies. This course reinforces the program's major outcome by requiring students to use the skills they learned in CJBA 220, (Race & Crime) CJBA240, 241 (Quantitative Analysis) and CJBA 340 (Research Methods) to analyze empirical research, as well as United States public policies concerning hate crimes.

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

No Yes

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

This course will be a choice in the CJBA major, Part III. Research Focus area

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

No Yes If yes, please indicate the area:

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

The assessment of student learning will be based upon examinations, assignments and exercises and engaged class participation. There will be two (2) examinations in this class. The final examination will not be cumulative. Each examination will cover class discussions, lectures, readings and videos. Examinations will be comprised of short answer and essay questions.

Due to the nature and importance of the material that will be covered in this course, students will be required to complete 6 out-of-class assignments including four (4) Blackboard (BB) discussion board assignments and two (2) exercises-activities. These assignments will allow students to apply what is discussed in this course and help reinforce retention of materials and relevant concepts concerning hate crime. The discussion boards will assist in properly reviewing the assigned readings/materials for the next class and engaging classmates about contemporary issues surrounding hate crimes. The exercises-activities are designed to provide insight to the relevant lecture topics. The requirement of engaged class participation will provide for an assessment of student learning of the knowledge and course objectives associated with the course.

Grading System

Grading Criteria	Points	Percentage
2 Examinations	350	35%
4 Blackboard Discussion Assignments	400	40%
2 Exercises	200	20%
Class Participation	50	5%

Examinations (350 Points)

Two examinations will be administered - a midterm and final examination valued at 150 and 200 points respectively.

Blackboard Discussion Board Assignments (400 points)

The blackboard discussion board assignments will consist of questions related to the readings. Students are required to answer the questions in no more than **200** words by incorporating in text citations from the **mandatory assigned** and **optional outside readings** derived from their own research using APA sixth edition in text citation format with full APA style references at the bottom of the discussion board. In addition, students are required to post at least two reply post of 100 words each also incorporating both APA in text and reference citations. Unsubstantiated opinions that do not relate to the **mandatory assigned** or optional outside readings or those without proper APA citation style format will not receive full credit for the assignment.

Exercises (200 points)

A total of two out of classes exercises will be assigned to embellish student learning and understanding of important hate crime concepts and to facilitate class discussion of the dilemmas that hate offenders, victims and policymakers face. Students are required to upload a one-page summary and response of no more than 400 words to the exercises in blackboard.

Class Participation (50 points)

Students are required to be engaged and participate in every lecture, exercise and the assigned group debates to reinforce the knowledge and learning objectives

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

Yes ___ No X

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

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 4/12/2019

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

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**?

To my knowledge, no such course presently focuses on or offers the depth of coverage of the hate crimes this proposal presents.

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.

Some courses have touched on hate speech, other on lynching but no course has focused on the depth of hate incident and crimes proposed here.

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

X Not applicable

____ No

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

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

X No

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

19. Approvals: Brian Lawton, Chair, Department of Criminal Justice

**John Jay College of Criminal Justice
Department of Criminal Justice
CJBA 3YY, Hate Incidents and Crimes
Syllabus**

Professor: Frank S. Pezzella Ph.D.
Office Hours: By appointment only
E mail: Fpezzella@jjay.cuny.edu
Class Time: 1:50 -3:05 M/W
Location: XXXXX

Course Description:

The course explores the history of hate crimes including the adverse experiences of minorities reflecting the country's struggle accepting its cultural, racial, religious and ethnic diversity. The course focuses on the challenge for equality by examining the uniqueness of hate vs. ordinary crimes. Hate crime or, more appropriately labeled, bias crime – is a specific sub-type of criminal behavior perpetrated against victims because they are members of a group or groups which the offender exhibits criminal prejudice towards. Course topics include the conceptualization of hate crime, measurement issues, observed patterns and trends, policy and legislation debates, typology of offenders, victims and police reporting, organized hate groups, and the uniqueness of bias compared to non-bias crime injuries.

Learning Outcomes:

By the successful completion of this course, students should be able to:

1. Assess the uniqueness of bias crimes through empirical analyses of hate incidents and crimes to create and support evidence based hate crime statutes and policies.
2. Analyze hate crime case law, constitutional issues, public policies and federal and state bias crime legislation.
3. Evaluate the strengths and weaknesses of the surveillance systems that monitor hate crimes and the implications for estimates of prevalence and severity.
4. Create, interpret and report patterns and trends of hate or bias crimes by incident or victim category.
5. Conduct policy analysis of the ideals of equality and the co-existence of bias crimes throughout history.

Course Requirements:

This course requires that we cover a large amount of information, making class attendance extremely important. The format of this course will be primarily lecture; however, students are encouraged to ask questions in class. Beside the required texts, additional readings and materials will be assigned and downloaded via the John Jays library "one search" tool. Students are responsible for all materials covered in lectures and the assigned readings. Students are also required to keep up with assigned readings, as the exams will cover material from both lectures and the readings. If a student misses a class it is his/her responsibility to find out what material was covered and what readings may have been assigned

Course Grading:

Course grading will be based upon examinations, blackboard discussion assignments, exercises and class participation. There will be two (2) examinations in this class - a midterm worth 150 points and a final noncumulative examination worth 200 points. Each examination will cover class discussions, lectures, readings and videos. Examinations will be comprised of short answer and/ or essay questions.

Due to the nature and importance of the material that will be covered in this course, you will be required to complete 6 out-of-class assignments including four (4) Blackboard (BB) discussion board assignments and two (2) exercises-activities. These assignments will allow you to apply what is discussed in this course and help reinforce your retention of materials and relevant concepts concerning hate crime. The discussion boards will assist you in properly reviewing the assigned readings/materials for the next class and engaging your classmates in debate about contemporary issues surrounding hate crimes and associated legislation. The exercises-activities are designed to provide you with insight to the relevant lecture topics. Please note class attendance and engaged participation is extremely important.

Grading System

Grading Criteria	Points	Percentage
2 Examinations	350	35%
4 Blackboard Discussion Assignments	400	40%
2 Exercises	200	20%
Class Participation	50	5%
Total	1000	100%

Examinations (350 Points)

Two examinations will be administered including a midterm and final examination.

Blackboard Discussion Board Assignments (400 points)

The blackboard discussion board assignments will consist of questions related to the readings. Students are required to answer the questions in no more than **200** words by incorporating in text citations from the **mandatory assigned** and **optional outside readings** derived from their own research using APA sixth edition in text citation format with full APA style references at the bottom of the discussion board. In addition, students are required to post at least two reply post of 100 words each also incorporating both APA in text and reference citations. Unsubstantiated opinions that do not relate to the **mandatory assigned** or optional outside readings or those without proper APA citation style format will not receive full credit for the assignment.

Exercises (200 points)

A total of two out of classes exercises will be assigned to embellish student learning and understanding of important hate crime concepts and to facilitate class discussion and debate regarding the dilemmas that hate offenders, victims and policymakers face. Students are required to upload a one-page summary and response of no more than 400 words to the exercises in blackboard.

Class Participation (50 points)

The courses hones in on the uniqueness of hate incidents and crimes and the dilemmas, constitutional conflicts and unintended consequences surrounding federal and state hate crime legislation as a reflection

of evolving hate crime policies in the United States. As a result, students are required to be engaged and participate in every lecture, exercise and the assigned group debates.

Grading Scale:

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

A: 93-100	C: 73-77.9
A-:90-92.9	C-: 70-72.9
B+ 87.5-89.9	D+:67.5-69.9
B: 83-87	D: 63-66.9
B-:80-82.9	D-:60-62.9
C+:78-79.9	F: 0-59.9

Required Text and Peer Reviewed Journal Article Readings:

Gerstenfeld, P.B. (2017). *Hate Crimes: Causes, Controls, & Controversies*. Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1-5063-4544-4.*****

Freilich & Chermak (2013) *Hate Crimes, Problem Oriented Policing, POP Guide No. 72*
Center for Problem Oriented Policing ***

Fetzer, M. D., & Pezzella, F. S. (2016). The nature of bias crime injuries: a comparative analysis of physical and psychological victimization effects. *Journal of interpersonal violence*, 0886260516672940.***

Lawrence, F. M. (2009). *Punishing hate*. Harvard University Press. ***

Enhancing Response to Hate Crime_ Full Report. pdf (2019) *National Association to Enhance the Response to Hate Crimes*

Petrosino, C. (1999). Connecting the past to the future: Hate crime in America. *Journal of Contemporary Criminal Justice*, 15(1), 22-47. ***

Pezzella, F. (2017). *Hate Crime Statutes: A public policy and law enforcement dilemma*. Springer ISBN-978-3-319-40840-8***

Pezzella, F. S., & Fetzer, M. D. (2017). The likelihood of injury among bias crimes: An analysis of general and specific bias types. *Journal of interpersonal violence*, 32(5), 703-729.***

Pezzella, F. S., Fetzer, M. D., & Keller, T. (2019). The Dark Figure of Hate Crime Underreporting. *American Behavioral Scientist*, 0002764218823844. ***

***** Textbook can be purchased at John Jay College cyber bookstore

*** Reading can be accessed and downloaded from John Jay Library using “One Search”

Academic Integrity and Other Issues

Academic Honor Code: Academic dishonesty (i.e. cheating, plagiarism, copying someone else's work) will not be tolerated and will be dealt with most severely. Students are expected to uphold the Academic Honor Code published in the student handbook. This includes upholding the highest standards of academic integrity in your own and other students' work and fostering a high sense of integrity and social responsibility on behalf of the University community. Any form of academic dishonesty will result in a "zero" for that particular assignment or possibly an "F" for the course, and will be reported to the University Judicial Officer. If you have any questions about this policy, please speak with me. The student handbook outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

John Jay College of Criminal Justice Statement of College Policy on Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards)

Attention Students with a Disability: 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.

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

"Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop."

