

# **JOHN JAY** COLLEGE OF CRIMINAL JUSTICE

**COLLEGE COUNCIL**

**AGENDA  
& ATTACHMENTS**

**THURSDAY, MAY 11, 2023**

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

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

May 11, 2023 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the April 20, 2023 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees (Attachment B), **Pg.7**
- IV. Graduation List – Class of 2023 (Attachment C) (**Only Faculty Vote**)- Interim Registrar, Shavonne McKiever, **Pg.23**
- V. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments D1-D9) – Interim Dean of Academic Programs, Andrew Sidman
- VI. **Programs**
  - D1. Proposal to Revise the Accelerated Dual Admission Programs (ADAP), **Pg.24**
  - D2. Revision of the BA in English, **Pg.26**
  - D3. Revision of the BS in Public Administration, **Pg.32**
  - D4. CJA Dual Admission Articulation Agreements with KBCC for the AA in Liberal Arts to BA in John Jay Humanities Majors (English, Humanities & Justice, Global History and Philosophy, **Pg.36**
- New Courses**
  - D5. JPN 2XX Japanese Manga and Anime: Gender Culture & Society (FC: World Cultures), **Pg.65**
- Course Revisions**
  - D6. ANT/ENG 328 Forensic Linguistics (College Option: JCII), **Pg.83**
  - D7. DRA/AFR 230 African-American Theatre, **Pg.96**
  - D8. LIT 130 King Arthur: Culture, Society and Tradition (already CO: Learn from the Past), **Pg. 98**
- Academic Standards**
  - D9. Proposal to Revise the Latin Honors Bulletin Info, **Pg.110**
- VI. College Council Calendar 2023-2024 (Attachment E), **Pg.112**
- VII. Proposal to Amend the Bylaws- Second Reading (Attachment F)- President of the Faculty Senate, Ned Benton, **Pg.113**
- VIII. New Business

**IX.** Announcements:

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

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

## MINUTES OF THE COLLEGE COUNCIL

April 20, 2023

The College Council held its seventh meeting of the 2022-2023 academic year on Thursday, April 20, 2023. The meeting was called to order at 1:49 p.m. and the following members were present:

In-Person: Adam Wandt, Anru Lee, Elton Beckett, Heath Grant, Janice Bockmeyer, Jonathan Epstein, Karen Kaplowitz, Maki Haberfeld, Maureen Richards, Ned Benton, Peter Diaczuk, Ray Patton, Robert Robinson, Sung-Suk Violet Yu, Susan Pickman, Liza Steele, Kelvin Pineda, Yusuf Khaled, Shania Roseborough, Savannah Smith, Myrwaldy Lucien, Samuel Ajao, Andy Veras, Hazel Ortega, Jamella Richmond, Alisa Thomas, Catherine Alves, Janet Winter, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Brian Kerr, Karol Mason, Mark Flower, Angela Crossman\*, Anthony Carpi\*, Helen Keier\*, Marie-Helen Maras\*, Mohammed Islam\*.

Remotely: Brian Montes, Catherine Kemp, Joseph Maldonado, Francis Sheehan, Jonathan Gray, Serguei Cheloukhine, Silvia Dapia, Zhun Xu, Edward Kennedy\*, Jennifer Lorenzo\*.

Excused: Jessica Gordon-Nembhard, Amy Green, Raisa Castillo, Thalia Vrachopoulos, Veronica Johnson, Emily Haney-Caron\*.

Absent: Janice Johnson-Dias, Frank Chen.

Guests: Tony Balkissoon, Jill Maxwell, Kathy Killoran, Daniel Matos, Shavonne McKiever, Toy Tung, Alexander Bolesta (R), Anna Austenfeld (R), Brad Roth (R), Chloe Choi (R), David Shapiro (R), Maria Volpe (R), Shu-Yuan (Demi) Cheng (R), Robert Till (R), Victoria Bond (R).