Hate Incidents and Crimes Lecture Topics and Readings		
Course Schedule	Lecture	Readings Schedule
Week 1	Course Introduction & syllabus Conceptualizing Diversity Conceptualizing Hate	Lawrence (1999) Ch.1 Pezzella, (2017) Ch.1
Week 2	Challenges to Diversity The Uniqueness of Hate Crime	Pezzella & Fetzer (2015) Fetzer & Pezzella (2016)
Week 3	Harvard Implicit Association Exercise Hate Crime Victims	Gerstenfeld, Ch. 5 Pezzella, Ch. 4
Week 4	Hate Crime Offenders	Gerstenfeld, Ch. 3
Week 5	Patterns & Trends of Hate Crimes BB Discussion Board Assignment	BJS HC Report 2004-2015 UCR HC Reports 1998-2018
Week 6	Constitutional & Policy Issues: Class Group Debate; Midterm Examination	Gerstenfeld, Ch. 2 Pezzella, Ch 6
Week 7	Legislative Responses to Hate: Discriminatory Selection & Racial Animus Statutes; State Statute Exercise	Pezzella, Ch. 5 Lawrence, Ch 7, Appendixes
Week 8	Organized Hate	Gerstenfeld, Ch. 4
Week 9	HC Prevalence: Measurement Issues The Dark Figure of HC Underreporting BB Discussion Board Assignment	UCR HC Manual pp.1-16; Harlow (2005) Pezzella, Fetzer & Keller (2017)
Week 10	Fighting Hate Hate Crimes, Problem Oriented Policing POP Guide No. 72 Enhance the Response to Hate Crimes	Gerstenfeld, Ch. 6 Freilich & Chermak (2013) Enhancing Response to Hate Crime_ Action Agenda.pdf Enhancing Response to Hate Crime_ Full Report.pdf
Week 11	The law Enforcement & Prosecution Dilemma Discussion Board Assignment	Pezzella, Ch. 7
Week 12	The Legacy of HC in American History Discussion Board Assignment	Pezzella, Ch. 2 Petrosino, (1999)
Week 13	The Federal Role Prosecuting Hate Crime	Lawrence, Ch. 6
Week 14	The Future of Hate Course Review	Gerstenfeld, Ch. 8
Week 15	Final Examination	

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

New Course Proposal Form

Date Submitted: April 15, 2019

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

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

- b. **Name** and contact information of proposer(s): **Christen Madrazo**
 Email address(es): **cmadrazo@jjay.cuny.edu**
 Phone number(s): **212.621.3726 or 646-675-2033**

2. a. **Title of the course: Creative Expression and Human Nature**

- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): **Creative Exp & Human Nat**

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

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

This course is strategically targeted for 200-level students who are prepared for this course's range of reading, writing, library/database research, and rhetorical awareness via the ENG101 curriculum.

The course is designed according to the standard requirements of a 200-level humanities experience rooted in rigorous reading and writing standards. Students will write 13+ pages of formal writing (divided among three formal writing/research projects) and 15+ pages of informal writing. Short peer reviews, self-reflections, and one group project/presentation could also be integrated into the course.

Through this work, students will deepen their critical thinking, reading, research, and writing skills through scaffolded projects, which will prepare them for a deeper level of study at the college. Formal writing assignments will require students to craft thesis-driven, self-designed arguments. In formal writing assignments, students will be expected to work carefully with claims, evidence, and warrants (ideally taught carefully in pre-writing scaffolded homework

assignments and reinforced in named, isolated sections on grading rubrics) in order to carefully support their arguments, something with which students at this level often struggle. Given that we currently have no required sophomore writing class, it's key that these skills are strengthened in the sophomore signature series.

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.)

In this course, students will examine works of art to investigate how they manifest different theories of human nature. Artworks studied may include poetry, short stories, songs, films, visual art etc. through key philosophical frameworks (such as Freudian, existential, Marxist, Islamic, Judeo-Christian, Taoist etc.). Through a wide variety of creative expression modes, we will closely examine how form and genre shape cultural meaning. The objective is for students to understand works of art as vehicles through which meaning is made, exchanged, and interpreted. Students will analyze and cross-compare the conventions of various artistic forms, genres, and mediums in order to determine how specific modes of creative works convey messages to various audiences and how those messages reflect, challenge, shape, or reinforce larger theoretic frameworks.

Through this work, students will learn to analyze modes of creative expressions through a variety of discipline-specific vocabulary and will greatly improve their close-reading, analysis, writing, and research skills, all imperative for 300 level courses and beyond.

Further, many of the classic modes of art as well as the most influential human nature theories included in this course have largely shaped the culture and paradigms in which we all live and work. Still, most of our students lack critical consciousness about how these works of creative expression operate to inform and influence their audiences. Through careful analysis of artistic expressions, this course will provide students with practical tools to better understand the cultural objects and debates of their world as well as the mindsets of those with whom they may not agree, something increasingly important in the 21st century and especially in the United States. Students will be regularly asked to reflect on their discoveries in relationship to their own academic and professional interests.

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.)

In this course, students examine works of art to investigate how they illustrate different theories of human nature. Artworks may include poetry, short stories, novels, songs, films and even visuals, which will be studied using key philosophical frameworks. Students will learn to analyze modes of creative expressions through a variety of discipline-specific

vocabulary and will come to understand works of art as vehicles through which meaning is made, exchanged, and interpreted. Through their writing, students will be regularly asked to reflect on their discoveries in relationship to their own academic and professional interests.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG101

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:

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

All learning outcomes of the course correlate to the general education outcomes.

A) *The three, static learning outcomes for all of the flexible core. 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.

B) *Additional outcomes fulfilling the **Creative Expressions** category. Students will:*

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

C) *The learning outcome from John Jay's Sophomore Overlay. Students will:*

- Articulate connections between course content or skills and individual academic and professional goals.
- Through analyses of a wide range of objects of study (many self-selected), students will learn that much of what they care about—stories, songs, visual art etc.—is not

separate from their professional worlds. Countless forms of artistic expressions are an integral part of the ways in which we give, receive, and interpret information, both at home and at work. Students will regularly be asked to reflect on their discoveries in relationship to their own academic and professional interests.

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

_____ No ___X___ Yes

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

The course will be an elective in the English major (Part IV) and minor (Part II). It will also be part of the Sophomore Signature Program.

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

No _____

Yes ___X___

If yes, please indicate the area:

Flexible Core:

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

10b. Please explain why this course should be part of the selected area.

This course is best suited for “*The Creative Expression*” category of the Flexible Core. Through their analyses of several forms and genres of art, students will aim to articulate how meaning is created in the arts and how experience is interpreted and conveyed—one of the key Creative Expressions outcomes. By applying philosophical frameworks to various forms and modes of artistic expression (such as poetry, songs, scripts, short stories, visual texts etc.) from a variety of periods/genres/cultures, students will learn to analyze and describe past and contemporary cultural materials through a variety of discipline-specific vocabulary.

By applying multiple theories to a variety of artistic forms, students will learn to argue for multiple analyses of each object’s significance depending upon the frame through which it’s viewed. As part of their arguments about these texts, students will conduct primary and

secondary research both on self-selected acts of creative expression as well as on the theoretical frameworks themselves.

Throughout the course, students will see that such lenses can be applied to *any* forms of creative expression, those which largely shape our contemporary world through meaning and experience. In application of this claim, students will be asked to apply these theoretical frames to forms of creative expression that they *themselves* choose.

This course meets the *Flexible Core* objectives in that students will be asked to regularly gather, interpret, and assess information from a variety of sources and points of view—both via the instructor-provided texts and through their own research. Through their analyses and research, students will evaluate evidence and arguments critically and analytically, and they will produce well-reasoned written and oral arguments using evidence to support conclusions.

This course fulfills the *Sophomore Signature* requirements in that students will learn to connect established worldviews to their own experiences outside of class. Students will regularly reflect on their course discoveries in relationship to their own academic, professional, and personal interests. They will learn to explore and analyze acts of creative expression using a systematic approach that will transfer to many other disciplines, thus positioning this course well at the 200 level.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester _____	Number of sections: _____
Fall semesters only _____	Number of sections: _____
Spring semesters only <u> X </u>	Number of sections: <u> 1 </u>

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

This course uses a scaffolded “process” model of learning through which each project step and assignment is counted towards a final grade. All work (formal and informal) will be compiled in a self-designed ePortfolio platform adopted by the college, currently Digication. (See grade breakdown on syllabus.)

The writing in the course will develop from informal short reading responses that are directly incorporated into and/or revised for three formal projects of the course. Potential writing projects could include:

- 1) A character or object analysis close-reading argument project (3-4 pp, primary texts as sources only)

- 2) A song/poetry argument project for which students apply one human nature theory of their choice to an art object of their choice (3-5 pp, primary text and theory text as sources required)
- 3) A final comparative project for which students will connect two objects of study of their choice through the lens of one human nature theory (6-10 pp, primary art and theory texts required; academic articles on both the objects of study and the framing theory texts required as secondary sources)

NOTE: Please see syllabus for a sample of how this work could be assigned and organized throughout a 15-week semester.

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

Yes No

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: April 16, 2019

15. **Faculty** - Who will be assigned to teach this course? **Christen Madrazo, P.J. Gibson, Jeffrey Heiman**

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

No Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

Not applicable

No

Yes.

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

No

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

19. Approvals: Jay Gates, Chair, English Department

CUNY Common Core Course Submission Form

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

College	John Jay College of Criminal Justice
Course Prefix and Number	ENG 2XX
Course Title	Creative Expression and Human Nature
Department(s)	English
Discipline	English
Credits	3.0
Contact Hours	3.0
Pre-requisites	ENG 101
Co-requisites	N/A
Catalogue Description	In this course, students will examine works of art to investigate how they manifest different theories of human nature. Artworks may include visual art, poetry, short stories, songs, films etc. which will be studied using key philosophical frameworks. Students will learn to analyze modes of creative expressions through a variety of discipline-specific vocabulary and will come to understand works of art as vehicles through which meaning is made, exchanged, and interpreted. Students will be regularly asked to reflect on their discoveries in relationship to their own academic and professional interests.
Special Features	N/A
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 <u> X </u>	
CUNY COMMON CORE Location Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> Creative Expression <u> X </u>

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

II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.
--

C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will gather multiple primary and secondary sources to complete the course's four major high-stakes writing projects: all three writing and research projects and the group project assignment. (See sample syllabus.) For the last three (of four) formal projects listed on this sample syllabus, students will select their own objects of study for their primary text argument work and will conduct secondary academic research on both their self-selected object/s	<ul style="list-style-type: none"> · Gather, interpret, and assess information from a variety of sources and points of view.

<p>of study as well as on the framing theoretical lens they're applying to said object of study. Students will demonstrate the research they've gathered and their interpretations of it through reflective annotated bibliography work as well as through the projects themselves.</p> <p>Most importantly, as a course organized by "ways of looking at the world," the course is inherently designed (through its readings and low-stakes assignments) to encourage students to approach objects, scenes, and texts from multiple points of view; we will do this together in class and students will also demonstrate their ability to do this work on their own through primary and secondary research. Weekly low-stakes writing assignments will require students to demonstrate the ability to look at texts through various perspectives.</p>	
<p>Students will read a wide range of conflicting arguments about human nature from perspectives such as the following: Freudian, existential, Judeo-Christian, Islamic, Marxist etc in each unit, as marked on the syllabus, and will be asked to critically interpret and analyze their central arguments.</p> <p>For all formal and informal assignments, students will be asked to explain, evaluate, and apply the tenets of each worldview to a variety of art objects in a variety of ways. While several objects of artistic study and perspectives on human nature will be selected by the instructor, students will also be asked to pick another not covered in the course and to present on it for the class in groups. These projects require that students</p>	<ul style="list-style-type: none"> · Evaluate evidence and arguments critically or analytically.

<p>demonstrate the ability to evaluate evidence and arguments critically and analytically.</p>	
<p>All formal writing assignments require students to craft thesis-driven, self-designed arguments. In all formal writing assignments, students will be expected to work carefully with claims, evidence, and warrant (taught carefully in pre-writing scaffolded homework assignments and reinforced in named, isolated parts on the grading rubrics) in order to carefully support their thesis.</p> <p>For their last two formal assignments, students will be asked to apply the human nature theory of their choice to a comparative analysis of two objects of artistic study of their choice and to create a well-supported argument that links them. These projects will be entirely self-designed and will allow students to demonstrate well-reasoned written arguments through the use of evidence to support their conclusions.</p>	<ul style="list-style-type: none"> · Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>By applying psychological, philosophical, and social theories/frameworks to various forms of artistic expression (such as poetry, songs, scripts, short stories, TV shows, other visual texts etc.) from a variety of periods/genres/cultures, students will learn to analyze and describe past and contemporary cultural materials through a</p>	<ul style="list-style-type: none"> · Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

<p>variety of discipline-specific vocabulary.</p> <p>This work will show students that all the world—all of its expressions, laws, interpersonal situations, cultural materials etc.—<i>are</i> texts, those which can and <i>must</i> be viewed from a variety of perspectives depending upon the people, cultures, and disciplines involved/applied.</p>	
	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>By applying multiple human-nature theories to a variety of creative forms, students will learn to argue for multiple analyses of each text’s significance depending upon the worldview of both the author <i>and</i> the audience. They will also learn to argue for how form and genre play an explicit role in shaping meaning.</p> <p>As part of their arguments about these texts, students will conduct primary and secondary research on their self-selected objects of artistic study.</p>	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Through genre and form analysis (as the course will cover a wide variety such as— but not necessarily limited to— short stories, plays, TV shows, film excerpts, poems, songs, visual texts etc.) students will learn to identify and discuss craft elements implemented by the creators of these objects of study. In their formal writing, students will be expected to use skill-vocabulary in order to articulate their</p>	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.

analyses of each piece of creative expression.	
Students will be required to use online academic databases for many of their formal writing assignments. All students' work will also be housed and reflected on in self-designed Digication eportfolios.	<ul style="list-style-type: none">· Use appropriate technologies to conduct research and to communicate.

Creative Expression and Human Nature



Professor Madrazo
Wed. 11-1:30
Eng 2XX
Spring, 2018

Course Description:

In this course, students examine works of art to investigate how they illustrate different theories of human nature. Artworks may include poetry, short stories, novels, songs, films and even visuals, which will be studied using key philosophical frameworks. Students will learn to analyze modes of creative expressions through a variety of discipline-specific vocabulary and will come to understand works of art as vehicles through which meaning is made, exchanged, and interpreted. Through their writing, students will be regularly asked to reflect on their discoveries in relationship to their own academic and professional interests.

Learning Objectives:

Flexible Core:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

Creative Expressions:

- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

Sophomore Signature:

- Articulate connections between course content or skills and individual academic and professional goals.

Required Course Texts:

- *Twelve Theories of Human Nature*—Stevenson & Haberman 6th Edition (ISBN-13: 978-0199859030 ISBN-10: 0199859035) *OR* Course packet designed by instructor
- *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 12th Edition (ISBN-10: 0-205-23038-5 ISBN-13: 978-0-205-23038-9)
- *No Exit and Three Other Plays* by Jean Paul Sartre (ISBN-10: 0679725164)

Formal Essays:

English 2XX students will be held responsible for a wide variety of assignments including three formally graded argument projects and one group presentation (see assignment sheets in Bb):

- 1) A character analysis close-reading argument project (3-4 pp, primary texts as sources only)
- 2) A song/poetry argument project for which students will apply one human nature theory to the text of their choice as part of their argument about their self-selected object of study (3-5 pp, primary text and theory text as sources required)
- 3) A final comparative project for which students will connect two objects of study of their choice through the lens of one human nature theory they've not yet used in a formal writing assignment. (6-10 pp, primary lit and theory texts required; academic articles on both the lit and theory texts required as secondary sources)

** Group Project/Presentation: Each group assigned a human nature perspective we have not yet covered; in groups, students will teach the perspective's "diagnosis" and "prescription," key vocabulary, and basic history. Groups will assign the class an in-class

reading with the attempt to analyze it through the lens of the theory taught by the group.)

Each of these assignments will incorporate primary text analysis (both in process and product) and each of these three essays will be built from a variety of smaller, scaffolded assignments—especially the final project, which will require a variety of different writing types and steps at different points of the process.

Specific models, instruction, group work, and preliminary writing steps will be devoted to preparing students for each phase of each writing project. Students will be held responsible for explaining, analyzing, and reflecting on the prescribed steps that led to their “final” products in order to improve knowledge transfer. In other words, students will reflect on *how* they built each advanced piece of writing in order to better apply some (or all) of these steps to future product-focused writing assignments—those with few pre-steps.

Other assignments include readings, writing exercises, group work, response writing/homework, and preliminary writings including outlines, proposals, rough drafts, etc. Formal and informal writing will be assigned *very* regularly.

It is the student’s responsibility to remain aware of all assignments by staying up to date with the course outline. Please note that all students (present or not) are responsible for everything that happens in class.

Grading:

- ~ 5% Reading Quizzes
- ~ 10% Participation/Attendance
- ~ 10% Low-Stakes Informal Writing/Reading Work
(Incl: HW/Classwork/Scaffolded Project Steps)
- ~ 10% Group Human Nature Presentation/Class Lesson
- ~ 15% Character Analysis Project
- ~ 20% Song/Poetry Analysis Project
- ~ 30% Final Comparison Research Project

Participation:

An extremely important component of the class is student participation. All students should come to class prepared with assignments, appropriate texts, and notebooks and should be ready to participate with questions, comments, ideas, and opinions. Attendance points are part of the participation component of this course, because absence (full or partial) renders students unable to participate. (*See Attendance Section.*)

Attendance:

Given the nature of a discussion-based and/or workshop course, attendance is required. All absences will affect students' final participation portion of the course. (*See Grading Section.*)

Late Arrival/Early Exit:

Class will begin and end on time. Entering at any point after attendance has been taken (or leaving before class is dismissed) will result in a "late" documentation. Two "lates" will equal one absence; however, arriving more than twenty minutes late (or leaving more than twenty minutes early) is considered an automatic absence for that class session. However, please note that you are always welcome to join or leave class at any time, regardless of whether you are receiving late/absent status.

Leaving/Reentering:

If you absolutely must leave class briefly (to use the bathroom, for example) you do not need to ask permission. Please discreetly exit and re-enter the room with minimal distraction. However, I expect that this will be a very rare occurrence, especially since we'll take a short break about mid-way through our class session. Because *all* exits and entrances, no matter how discreetly you handle them, are somewhat disruptive, I can't help but (pretty quickly) notice those who make a habit of coming in and out. Repeatedly missing class-time in this way will affect your participation grade.

***Questions concerning readings, assignments, discussions are always welcomed and are strongly encouraged.

Assignment Late Policy:

Due to the nature of this fast-paced, weekly course, no homework or class work will be accepted late unless specific arrangements have been made with the professor.

Plagiarism Policy:

John Jay's official statement on plagiarism reads as follows:

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.

Please notes that we will cover plagiarism extensively in class when working on research strategies and incorporating outside texts into our own work.

Any student who is found guilty of plagiarism will receive a zero on the assignment, and the offense will be documented with the college. A second offense will result in failure of the course and will also be documented with the college.

Quizzes:

Short unannounced reading quizzes will be given often throughout the semester. Quizzes are designed to assess students' comprehension of the basic knowledge that should have been attained upon completion of the homework. The reading quizzes are very easy; they're simply designed to give credit to those who did the reading or any other kinds of homework that do not require you to hand in work. All quizzes will be averaged at the completion of the semester with the exception of the lowest grade. (Please note that missed quizzes cannot be made up. A missed quiz can, however, be used as your dropped score.

Course Schedule:

Notes:

- All assignments listed below are due on the day for which they're listed. Unless otherwise noted, students are responsible for each reading on the day marked.
- Most informal writing and homework are *not* marked on this schedule. Short writing/viewing assignments and homework will be assigned daily and posted in Bb.

➤ Week 1 [1/28]

-Judeo-Christian Worldview (Chap 6)—Haberman and Stevenson

-HW on theory's "diagnosis" and "prescription" –See Bb

"Rhetorical Criticism: Theory of Genres" –Frye

-“Salvation” –Hughes

-“The Lottery” –Jackson

-“A Good Man is Hard to Find”—O’Connor

➤ Week 2 [2/4]

-Islamic Worldview (Chap 7)—Haberman and Stevenson

-HW on theory's "diagnosis" and "prescription" –See Bb

“Thinking the Everyday: Genre, Form, Fiction”—James

-“Hamari Gali” –Ali

The Kite Runner –Hosseini

-Formal Essay 1 assigned in class

➤ Week 3 [2/11]

-Psychoanalytic/Freudian Worldview (Chap 10)—Haberman and Stevenson

-HW on theory's "diagnosis" and "prescription" –See Bb

"Genres, Text Types, or Discourse Modes? Narrative Modalities and Generic Categorization." –Fludernik

-“The Metamorphosis” –Kafka

-“A Rose for Emily” –Faulkner

-Formal Essay 1 project step due (see assignment)

-Revised text homework due

➤ Week 4 [2/18]

-“Rethinking Genre from a Sociocognitive Perspective” –Berkenkotter

-*Oedipus Rex*—Sophocles

-*The Bluest Eye* (excerpts in Bb)—Morrison

-Formal Essay 1 draft due/ in-class workshop

➤ Week 5 [2/25]

-Existential Worldview (Chap 11)—Haberman and Stevenson

-HW on theory's "diagnosis" and "prescription" –See Bb

-*The Woman in the Dunes* (excerpts) –Abe Kobo

-“Mother” and “Death” chapters from *Winesburg, Ohio*—Anderson

-Formal Essay 1 draft returned/workshop session on papers

➤ Week 6 [3/4]

-*No Exit*—Sartre

-Formal Essay 1 final draft due and Formal Essay 2 assigned

-Selected *Arrested Development* excerpts reviewed in class

-*Hunger Games* excerpts reviewed in class

-In-Class Song Analysis workshop

➤ Week 7 [3/11]

-Excerpts from *The Color Purple* –Walker

-Neruda poetry –selected works (See course packet)

-Hughes poetry—selected works (See course packet)

-Formal Essay 2 project step due/In-class workshop with lyrics/
/poetry (See assignment in Bb)

➤ Week 8 [3/18]

-Marxist Worldview (Chap 9)—Haberman and Stevenson

-HW on theory's "diagnosis" and "prescription" –See Bb

“Art Infusion in Retailing: The Effect of Art Genres”—Naletelich

-“Eleven” –Cisneros

-*Death of a Salesman*—Miller

-Formal Essay 2 draft due in class/in-class workshop

-Group worldview project assigned

➤ Week 9 [3/25]

-*Father Comes Home from the Wars* (Part 1)—Parks

-Formal Essay 3 project step due in class

-Formal Project 2 draft returned

-Group worldview project proposal due (draft 1)

➤ Week 10 [4/1]

-Buddhism Worldview (Chap 3)—Haberman and Stevenson

-HW on theory's "diagnosis" and "prescription" –See Bb

- “Style and Significance in Art History and Art Criticism” –Robinson
- TRIP INFO TBA—*RUBIN MUSEUM OF ART*
(See Bb for visual writing assignment)
- Selected works TBA—*Urthona Journal of Buddhism & the Arts*
- Formal Project 2 final draft due
- In-class article workshop with academic database articles

➤ [4/8] Spring Break -No Class

➤ Week 11 [4/15]

-New Worldview (Student Group’s Choice)

Group Project/Presentation week:

Remaining human nature chapter of your group’s choice: ie
Taoism, Kant, Darwin, Hinduism

See assignment in Bb:

Group Project/Presentation: Each group assigned a human nature perspective we have not yet covered; in groups, students will teach the perspective’s core “diagnosis” and “prescription,” key vocabulary, and basic history. Groups will assign the class a short in-class reading and aim to lead the group through an analysis of it through the lens of that theory.)