\* Alternates

I. Adoption of the Agenda

The motion was assumed by the chair and approved unanimously.

II. Approval of the Minutes of the March 15, 2023 College Council

The motion was assumed by the chair and approved unanimously.

III. Approval of Members of the College Council Committees

The motion was assumed by the chair and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C14) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

The motion was assumed by the chair to adopt item marked C1. Proposal to Add the Distance Learning Format to CJBS. The motion was approved:

In Favor: 45

Abstained: 1

Opposed: 0

The motion was assumed by the chair to vote on items marked C2 – C4 as a slate:

- C2. Revision of BA in Anthropology;
- C3. Revision of BS in Applied Mathematics;
- C4. Revision of BS in Fraud Examination.

The motion was approved unanimously. The motion was assumed by the chair to adopt the items marked C2-C4. The motion was approved unanimously.

The motion was assumed by the chair and approved unanimously to adopt item marked C5. Revision of BS in Toxicology.

The motion was assumed by the chair and approved unanimously to adopt item marked C6. Revision of Minor in Homeland Security.

The motion was assumed by the chair to vote on items marked C7–C8 as a slate:

- C7. CJA Dual Admission Articulation Agreement with QBCC for AA in Liberal Arts to JJC BA Humanities Majors (English, Global History, Humanities & Justice, and Philosophy);
- C8. CJA Dual Admission Articulation Agreement with BCC for AA in Liberal Arts and Liberal Arts: History and English to JJC Humanities Majors (English, Global History, Humanities & Justice, and Philosophy).

The motion was approved unanimously. The motion was assumed by the chair to adopt the items marked C7-C8. The motion was approved unanimously.

**New Courses**

The motion was assumed by the chair and approved unanimously to adopt a new course marked C9. LIT 2XX (258) Asians Speak Up! Reimagining Asian Lives from East to West (FC: World Cultures).

The motion was assumed by the chair and approved unanimously to adopt a new course marked C10. POL 3YY Presidential Primaries.

The motion was assumed by the chair and approved unanimously to adopt a new course marked C11. SOC 2XX (245) Mindfulness & Managing Conflict (College Opt: Com).

**Course Revisions**

The motion was assumed by the chair and approved unanimously to adopt item marked C12. LIT 270 Children's Literature (College Opt: Com).

The motion was assumed by the chair to vote on items marked C13 and C14 as a slate:

- C13. PAD 402 Seminar & Internship in Public Administration;
- C14. PAD 445 Seminar in Justice Administration & Planning.

The motion was approved unanimously. The motion was assumed by the chair to adopt the items marked C13 and C14. The motion was approved unanimously.

V. New Business

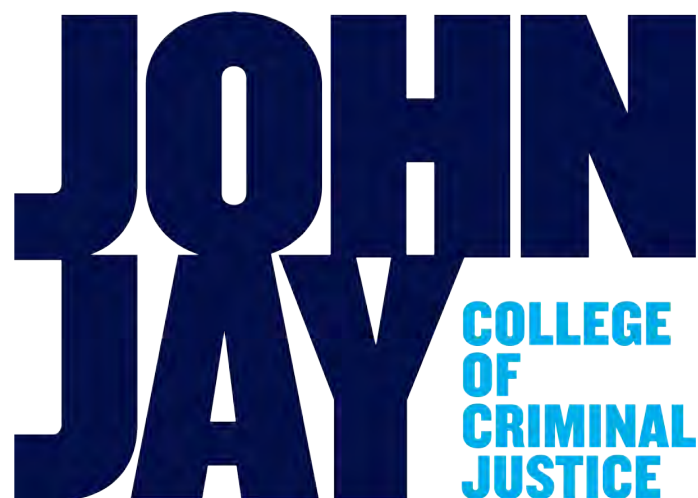
- Commencement Awards 2022–2023 (Attachment D)- Vice President for Enrollment Management and Student Affairs, Brian Kerr

The motion was assumed by the chair and approved unanimously to approve the Commencement Awards 2022-2023.