-First 2 pages of Formal Essay 3 rough draft due for in-class workshop/
peer review homework

➤ Week 12 [4/22]

-New Worldview Group Project/Presentations in class, continued

- Formal Essay 3 rough draft due for instructor comments
- In-class reflective writing workshop with drafts

➤ Week 13 [4/29]

-Comparative Worldview Unit

- Group Project/Presentations in class, remaining
- Formal Essay 3 rough draft returned/in-class workshop

➤ Week 14 [5/6]

-Comparative Worldview Unit

-*Hamlet*—Shakespeare (Acts 1-3)

-Analysis homework:

Use of three disparate human nature theories--See Bb

-Formal Essay 3 final draft due

➤ Week 15

-Comparative Worldview Unit

-*Hamlet*—Shakespeare (continued → Acts 4-5)

-Scene study with film version

-Final paper returned/end of semester wrap-up

(Please see John Jay's online final exam schedule for more info)

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

New Course Proposal Form

Date Submitted _____ 5/7/19 _____

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

1. a. **Department(s) or program(s)** proposing this course **English**
 b. **Name** and contact information of proposer(s) **Tara Pauliny**
 Email address(es) tpauliny@jjay.cuny.edu
 Phone number(s) 718.427.3747

2. a. **Title of the course: Arguments are Everywhere: Interpreting Objects, Texts, and Culture**
 b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): **Arguments are Everywhere**
 c. **Level** of this course __100 Level **X**200 Level __300 Level __400 Level

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

This course is most appropriate for the Sophomore Signature/200-level because it builds directly on the rhetorical and analytical concepts students have been exposed to in ENG 101 and ENG 201, because it extends the reading and writing goals of those courses, and because it asks students to further elevate their critical reasoning skills. In addition, this course's emphasis on deep analysis and clear articulation of rhetorical effects will prepare them well for upper-level courses in the Flexible Core and their major area of study.

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

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's focus on cultural and rhetorical constructs and analysis speaks directly to John Jay's dedication to justice in its many conceptions. It offers students practice in the critical thinking and communication skills that they need to both understand the social, cultural, and material forces that shape notions of justice, and to productively engage with them. The course's focus on cultural and rhetorical study also draws on and extends the reach of John Jay's award-winning writing program and the rhetoric and composition faculty who created and sustain it. Most importantly, this course serves the needs and abilities of John Jay's students: it offers students, many of whom are often dedicated to issues of social justice and public service, access to the academic terms and

methods that will serve them not only in their upper-division courses, but also in the intellectual work they do outside the classroom.

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 teaches students to identify, analyze, and deconstruct the messages and meanings behind everything they see, hear, read, and experience. Furthermore, it argues that, as responsible consumers and creators of culture, it is imperative that they understand, interpret, and critically engage with those messages, including those with which they may disagree. Utilizing a variety of theories and methods, this course enables students not only to understand how the texts and objects they come into contact with (such as advertisements, television shows, newspaper articles, blog sites, clothing, electronic devices, etc.) shape society, but also how, as responsible members of society, they can participate and intervene in this process. Through this analytical work, they will come to understand the impacts such messages have on society as a whole as well as they individuals who inhabit it.

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

Prerequisite: ENG 201

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

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

 X No Yes. If yes, then please provide:

- Semester(s) and year(s):
 - Teacher(s):
 - Enrollment(s):
 - Prerequisites(s):
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

This course aligns with the following Flexible Core/Individual and Society Learning 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.**
- **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.

- Examine how an individual’s place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

The course also aligns with the Sophomore Signature Learning Outcomes:

- Articulate connections between course content or skills and individual academic and professional goals
- Identify personal academic and/or professional goals
- Evaluate progress towards acquisition of skills, experiences and knowledge that will help reach goals
- Demonstrate how course content and skills contribute toward achieving goals.

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

_____No X Yes

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

- Elective in English minor, Part Two. Electives
- Elective in English major, Part Four. Electives

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

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

Flexible Core:

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

10b. Please explain why this course should be part of the selected area.

This course fits the Individual and Society category of the Flexible Core because it is focused squarely on the critical interpretation and assessment of information (in this case texts, objects, and ideologies) and it examines information and messages derived from a variety of cultural and social sources (which may include museum exhibitions, public advertisements, various form of media, books and periodicals, etc.). In addition to course readings and discussions, students will also be asked to formulate evidenced arguments in writing and they will be required to articulate how various objects and texts shape and are shaped by ideology, social conventions, historical contexts, and other socio-cultural-political forces. In so doing, students will investigate how sociocultural messages impact the individual members of a society as well as society as a whole. To engage in this

analytical process, students will be introduced to the foundational methods and concepts of Cultural Studies and Rhetorical Studies and they will be asked to consider not only the impact of these texts, but also to understand them within their local, national, and global contexts.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester _____ Number of sections: _____
 Fall semesters only _____ Number of sections: _____
 Spring semesters only X Number of sections: 1

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

Student work will be assessed in a number of ways, at the discretion of the particular faculty member teaching the course. All versions of the course, however, will require that students understand the cultural and rhetorical concepts being introduced, that they are able to critique and analyze arguments in writing, and that they apply the concepts of the course to material conditions. For example, in the sample syllabus provided below, student work will be assessed via the following:

- **a Terminology Log where they identify, define, and apply course concepts;**
- **3 short Response Papers that summarize and analyze the reading material;**
- **An Argument Journal where they apply course concepts to experiences and artifacts of everyday life such as advertisements, political speeches, cultural events (on or off campus), and historical accounts (to name a few possibilities);**
- **a Multimodal ePortfolio that reflects on the work they produced throughout the course, that curates that work, that extends their exploration of a rhetorical concept, term, or method, and that reflects on the development of their writing and rhetorical thinking.**

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

14. Date of **Department curriculum committee** approval 2/27/19

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

Any of the three tenured rhetoric and composition faculty could teach the course (Mark McBeth, Timothy McCormack, and Tara Pauliny) as could a number of full-time lecturers including Justin Falk-Gee, Christen Madrazo, Maria Vint, and Claudia Zuluaga.

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

No

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

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

Not applicable

No

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

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

No

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

19. Approvals:

Jay Gates, English Department

**CUNY Common Core
Course Submission Form**

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

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 2XX
Course Title	Arguments are Everywhere: Interpreting Objects, Texts, and Culture
Department(s)	English
Discipline	English
Credits	3.0
Contact Hours	3.0
Pre-requisites	ENG 201
Co-requisites	N/A
Catalogue Description	This course teaches students to identify, analyze, and deconstruct the messages and meanings behind everything they see, hear, read, and experience. Furthermore, it argues that, as responsible consumers and creators of culture, it is imperative that they understand, interpret, and critically engage with those messages, including those with which they may disagree. Utilizing a variety of theories and methods, this course enables students not only to understand how the texts and objects they come into contact with (such as advertisements, television shows, newspaper articles, blog sites, clothing, electronic devices, etc.) shape society, but also how, as responsible members of society, they can participate and intervene in this process. Through this analytical work, they will come to understand the impacts such messages have on society as a whole as well as they individuals who inhabit it.
Special Features (e.g., linked courses)	N/A

Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
current course revision of current course X a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required: English Composition Mathematical and Quantitative Reasoning Life and Physical Sciences	Flexible: World Cultures and Global Issues X Individual and Society US Experience in its Diversity Scientific World Creative Expression

4. Individual and Society (1 course)

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>Students will be required to accumulate and analyze a variety of information from a selection of different sources. For example, in the sample syllabus appended, the semester-long “Argument Journal” requires students to apply course concepts to experiences and artifacts of everyday life such as advertisements, political speeches, cultural events (on or off campus), and historical moments or markers. This journal is a place for students to assess, investigate, and analyze the repercussions of sociocultural arguments. Overall, the purpose of this assignment is to enable students to understand how claims and arguments shape everyday life and have a far-reaching effects.</p>	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
<p>In response papers, students will summarize and analyze the claims being made by specific course texts. They will present the arguments being made and assess them critically. The papers in the sample syllabus are designed to be short (1 page, single-spaced) so students are forced to separate summary from analysis and to be succinct and direct in both their review of the material and in their assessment of it. Each student will produce three response papers</p>	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically

<p>throughout the course of the semester; students will choose which course readings they will discuss. Individual response papers will be due on the day we discuss the reading in class.</p>	
<p>In Multimodal e-Portfolios, students will present an argument about their own academic development; they will use evidence from their Terminology Logs, Response Papers, class work, and Argument Journal to support their claims and illustrate their conclusions. Additionally, within this Multimodal e-Portfolio students will also extend their exploration of a cultural or rhetorical concept, term, or method. Part of that extension will include the development of a case study, where students explicitly analyze the way an artifact or moment functions rhetorically; they will identify its social and cultural implications, offer an analysis of the “messages” it sends, and suggest ways individuals or groups might resist or critically respond to its message. The final version of the Multimodal e-Portfolio is due on day of the final exam.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Throughout the course, students will read and engage critically with the theories of Cultural Studies and Rhetorical Studies. They will be required to closely read and analyze multiple essays or book chapters each week, to take notes on those readings, and to work with them and discuss them in class; students will also be tested on their understanding of the material via quizzes, and they will summarize and analyze the texts in three Response Papers.</p> <p>Students will also hone in on key terms and concepts of cultural and rhetorical theory in their Terminology Logs. Here they will define the terms and explain them in relationship to other course readings, cultural artifacts and events, or their personal experiences. Complete versions of these logs will be due at the end of the course, although students will be asked to refer to them in class throughout the semester.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<p>Since cultural and rhetorical analysis is</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects

<p>predicated on an attention to audience, purpose, and context, all the course readings and our subsequent discussions and writing about those readings will necessarily examine an individual's place in society. We will continually examine how texts construct an individual or group's placement in the world, and we will assess how that placement has social, personal, economic, and cultural repercussions.</p> <p>For example, this skill will be assessed when students are crafting their Terminology Logs, since they will need to explore how a cultural or rhetorical concept positions individuals and upon what ideas or theories that positioning is based. They will also investigate the values and ideologies embedded within particular cultural/rhetorical approaches and assess the interplay between individual "choice," ideology, and argument.</p>	<p>experiences, values, or choices.</p>
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>The work of the entire course is centered on helping students understand, critique, and engage with sociocultural and rhetorical ideologies, methods, and trends. As part of our routine analysis, students will consider the impact of these ideologies on systems, groups, and individuals. The Multimodal ePortfolio will offer a culmination of that work since students will be required to extend their exploration of a rhetorical concept, term, or method. Part of that extension will include the development of a case study, where students explicitly analyze the way an artifact or moment functions rhetorically; they will identify its social and cultural implications, offer an analysis of the "messages" it sends, and suggest ways individuals or groups might resist or critically respond to its message.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

John Jay College of Criminal Justice, City University of New York/CUNY
445 W. 59th St. New York, NY 10019

SAMPLE SYLLABUS

ENG 2XX: ARGUMENTS ARE EVERYWHERE: INTERPRETING OBJECTS, TEXTS, AND CULTURE

Course: ENG 2XX

Semester: TBD

Professor: Dr. Tara Pauliny (she/her/hers)*

Professor's Office: NB 7th Floor; 7.63.32

Email: tpauliny@jjay.cuny.edu

Prerequisites: ENG 201

Office Hours: TBA

Corequisites: n/a

**Please refer to me using female pronouns. If you have a pronoun preference or would like to be called a name other than that which is listed on the course roster, please let me know. All genders are welcome here.*

Course Description:

This course teaches students to identify, analyze, and deconstruct the messages and meanings behind everything they see, hear, read, and experience. Furthermore, it argues that, as responsible consumers and creators of culture, it is imperative that they understand, interpret, and critically engage with those messages, including those with which they may disagree. Utilizing a variety of theories and methods, this course enables students not only to understand how the texts and objects they come into contact with (such as advertisements, television shows, newspaper articles, blog sites, clothing, electronic devices, etc.) shape society, but also how, as responsible members of society, they can participate and intervene in this process. Through this analytical work, they will come to understand the impacts such messages have on society as a whole as well as they individuals who inhabit it.

Course Objectives/Learning 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.
- 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.
- Examine how an individual's place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Required Texts: All readings will be provided on the course's Blackboard site.

Grading Criteria:

Terminology Log: 15%

In this log student will identify, define, and apply ten course concepts. They will add outside research--including visual images, short video clips, web pages, academic articles, etc.--to augment the work we read for class.

Reading Response Papers: 30%

These are three short response papers where students will summarize and analyze a selected reading. One paper will be peer reviewed and revised.

Argument Journal: 15%

In this semester-long informal journal, students will apply course concepts to experiences and artifacts of everyday life such as advertisements, political speeches, cultural events (on or off campus), and historical moments or markers. This journal is a place for students to investigate

and analyze the repercussions of arguments; the overall purpose is for them to understand how claims and arguments shape everyday life and have a far-reaching effect.

Multimodal e-Portfolio: 30%

Students will create a Digication e-portfolio where they reflect upon and curate the development of their writing and rhetorical thinking and where they extend their exploration of a socio-cultural concept, term, or method. Part of that extension will include the development of a case study, where students explicitly analyze the way an artifact or moment functions rhetorically; they will identify its social and cultural implications, offer an analysis of the “messages” it sends, and suggest ways individuals or groups might resist or critically respond to its message.

Class Participation: 10%

Participation will include quizzes, group work, peer review, class discussions, and class preparation.

Participation and Attendance: Regular attendance is expected and necessary. Classes are run in a discussion/small group/peer response format so both attendance and participation are essential.

Formats and Due Dates: All out-of-class writing should be typed with one-inch margins and 12-point font, preferably Times New Roman. Unless otherwise stated, do not use a cover page; instead, use a simple MLA heading (see the Purdue OWL). Staple or paperclip assignments before handing them in. All work is due at the beginning of class on the date listed in the syllabus unless otherwise indicated. In fairness to all the students in this class, I do not accept late papers. If you do not turn a paper (or draft of a paper) in on time, you will receive no credit/0 for that assignment. In-class work such as quizzes, group work, etc., cannot be made up.

Additional Goals and Requirements:

Writing Goals: Although not a writing class per se, we will study and practice academic writing and use writing to understand and comment on the texts, issues, and arguments we will encounter throughout the semester. As a result, through paper assignments and class work, we will work to build a repertoire of writing skills and we will practice responding to texts (written and otherwise), both critically and analytically.

Writing Help @ The John Jay Writing Center: All John Jay students have access to an amazing, well-run and very helpful writing center where they can bring written work from all of their courses. Go to the Writing Center web site for all the information, including the ability to sign up for on-line, real time writing support sessions at [JJ WC](#). Remember: tutoring is not just for students who are struggling with writing; accomplished writers also need constructive feedback, and all writers can benefit from attentive, close reading of their work. Please take advantage of the writing center to get considerate, detailed input on all of your writing.

Reading Goals: Critical reading of, and critical thinking about, texts, culture, and history is essential to this course and is a learned skill like any other. We will work together to hone these skills, so that we may communally arrive at some of the many possible meanings within each text or issue we examine. I expect that each student will work hard on improving their own reading and interpretation skills. This means that you should: READ, REREAD, & THINK. Underline, write questions, comments, and confusions in the margins, and raise these issues to the class. In other words, engage/interact with the text and share this mental work with your fellow class members during discussions. It’s fine to say, “I don’t get it!,” but you must also think about and express the reasons behind your confusion.

Library. You will use John Jay library resources this semester; find the library on the ground floor of the T bldg. and [here](#).

Computer Info: We will be using Blackboard and Digation for this course, so you must have an active John Jay email account that you check regularly and that is linked to your Blackboard account; you must also log into our class' Blackboard site regularly; you are responsible for anything posted there. Also, save all your work!

Blackboard Help: The Blackboard site is the main feature of the course and all of our work will take place there. If you do not understand how Bb works, I strongly suggest you seek assistance. Blackboard Student Support can be contacted through blackboardstudent@jjay.cuny.edu and through the Help Desk at 212.237.8200. For additional Blackboard support please see the links below:

[Blackboard Student Support](#) [Blackboard Tutorials and FAQs](#) [Blackboard Help Videos for Students](#)

Military and Veterans Support: Please take advantage of the support and resources that have been designed especially for you. Military personnel and Veterans can find resources in the Office of Military and Veterans Resource Center North Hall Rm. 3122A. Phone: 212-484-1329. Email: johnjayveterans@jjay.cuny.edu

Net-iquette: Please remember that when you are working in an online environment like Blackboard, all of your comments are archived and saved. Everything you “say” there is actually in writing, so be conscious of what you say and how you say it while in this class. This does not mean that you need to agree with one another—I encourage healthy disagreement and discussion—but you must always be respectful to one another. *Also, a quick note about email:* although email tends to be less formal than more traditional modes of communication, the general rules of writing still apply: always use appropriate salutations (Ms., Mr., Dr., etc), “sign” the correspondence, check your grammar, tone, and style, and reply when someone sends you a message.

Important College Policies:

Students with Disabilities are more than welcome in this classroom. If you have a disability and need accommodations, please let me know. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay’s Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay’s Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student’s eligibility. “Qualified students . . . will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Academic Ethics: We will be incorporating outside texts into the writing we do in a variety of ways. We will also be sharing our writing with each other, and I will be encouraging you to use the information and ideas of others in your own pieces of writing. However, all writers need to clearly identify which parts of a piece of writing are their own, and which parts come from other texts or other writers. Any deliberate attempt to present the work of others as your own is dishonest and will result in serious consequences up

to and including receiving a failing grade for the course, and perhaps further action from the school, or the university. Always cite your sources, using an appropriate style, and please, see me if you have any questions. You can also find more information on John Jay's site about [Academic Integrity](#). Also, here's the college's [Official 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.*

(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7th ed., 2.

Hate Speech Will Not be Tolerated in this Class. “It is the position of the Faculty Senate and the Council of Chairs that the use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process.” Please be aware of this position and respect yourself and others enough to avoid engaging in such speech. I encourage you to discuss your opinions—regardless of their popularity—but to do so in a professional and caring manner and please be respectful of people's pronoun and name choices.

Undergraduate Bulletin. As a John Jay student, it is your responsibility to know and understand the policies of the college and your role in them. Please see the [Undergraduate Bulletin](#) for this information (including in the Incomplete Grade Policy, Extra Work for the Semester, and Americans with Disabilities Act Policies).

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

“Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.”

Academic Calendar. For Add/Drop dates, holidays, etc., see the John Jay [Spring 2019 Academic Calendar](#).

Additional Resources: There are many resources, offices, and people available to you including the following:

- Academic Advisement. If you have questions about your course schedule or whether you should Add or Drop a course, please see the [Academic Advisement Center](#).
- Inappropriate/Unwanted Sexual Behavior. If you feel you have experienced [Sexual Misconduct](#) by another student, professor, or staff member, please see the resources available to you in the link above.
- Counseling Services. [Counseling Services](#) are available to you—please reach out to the Counseling Center for assistance with academic and personal concerns.
- [Women's Center for Gender Justice](#) Are you interested in issues surrounding gender and sexuality? Get involved here.
- [Urban Male Initiative](#) Are you male-identified? Check out this program.

- Wellness Resources For medical assistance, a foodbank, and more.
- Children's Center A great JJ resource for parents.

COURSE SCHEDULE

Please note: You should be working on your Terminology Logs and your Argument Journals throughout the semester. We will use them routinely in class to inform our discussions and to assist us in our analysis and application of the texts we are reading. Also, you will sign up to write your Response Papers on specific readings so that the papers are being written and then discussed in class throughout the semester. In the middle of the term you will have an opportunity to have one of these papers peer reviewed; you can then revise it for a new grade. Finally, I will make space during the second-half of the semester to discuss and peer review your Multimodal Portfolios.

Week 1: Introducing the Study of Argument: The Western Rhetoric Tradition and the Rhetorical Situation

- Introduction to the Course: The Overlaps of Rhetoric and Cultural Studies
- Bitzer, Lloyd F. "The Rhetorical Situation." *Philosophy and Rhetoric* 1 (1968): 1-14.
- Vatz, Richard E. "The Myth of the Rhetorical Situation." *Philosophy and Rhetoric* 6 (1973): 154- 71.