- Proposal to Amend the Bylaws - First Reading (Attachment F)- President of the Faculty Senate, Ned Benton

The President of the Faculty Senate presented the proposal and described the rationale to the Council. The Council members discussed the proposal. The Council will vote on the proposal at the next College Council during its second reading.

The meeting was adjourned at 2:37p.m.



**College Council  
Membership**

**&**

**College Council  
Committees**

**2022-2023**

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## College Council Membership

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

### Administration

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

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

1. Angela Crossman	2. Anthony Carpi
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### Faculty

Full-time faculty elected from each academic department:

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

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

- |                     |                        |
|---------------------|------------------------|
| 30. English         | Karen Kaplowitz        |
| 31. History         | Jonathan Epstein       |
| 32. Law, PS and CJA | Maria (Maki) Haberfeld |

- |                       |                     |
|-----------------------|---------------------|
| 33. Law, PS and CJA   | Heath Grant         |
| 34. Public Management | Warren (Ned) Benton |
| 35. Sciences          | Francis Sheehan     |
| 36. Sciences          | Frank Chen          |

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

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

Higher Education Officers elected by the Higher Education Officers Council:

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

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

1. Helen Keier	2. Jennifer Lorenzo
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Students

- |   |                    |
|---|--------------------|
| 41. President of the Student Council        | Yusuf Khaled       |
| 42. Vice President of the Student Council   | Kelvin Pineda      |
| 43. Treasurer of the Student Council        | Savannah Smith     |
| 44. Secretary of the Student Council        | Shania Roseborough |
| 45. Elected At-Large Representative         | Myrwaldy Lucien    |
| 46. Elected graduate student representative | Vacant             |
| 47. Elected senior class representative     | Samuel Ajao        |
| 48. Elected junior class representative     | Hazel Ortega       |
| 49. Elected sophomore class representative  | Andy Rafael Veras  |
| 50. Elected freshman representative         | Jamella Richmond   |

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

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

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

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

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

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

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

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

The Executive Committee shall consist of the following members:

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

Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i

1. Warren (Ned) Benton
2. Karen Kaplowitz
3. Heath Grant
4. Amy Green
5. Marie-Helen Maras
6. Francis Sheehan
7. Adam Wandt

- Two (2) higher education officers
  1. Catherine Alves
  2. Helen Keier
- Three (3) students
  1. Kelvin Pineda
  2. Yusuf Khaled
  3. Myrwaldy Lucien

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

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

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

- |   |                       |
|---|-----------------------|
| • Interim Dean of Academic Programs (Chairperson)   | Andrew Sidman         |
| • Vice President for Enrollment Management and Student Affairs  | Brian Kerr            |
| • Associate Dean of Academic Programs   | Katherine Killoran    |
| • Assistant Vice President for Enrollment Management and Senior Registrar   | Daniel Matos          |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years |                       |
| 1. Africana Studies   | Teresa Booker         |
| 2. Anthropology   | Edward Snajdr         |
| 3. Art and Music  | Roberto Visani        |
| 4. Communication & Theater Arts   | Marsha Clowers        |
| 5. Counseling and Human Services  | Ma'at Lewis           |
| 6. Criminal Justice   | Valerie West          |
| 7. Economics  | Jay Hamilton          |
| 8. English  | Madhura Bandyopadhyay |
| 9. History  | David Munns           |
| 10. Interdisciplinary Studies Program (ISP)   | Gerry Markowitz       |
| 11. Latin American & Latinx Studies   | Lisandro Perez        |
| 12. Law, Police Science & CJA   | Beverly Frazier       |
| 13. Library   | Maria Kiriakova       |
| 14. Mathematics & Computer Science  | Genesis Alberto       |
| 15. Modern Languages & Literatures  | Cristina Lozano       |
| 16. Philosophy  | Sergio Gallegos       |
| 17. Political Science   | Jennifer Rutledge     |
| 18. Psychology  | Kelly McWilliams      |
| 19. Public Management   | Judy-Lynne Peters     |
| 20. Sciences  | Daniel Yaverbaum      |
| 21. Security, Fire & Emergency Management   | Robert Till           |