Week 2: Arguments of the Everyday I: The Western Tradition

- Cicero selections from *Rhetorica Ad Herennium*
- McKay, Brett and Kate. "Classical Rhetoric 101: The Three Means of Persuasion." *The Art of Manliness*. <https://www.artofmanliness.com/articles/classical-rhetoric-101-the-three-means-of-persuasion/>
- Goodnight, G. Thomas. "The Personal, Technical, and Public Sphere of Argumentation: A Speculative Inquiry into the Art of Public Deliberation." *Argumentation and Advocacy* 18 (1982): 214-27.

Week 3: Arguments of the Everyday I, continued

- Toulmin, selections from *The Uses of Argument*
- Toulmin, selections from *Logic and the Criticism of Arguments*
- Condit, Celeste Michelle. "Crafting Virtue: The Rhetorical Construction of Public Morality." *Quarterly Journal of Speech* 73 (1987): 79-87.

Week 4: Arguments of the Everyday II: The Western Rhetorical Tradition Theorizes Daily Life

- de Certeau, "Walking in the City" from the *Practice of Everyday Life*
- Norman, "The Psychopathology of Everyday Things" from *The Design of Everyday Things*
- Burke, Kenneth. "Terministic Screens"

Week 5: Arguments of the Everyday III: Symbolic Language

- Burke, Kenneth. selections from *On Symbols and Society*, edited by Joseph R. Gusfield. Chicago: University of Chicago, 1989.
- Austin, J.L. selections from *How to do Things with Words*
- Butler, Judith. selections from *Excitable Speech: a Politics of the Performative*

Week 6: Arguments of the Everyday IV: Beyond the Tradition, The #Me Too Movement, A Case Study

- Me Too official website: <https://metoomvmt.org/>
- Jackson, Debra L. "'Me Too' Epistemic Injustice and the Struggle for Recognition." *Feminist Philosophy Quarterly* 4: 4 (2018): 1-16.
- Wolf, Katherine. "Narrative Form and Agency in #MeToo" (2018). Student Research Submissions. 227. https://scholar.umw.edu/student_research/227

Week 7: Midterm Week: Peer Response, Revising, Terminology Check-In

- Peer Review of a Response Paper of Your Choice with Accompanied Revision Work
- Terminology Review in Groups; Journal Review

- Multimodal ePortfolio Planning

Week 8: Revising the Rhetorical Canon I: Regendering and Beyond

- Mandziuk, R. (2014). "Grotesque and Ludicrous, but Yet Inspiring': Depictions of Sojourner Truth and Rhetorics of Domination." *Quarterly Journal of Speech*, 100(4), 467-87.
- Chávez, Karma R. "Beyond Inclusion: Rethinking Rhetoric's Historical Narrative." *Quarterly Journal of Speech*, vol. 101, no. 1, 2015, pp. 162–72.
- selections from Dolmage, Jay. *Disability Rhetoric*. Syracuse: Syracuse UP, 2014.
- Enoch, Jessica, and Jean Bessette. "Meaningful Engagements: Feminist Historiography and the Digital Humanities." *College Composition and Communication* 64.4 (2013): 634-60. *ProQuest*. Web. 15 Feb. 2019.

Week 9: Revising the Rhetorical Canon II: Methods and Methodologies

- Schell, Eileen and Rawson. selections from *Rhetoric in Motion: Feminist Rhetorical Methods and Methodologies*. Pittsburgh: U of Pittsburgh P, 2010.
- Unger, and Sánchez. "Locating Queer Rhetorics: Mapping as an Inventional Method." *Computers and Composition*, vol. 38, no. [Part A], 2015, pp. 96–112.
- Serna, Elias. "Composing a Chican@ Rhetorical Tradition: Pleito Rhetorics and the Decolonial Uses of Technologies for Self-Determination." 2017,. 278-xx.

Week 10: Revising the Rhetorical Canon II: Rhetorical Race, A Case Study

- selections from Banks, Adam. *Race, Rhetoric, and Technology: Searching for Higher Ground*. NY: Routledge, 2005.
- Morrissey, M., & Sims, C. (2015). Playing the Race Card: Antiracial Bordering and Rhetorical Practices of New Racism. *Review of Communication*, 15(2), 1-21.
- Flores, Lisa A. "Between Abundance and Marginalization: the Imperative of Racial Rhetorical Criticism." *Review of Communication*, vol. 16, no. 1, 2016, pp. 4–24.

Week 11: Visual Arguments: Theorizations

- Barthes "Rhetoric of the Image" ELMS
- Gries, Laurie. *Still Life with Rhetoric: A New Materialism Approach for Visual Rhetorics*. New York, NY: Palgrave MacMillan, 2015.
- Multimodal Portfolio drafts and peer response

Week 12: Visual Arguments: Material Impacts

- Hum, S. (2015). "Between the Eyes": The Racialized Gaze as Design. *College English*, 77(3), 191-215.
- Gleason, Timothy R., and Sara S. Hansen. "Image Control: The Visual Rhetoric of President Obama." *Howard Journal of Communications*, vol. 28, no. 1, 2017, pp. 55–71.
- Dunn, Thomas R. "Remembering 'A Great Fag': Visualizing Public Memory and the Construction of Queer Space." *Quarterly Journal of Speech*, vol. 97, no. 4, 2011, pp. 435–60.

Week 13: Boundaries, Traps, and Biting Back: New(er) Rhetorical Responses

- Tomlinson, B. (2013). To Tell the Truth and Not Get Trapped: Desire, Distance, and Intersectionality at the Scene of Argument. *Signs*, 38(4), 993-1017.
- Chávez, Karma R. "Pushing Boundaries: Queer Intercultural Communication." *Journal of International and Intercultural Communication*, vol. 6, no. 2, 2013, pp. 83–95.
- Rand, Erin J. "Queer Critical Rhetoric Bites Back." *Western Journal of Communication*, vol. 77, no. 5, 2013, pp. 533–37.

Week 14: Multimodal ePortfolio Presentations

- During this week, students will present their Multimodal Portfolios and we will discuss and analyze them. Students will have an opportunity to revise them based on feedback. Revised versions are due

on the final exam day.

Week 15: Finals Week, The Rhetorical Here and Now: Current Conversations

- A final, revised version of Multimodal Portfolio due on Final Exam Day.
- During our final exam period, we will review some of the most recently published work in Rhetoric and Composition journals such as *Peitho*, *Enculturation*, and *College English*, and will reflect on how far the field has come and where it is going. Student will also reflect on the work they have done for the course and complete an informal rhetorical analysis of a cultural artifact, moment, or ideology--to be decided by the class members.

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

New Course Proposal Form

Date Submitted: April 25, 2019

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

1.
 - a. **Department(s) or program(s)** proposing this course: Political Science/Law and Society major
 - b. **Name** and contact information of proposer(s):
 Jean Carmalt
 Email address: jcarmalt@jjay.cuny.edu
 Phone number(s): 212-237-8195
2.
 - a. **Title of the course: Law in Everyday Life**
 - b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) _____LAW EVERYDAY_____
 - c. **Level** of this course: ___100 Level ___200 Level X 300 Level ___400 Level

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

As articulated in the most recent assessment report for the Law and Society major, there is a deep need for LWS-prefix courses at the 300 level (there are currently none). This course is therefore designed to provide a 300-level option to meet student needs for a more cohesive major with courses that deepen knowledge at every stage of a student's college career.

The readings and assignments of this course are geared towards the 300-level. They include requirements for delving into the scholarly readings, with required short reaction papers for each reading. In addition, students are asked to not just articulate, but also to analyze, the relationships between law and society. Finally, students develop a research project that evaluates evidence of those relationships in relation to socio-legal theory.

The purpose of this specific course is to deepen student engagement with an area of scholarship within the law and society tradition. This course focuses on the relationship between law and everyday life, which is one of the central areas of scholarship in socio-legal studies. The major's introductory course (LWS 200) provides a broad overview to the field, and introduces students to the explicitly interdisciplinary approach taken by scholars in the law and society tradition. The senior capstone course (LWS 425) requires

students to engage in their own original research in that tradition. As assessment reports have regularly found, however, students need opportunities between these two courses to deepen their knowledge and experience with the unique interdisciplinary approach taken by scholars in the law and society tradition.

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

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

The LWS major has grown substantially during its six-year existence at John Jay. With each assessment cycle, along with the recent external evaluation of the major, the need for a more cohesive major becomes increasingly clear. The first step of that shift was taken with the introduction of LWS 225, which is an introductory research methods course. This course is the first 300-level course which will be added to the curriculum.

This course focuses on a key area of law and society research: law in everyday life. Drawing from a classic, seminal text on the subject (Sarat and Kearns, 1995), the course explores the ways in which law is part of everyday social processes. It particularly focuses on the role of law in constructing symbolic, social, and physical boundaries that shape daily interaction. The course includes multiple weeks on law's role in constructing gender, racial, and moral boundaries, using primarily historical and sociological scholarship. These appear alongside more recent work by geographers that traces the spatial dimension of these boundaries through, for example, "bubble" laws around abortion clinics and the criminalization of homelessness.

The idea that law is socially constructed, while it also itself helps to construct the social world, is a central tenet of law and society. Students are introduced to this idea in the introductory LWS 200 course, and this course will allow them to apply it before taking the senior capstone. The routines of daily life are a key place where this "mutually constitutive" relationship between law and society plays out, and it is an accessible and interesting domain to students. Moreover, it is a flexible topic that can be taught by all current full-time Law and Society faculty. The model syllabus provided here focuses on the geography of law in everyday life because the person proposing it is a geographer, but every Law and Society faculty member will teach this course focusing on his or her disciplinary starting point.

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 builds on ideas introduced in LWS 200 about law in everyday life. It examines how daily practices enact legal norms, whether or not those norms are formally written down. Students will explore how these practices help produce social and physical boundaries, and they will write a series of papers based on their own observations of everyday settings shaped by law. By doing so, students will study how formal and in-

formal norms interrelate, deepening their understanding of socio-legal theory. Depending on the instructor, the course may have a different theme.

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

LWS 200, ENG 201

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:

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

Learning outcome (course)	Program/minor outcome
<p>By the end of this course, students will:</p> <p>1. Articulate different disciplinary perspectives in relation to the study of law in everyday life</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change. • Students will develop written and oral communication skills to express informed opinions about issues in law and society.

<p>By the end of this course, students will:</p> <p>2. Observe, identify, and analyze practices associated with law in everyday life.</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change. • Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society. • Students will develop written and oral communication skills to express informed opinions about issues in law and society.
<p>By the end of this course, students will:</p> <p>3. Analyze and evaluate distinctions between formal legal rules, institutional practices, and social behaviors, as well as the way in which these types of legal phenomena interact with one another.</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change. • Students will develop written and oral communication skills to express informed opinions about issues in law and society.
<p>By the end of this course, students will:</p> <p>4. Articulate how a law and society perspective contributes to our understanding of law in everyday life</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change. • Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society. • Students will develop written and oral communication skills to express informed opinions about issues in law and society.