- 22. SEEK
- 23. Sociology

Virginia Diaz-Mendoza  
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. Asma Sajid
  2. Gabrielle Taylor
  3. Joe Rivera

### **Committee on Student Interests**

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

- Interim Assistant Vice President and Dean of Students (Chairperson) Danielle Officer
- Director of Athletics Catherine Alves
- Senior Director for Student Affairs Vacant
- Two (2) members of the faculty
  1. Genesis Alberto
  2. Nicole Elias
- Six (6) students
  1. Jamella Richmond
  2. Jeff Mathew
  3. Tiffany Rodriguez
  4. Rich Verdi
  5. Andy Veras
  6. Victor Morel

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

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
  1. Marsha Clowers
  2. Stephen Russell
  3. Toy-Fung Tung

- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Ali Kocak
  2. Heath Grant
  3. Jennifer Holst
  4. Jose Olivo
  5. Shilpa Viswanath
  6. Thomas Kubic
  
- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
  1. Maria Vidal
  2. Kseniya Kosmina
  3. Helen Keier
  4. Shakia Brown
  5. Yaritma Cabral
  6. Angel Polanco
  
- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Tiffany Rodriguez
  2. Yarik Munoz
  3. Vacant
  4. Vacant
  5. Vacant
  6. Vacant

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

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

### **Committee on Faculty Personnel**

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

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

- President (Chairperson) Karol Mason
- Interim Provost and Vice President for Academic Affairs Allison Pease
- Interim Dean of Faculty Angela Crossman
- Interim Dean of Academic Programs Andrew Sidman
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies Teresa Booker
  2. Anthropology Ed Snadjr
  3. Art and Music Claudia Calirman
  4. Communication and Theater Arts Sandra Lanzone
  5. Counseling and Human Services Katherine Stavrianopoulos
  6. Criminal Justice Evan Mandery
  7. Economics Geert Dhondt
  8. English Jean Mills
  9. History Michael Pfeifer
  10. Interdisciplinary Studies Susannah Crowder
  11. Latin American and Latinx Studies Lisandro Perez
  12. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
  13. Library Ellen Sexton
  14. Mathematics and Computer Science Douglas Salane
  15. Modern Languages and Literatures Vicente Lecuna
  16. Philosophy Jonathan Jacobs
  17. Political Science Susan Kang
  18. Psychology Daryl Wout
  19. Public Management Warren Eller
  20. Sciences Shu Yuan (Demi) Cheng
  21. Security, Fire and Emergency Management Robert Till
  22. SEEK Erica King-Toler
  23. Sociology Robert Garot
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Majumdar, Nivedita
  2. Barberet, Rosemary
  3. Grant, Heath
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.

1. Mckible, Adam
  2. Shaprio, Lauren
  3. Thompson, Denise
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
    1. Gabrielle Taylor
    2. Rebecca Ghion