<p>By the end of this course, students will:</p> <p>5. Produce a written and oral project analyzing how law operates in everyday life.</p>	<ul style="list-style-type: none"> • Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change. • Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society. • Students will develop written and oral communication skills to express informed opinions about issues in law and society.
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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.

Law and Society Major: currently, in Part V (the electives section of the major). When the curriculum is revised, this course will be part of a basket of LWS-prefix courses from which students must choose.

- 10a. 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**?

Student learning is assessed through both written and oral exercises. Specifically:

A. There are three papers, each of which builds on the previous one.

1. The first paper is a very short (3 pages, double-spaced) discussion of informal law in one of a set of designated places. For example, students might be asked to observe how people behave in the Columbus Circle subway station, and to explain how people organize themselves according to unwritten rules about how to use public space.
2. The second paper (5 pages, double spaced) expands on this concept by asking students to compare two different places, and by asking students to also address how their observations relate to the socio-legal literature we read in class which theorizes how law functions in everyday life.

3. The third and final paper is longer (10 pages, double-spaced), and requires students to choose their own location and observe that location over a period of time (for example, a workplace or public space in which the student spends time on a regular basis). This final paper requires research into formal law that governs the space in addition to a discussion of how informal norms operate to organize the space. Most importantly, it asks students to explain how the formal and informal norms relate to one another and to socio-legal theory.
- B. In addition to the papers, students must turn in reading responses for at least seven course readings (there are ten assigned, but the lowest three grades are dropped). These responses require students to (a) explain the main point of the reading; (b) relate the reading to a theory or topic in the course; and (c) react to the reading. The reading responses are strictly limited to a single double-spaced page in order to force students to think carefully about their word choice and writing process.
- C. Third, students will be asked to present their research findings to the class. This final presentation will involve a poster board. Students are strongly encouraged to be creative as they put together their poster boards.
- D. Finally, students will be assessed on their in-class participation in a number of interactive exercises designed to illustrate the theoretical discussions we will have in relation to class readings. These can include traditional exercises like short in-class essays, or they might include more unusual exercises meant to challenge students to think through theoretical concepts. For example, when Foucault's panopticon is introduced during the first week, students will be put into groups of three and asked to draw a panopticon using only Foucault's description as a guide.

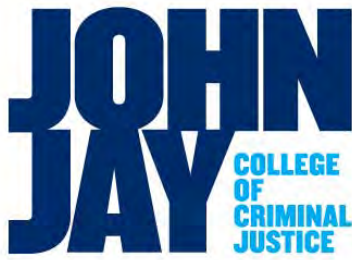
12. Did you meet with a librarian to discuss **library resources** for the course?

Yes No

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/> ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input type="checkbox"/> ➤ LexisNexis Universe <input checked="" type="checkbox"/> ➤ Criminal Justice Abstracts <input type="checkbox"/> 	<ul style="list-style-type: none"> ➤ PsycINFO <input type="checkbox"/> ➤ Sociological Abstracts <input checked="" type="checkbox"/> ➤ JSTOR <input checked="" type="checkbox"/> ➤ SCOPUS <input type="checkbox"/> ➤ Other (please name) _____
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13. **Syllabus** - Please see below.
14. Date of **Department curriculum committee** approval April 2, 2019
15. **Faculty** - Who will be assigned to teach this course?
Jean Carmalt, Michael Yarbrough, Ke Li, Jamie Longazel
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
- No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?
- No
 Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals:
- James Cauthen, Chair, Political Science Department
-



*899 Tenth Avenue
New York City, NY 10019*

LWS 3XX: Law in everyday life

Time/Meeting location

Office hours/contact information

Course description

This course builds on ideas introduced in LWS 200 about law in everyday life. It examines how daily practices enact legal norms, whether or not those norms are formally written down. Students will explore how these practices help produce social and physical boundaries, and they will write a series of papers based on their own observations of everyday settings shaped by law. By doing so, students will study how formal and informal norms interrelate, deepening their understanding of socio-legal theory. Depending on the instructor, the course may have a different theme.

For this particular course offering, the class will focus on geography-based understandings of how law functions in everyday life. This includes readings about how the city works and how people use public space.

Required texts:

- Text: Sarat, Austin, and Kearns, T.R. (Eds) (1995). *Law in Everyday Life*. University of Michigan Press.
- Articles available through the John Jay library (full citation provided in the syllabus). *Please note:* only the citation is provided. You are responsible for finding the article, downloading it, and reading it. No articles require payment; if you hit a paywall, please go back and log in to the John Jay Library website and then look up the article from there.
- Other readings are on Blackboard (posted in the “Content” section). These readings are noted “BB” on the syllabus.

Learning outcomes:

By the end of this course, students will:

1. Articulate different disciplinary perspectives in relation to the study of law in everyday life
2. Observe, identify, and analyze practices associated with law in everyday life.
3. Analyze and evaluate distinctions between formal legal rules, institutional practices, and social behaviors, as well as the way in which these types of legal phenomena interact with one another.
4. Articulate how a law and society perspective contributes to our understanding of law in everyday life
5. Produce a written and oral project analyzing how law operates in everyday life.

General policies and responsibilities

All of the policies and responsibilities of John Jay College of Criminal Justice apply in this course. Further explanation of some of these policies is included below. For more information, please also see the undergraduate bulletin.

Policy on absences and withdrawals

Students are expected to come to class on time and prepared and ready to engage with the material. This means you need to complete readings before you come to class, and you should bring assigned readings with you, along with anything you require to take notes.

Every student may have two “free” days that may be missed with no impact on your participation grade. **After you miss two classes, however, every day that you miss will negatively impact your participation grade.** If you do miss a class, it is your responsibility to get the notes from another student. It is not my responsibility to provide notes for missed classes, or to provide any sort of review or summary of the material that you have missed.

Students who know they will miss assignments, exams, or classes because of religious observance or athletic obligations must provide me with written notice within the first three weeks of the semester so that we can schedule any makeup exams that will be necessary. These absences will typically be counted as your two “free” days. Students who have unanticipated, excused absences due to medical or family emergencies are responsible for coming to talk with me in order to make arrangements. The University’s policy on Withdrawals applies. Please refer to the current John Jay policies for more information on drop/add/withdrawal.

Courtesy

In general, please be courteous and respectful to your fellow students. There are sometimes topics discussed in this class that may be politically sensitive. **It is our joint responsibility to make sure we maintain an atmosphere in which you feel comfortable voicing your opinion, regardless of whether it is the same or different from the opinions of others.** To that end, we must work together to ensure a classroom atmosphere that is open, welcoming and respectful so that we may all learn from each other.

Do not disrupt class by coming in late or eating large meals (simple food, such coffee and a bagel, is fine; but please do not bring three course meals or food that will fill the room with smells that remind the rest of us what we are missing). Courtesy and on-time arrival is particularly important on student presentation days.

Electronic equipment

Please turn off your phone upon entering the classroom. Texting is strictly prohibited at all times. You may use computers or other electronic equipment to take notes in class. However, please do not abuse this privilege. If you are clearly doing things other than taking notes, I reserve the right to revoke this privilege on the spot and you will be expected to take paper notes instead. You should always bring paper and pen with you to class. Please note that if you leave your ringer on, I reserve the right to answer your phone for you.

Academic integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore *answers must be completed by the student alone*. Also note that plagiarism is taken very seriously both in this class and by the College.

I will tolerate NO plagiarism or cheating in this class. Any assignment that includes plagiarism and/or obtaining unfair advantage will automatically receive a zero. Any act of plagiarism and obtaining unfair advantage will be subject to punishment, up to and including expulsion from John Jay. For your reference, John Jay's definition of plagiarism or unfair advantage is included here (copied from the 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 to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

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

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them

- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work

Students with disabilities

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

Room L.66.00
524 West 59th Street
New York, NY 10019
Phone: 212.237.8031
Fax: 212.237.8144
<http://www.jjay.cuny.edu/2023.php>

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

“Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.”

Advising in Political Science, Law and Society, and Legal Studies

Advisers are available to meet with students to discuss the major, degree requirements, academic planning, graduate study, and careers after graduation. Please contact the adviser for your major to schedule an appointment. [Insert specific contact information for advisers for each semester].

Grades and grading policies

- All homework assignments are due at the beginning of class on the day they are assigned. In other words, if you are late to class on the day of an assignment, your assignment will also be considered late. If you know in advance that you need to miss class on the day of an assignment, you are responsible for getting it to me before the beginning of class on its due date.
- I will accept late assignments with a penalty for up to 3 days after the due date. The standard penalty for late assignments is a drop of 10% of the total value of the assignment for each day it is late. For example, if your assignment is worth 100 points and you turn it in one day late, you will be docked 10 points for turning it late. After three days, however, your assignment will not be accepted and you will receive a zero.

Contesting grades

If you feel you received a lower grade than you deserve, please come talk to me about it. In general, there are two options for contesting grades:

1. First, depending on the assignment, I may permit you to do the assignment again. Please keep in mind that regrading means exactly that: your new grade may be higher or lower than

your first grade, depending on the quality of your work. This option is most likely in the context of a paper.

- Alternatively, the second option is to present me with a written explanation of why you believe your assignment deserves a higher grade than was awarded. If you choose this option, you must wait for 24 hours before you submit your protest. You must turn in a written grade protest to me (with both the protest and the original assignment included) within one week of receiving the grade. Please note that your explanation must focus on the merits of your work (i.e. how your work meets the requirements of the assignment) and not, for example, on how much work you put into it.

How grades are calculated:

Assignment	Percentage of total grade
Class participation	10%
Reading responses	20%
Paper 1	10%
Paper 2	20%
Paper 3	30%
Poster presentation	10%

Class participation

Your participation in this class is worth ten percent of your overall grade. This includes participation in the discussion along with exercises that we complete in class. Please note: the purpose of class time is to build on the readings; it is not a replacement for the readings. You are responsible for arriving in class having already read the assignment. Material may appear on exams that will come from lectures and may not be contained in the readings.

Participating in discussion can sometimes be daunting, particularly if you are not accustomed to doing so. Here are a few things to keep in mind:

- If you have a question, it is extremely likely that at least five other people in the room also have that question.
- Provided you are paying attention and saying something about the topic being discussed, there is never an incorrect, stupid, or bad comment. Really, never!
- The best comments are small comments. This means that the best comments are those that build on what others are saying, and which give others a chance to build on what you are saying. Do not monopolize the discussion by speaking for five or ten minutes at a time.
- One of the best times to participate is when you disagree with something. Respectfully articulated disagreement is, in many ways, the essence of a good discussion. While it is im-

portant to voice your disagreement with respect, it is also important to speak up when you disagree and explain your position to others.

Course calendar

Date	Course topic	Reading assignment	Due in class (and/or in-class activity)
Week 1	<i>Introduction to the course</i>	Shearing & Sterling (on BB) Foucault, excerpts (on BB)	In class: Workshop on the Panopticon.
Week 2	<i>Before the law: Law as separate from everyday life</i>	Ewick & Silbey, ch. 4 (on BB)	In-class: short video <i>Before the Law</i> Reading response 1 due
Week 3	<i>An alternative view: Forms of legal scholarship on everyday life</i>	Sarat & Kearns, Introduction & chapter 1	Reading response 2 due
Week 4	<i>Law in the everyday life of women</i>	Sarat & Kearns, chapters 2-3	Paper 1 due
Week 5	<i>Law in the everyday life of women, cont'd</i>	Marsh, M. <i>Suburban Lives</i> (excerpts, available on BB)	Reading response 3 due
Week 6	<i>The construction of difference: overview</i>	Sarat & Kearns, chapters 5 & 6	Reading response 4 due
Week 7	<i>The construction of difference: race and racism</i>	Pulido, L. (2000). Rethinking environmental racism: White privilege and urban development in Southern California. <i>Annals of the Association of American Geographers</i> , 90(1), 12-40.	Reading response 5 due

Date	Course topic	Reading assignment	Due in class (and/or in-class activity)
Week 8	<i>The construction of difference: race and racism, cont'd</i>	Delaney, D. (1993). Geographies of judgment: The doctrine of changed conditions and the geopolitics of race. <i>Annals of the Association of American Geographers</i> , 83(1), 48-65.	Paper 2 due
Week 9	<i>The construction of difference: moral boundaries</i>	Ellickson, Robert C. "Of Coase and cattle: Dispute resolution among neighbors in Shasta County." <i>Stanford Law Review</i> (1986): 623-687.	Reading response 6 due
Week 10	<i>Criminalizing daily life: creating the homeless</i>	Mitchell, D. (1997). The annihilation of space by law: the roots and implications of anti-homeless laws in the United States. <i>Antipode</i> , 29(3), 303-335.	Reading response 7 due
Week 11	<i>Criminalizing daily life: creating the homeless, cont'd</i>	Beckett, K. and Herbert, S. (2009). <i>Banished: The new social control in urban America</i> (excerpts, available on BB)	Reading response 8 due
Week 12	<i>Criminalizing daily life: creating undocumented immigrants</i>	Abrego, L. (2015). Immigration Law and Immigrants' Lived Experiences, in <i>The Handbook of Law and Society</i> (Sarat and Ewick, eds).	Reading response 9 due
Week 13	<i>Moralizing daily life: spatializing sexuality through law</i>	Brigham, J. (2014). Sex in Context: Space, Place, and the Constitution of Images. <i>International Journal for the Semiotics of Law-Revue internationale de Sémiotique juridique</i> , 27(1), 47-63.	Reading response 10 due
Week 14	<i>Preparing your projects</i>	Review previous readings	In-class poster workshops; final paper preparation/workshop

Date	Course topic	Reading assignment	Due in class (and/or in-class activity)
Final Exam Week 15	<i>Presenting your projects</i>	No new readings	Poster presentations; Paper 3 due

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

Course Revision Form

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

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

Date Submitted: 4/18/19

1. Name of Department or Program: Law, Police Studies and Criminal Justice Administration

2. Contact information of proposer(s):

Name(s): Maki Haberfeld
Email(s): mhaberfeld@jjay.cuny.edu
Phone number(s):

3. Current number and title of course: **CJBS 377-378-379 Internships for Criminal Justice, Law and Policing**

4. Current course description:

Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from concepts, theories, and methods of Criminal Justice, Law and Police Studies students have learned in the classroom, internships give students a chance to participate and observe a workplace setting where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting prospective employers. This course has two components that must be fulfilled - successful completion of at least 96 hours at a placement site and completion of the academic portion of the course which includes 15 hours of class time. Interns will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact the Center for Career and Professional Development. For students interested in corrections internships, see COR 310 Fieldwork in Corrections.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 0

c. Current prerequisites: ENG 201 and junior standing or above.

Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

5. Describe the nature of the revision (what are you changing?): We are revising the pre-requisites

6. Rationale for the proposed change(s): We are adding several alternative prerequisites that students should have as a baseline before doing an internship. We are also removing the junior class standing requirement. The standard for students to participate in Internships at the college is for sophomore standing or above and at least a 2.5 GPA. We are adopting the college-wide requirements to be consistent with the other internship courses. The college is encouraging students to increasingly participate in experiential learning opportunities so this change will support those efforts.

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

a. Revised course description: No change

b. Revised course title: No change

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

d. Revised learning outcomes: No change

e. Revised assignments and activities related to revised outcomes: No change

f. Revised number of credits: No change

g. Revised number of hours: No change

h. Revised prerequisites: **ENG 201; CJBS 101 or CRJ 101 or ICJ 101 or PSC 101; sophomore standing or above**

8. Enrollment in past semesters: approximately 30-50 students per semester.

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

No Yes _____ If yes, please indicate the area:

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: April 15, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Peter Moskos, Chair, Department of Law, Police Science and Criminal Justice Administration

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: 5/13/2019

1. Name of Department or Program: Department of Mathematics and Computer Science

2. Contact information of proposer(s):

Name(s): Michael Puls

Email(s): mpuls@jjay.cuny.edu

Phone number(s): 212-484-1178

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

MAT 351, Introduction to Ordinary Differential Equations

4. Current course description:

Differential equations are introduced as a mathematical expression of the postulates and principles describing growth, decay, and oscillatory phenomena. Examples are chosen from biology, chemistry, economics, medicine, the public sector and the social sciences. The interpretation of the mathematical solutions with respect to the given problems is emphasized. The use of computers in problem solving is also included.

a. Number of credits: three

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

c. Current prerequisites: **ENG 201, and junior standing or above. MAT 242 Calculus II as a corequisite.**

5. Describe the nature of the revision: Change MAT 242 from corequisite to prerequisite and remove class standing.

6. Rationale for the proposed change(s): The study of Differential Equations, MAT 351 requires knowledge of integration techniques taught in MAT 242. Students who take MAT 351 without completing MAT 242 experience considerable difficulty with the MAT 351 course material since they have yet mastered the integration techniques taught in Calculus II, MAT 242. Class

standing is no longer needed, now that MAT 242 will be a prerequisite.

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 CF, max of 30 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 MAT 242**

8. Enrollment in past semesters: Sp 19 – 18 enrolled

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: 5/10/2019

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

College Council Bylaws Amendment:

HEO Representation on the Judicial Committee

Current:

d. Judicial Committee:

A Judicial Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- i. 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 Judicial Committee.
- ii. The two (2) full-time members of the faculty, as defined in the Charter, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
- iii. The two (2) 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.
- iv. 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.

Add:

d. Judicial Committee:

A Judicial 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:

- i. 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 Judicial Committee.
- ii. The ~~two (2)~~ full-time members of the faculty, as defined in the Charter, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
- ii-iii. The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President.
- iii-iv. The ~~two (2)~~ 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.
- v. 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~~four (4) consecutive years.

~~iv~~.vi. 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 Judicial Committee in all such cases.

New Version:

A Judicial 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:

- i. 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 Judicial Committee.
- ii. The full-time members of the faculty, as defined in the Charter, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
- iii. The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President.
- iv. 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.
- v. 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 four (4) consecutive years.
- vi. 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 Judicial Committee in all such cases.

Rationale:

Amendments to Article XV of the CUNY Bylaws were adopted by the Board of Trustees on December 1, 2014. The revisions contain various modifications to the student disciplinary procedures. The amendments included adding HEOs to the constituency of the Judicial Committee and requiring each college to select a subcommittee to handle Title IX disciplinary matters. The College has been complying with these requirements since the changes were made. These proposed amendments to the College Council Bylaws would make them consistent with the requirements of Article XV of the CUNY Bylaws.

2018-2019 College Council Committee Activity Report

Committee	Agendas	Minutes	Attendance Lists	No. Scheduled Meetings	Meetings Held
College Council	Y	Y	Y	10	8
Interim Executive Committee of the College Council	Y	Y	Y	1	1
Executive Committee of the College Council	Y	Y	Y	9	7
UCASC	Y	Y+	Y	8	8
Committee on Student Interests	Y	Y	Y	7	2
Faculty-Student Disciplinary Committee (formally Judicial Committee)	N	N	N	6	0
Committee on Faculty Personnel	Y	Y+	Y	4	4
Budget and Planning Committee	Y	N	Y	3	3
Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget & Planning					
Committee on Graduate Studies	Y	Y+	Y	8	8
Committee on Student Evaluation on the Faculty	Y	Y	Y	8	7
Provost Advisory Council	Y	Y+	Y	8	8
Council of Undergraduate Program Coordinators	Y	Y	Y	8	7
Committee on Honors, Prizes and Awards	Y	Y	Y	2	2
College-Wide Grade Appeals Committee	N	N	N	0	0
College Wide Assessment Committee	Y	N	N	4	4
Committee on Faculty Elections	Y	Y	Y	2	2

†May minutes have not yet been submitted

Submitted Proposals and Reports for Academic Year 2018-2019

Committee	Number of Proposals/Reports
Undergraduate Curriculum and Academic Standards	52
Graduate Studies	17
Honors, Prizes and Awards Committee	1
Registrar	1
Executive Committee of the College Council	2
Faculty Personnel Committee	1
Provost Office	1
Student Council	1
	Total: 76

proposals and reports were put on the College Council agenda for consideration in academic year 2018-2019.

Last Updated: July 17, 2019

Items Due	Executive Committee	College Council Meeting
Monday, August 19, 2019	Thursday, August 29, 2019	Thursday, September 12, 2019
Friday, September 20, 2019	Wednesday, October 2, 2019	Wednesday, October 16, 2019
Friday, October 18, 2019	Wednesday, October 30, 2019	Monday, November 11, 2019
Friday, November 15, 2019	Tuesday, November 26, 2019	Monday, December 9, 2019
Wednesday, January 15, 2020	Tuesday, January 28, 2020	Thursday, February 6, 2020
Friday, February 21, 2020	Wednesday, March 4, 2020	Monday, March 16, 2020
Tuesday, March 17, 2020	Thursday, March 26, 2020	Monday, April 6, 2020
Tuesday, April 7, 2020	Wednesday, April 22, 2020	Monday, May 11, 2020

All meetings begin 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.

Additional meetings if needed

Items Due	Executive Committee	College Council Meeting
Tuesday, November 26, 2019	Tuesday, December 10, 2019	Wednesday, December 11, 2019
Tuesday, April 22, 2020	Tuesday, May 12, 2020	Wednesday, May 13, 2020