### **Budget and Planning Committee**

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

- |  |  |
|--|--|
| • President (Chairperson)  | Karol Mason  |
| • Interim Provost and Vice President for Academic Affairs  | Allison Pease  |
| • Vice President and Chief Operating Officer   | Mark Flower  |
| • Vice President for Enrollment Management and Student Affairs   | Brian Kerr   |
| • Interim Associate Provost for Institutional Effectiveness  | Nancy Velazquez-Torres   |
| • Assistant Vice President for Administration  | Oswald Fraser  |
| • Interim Dean of Academic Programs  | Andrew Sidman  |
| • Interim Associate Provost for Strategy and Operations  | Kinya Chandler   |
| • Associate Provost and Dean of Research   | Anthony Carpi  |
| • Vice President for Institutional Advancement   | Ketura Parker  |
| • Business Manager   | Ajisa Dervisevic   |
| • President of the Faculty Senate  | Warren (Ned) Benton  |
| • Vice President of the Faculty Senate   | Karen Kaplowitz  |
| • Two (2) members chosen by the Faculty Senate <ol style="list-style-type: none"> <li>1. Marie-Helen Maras</li> <li>2. Raymond Patton</li> </ol>   |  |
| • Chairperson of each academic department <ol style="list-style-type: none"> <li>1. Africana Studies</li> <li>2. Anthropology</li> <li>3. Art and Music</li> <li>4. Communication and Theater Arts</li> <li>5. Counseling and Human Services</li> <li>6. Criminal Justice</li> <li>7. Economics</li> <li>8. English</li> <li>9. History</li> </ol> | Teresa Booker<br>Ed Snadjr<br>Claudia Calirman<br>Sandra Lanzone<br>Katherine Stavrianopoulos<br>Evan Mandery<br>Geert Dhondt<br>Jean Mills<br>Michael Pfeifer |



- |  |                        |
|--|------------------------|
| 10. Interdisciplinary Studies  | Susannah Crowder       |
| 11. Latin American and Latinx Studies  | Lisandro Perez         |
| 12. Law, Police Science, and Criminal Justice Administration   | Maria (Maki) Haberfeld |
| 13. Library  | Ellen Sexton           |
| 14. Mathematics and Computer Science   | Douglas Salane         |
| 15. Modern Languages and Literatures   | Vicente Lecuna         |
| 16. Philosophy   | Jonathan Jacobs        |
| 17. Political Science  | Susan Kang             |
| 18. Psychology   | Daryl Wout             |
| 19. Public Management  | Warren Eller           |
| 20. Sciences   | Shu Yuan (Demi) Cheng  |
| 21. Security, Fire and Emergency Management  | Robert Till            |
| 22. SEEK   | Erica King-Toler       |
| 23. Sociology  | Robert Garot           |
| • President of the Higher Education Officers Council   | Catherine Alves        |
| • Two (2) higher education officer representatives   |                        |
| 1. Justin Barden   |                        |
| 2. Vacant  |                        |
| • President of the Student Council or designee   | Yusuf Khaled           |
| • Treasurer of the Student Council or designee   | Savannah Smith         |
| • Additional student representative  | Kelvin Pineda          |
| • Additional student representative  | Shania Roseborough     |
| • 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  |                        |

#### Financial Planning Subcommittee

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

- |  |                     |
|--|---------------------|
| • Vice President and Chief Operating Officer (Chairperson) | Mark Flower         |
| • Interim Provost and Vice President for Academic Affairs  | Allison Pease       |
| • President of the Faculty Senate                          | Warren (Ned) Benton |
| • Vice President of the Faculty Senate                     | Karen Kaplowitz     |
| • One (1) representative chosen by the Faculty Senate      | Maki Haberfeld      |
| • Chair of the Council of Chairs                           | Robert Garot        |
| • Vice Chair of the Council of Chairs                      | Jean Mills          |
| • One (1) representative chosen by the Council of Chairs   | Robert Till         |
| • Chair of the Higher Education Officers Council           | Catherine Alves     |
| • Student representative                                   | In-deria Barrows    |
| • Student representative                                   | Vacant              |

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

### Strategic Planning Subcommittee

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

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

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

### Committee on Graduate Studies

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

- Interim Dean of Academic Programs (Chairperson) Andrew Sidman
- Vice President for Enrollment Management and Student Affairs Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Chief Librarian Ellen Sexton
- Graduate Program Directors

- |  |                       |
|--|-----------------------|
| 1. Criminal Justice, MA                    | Sung-Suk (Violet) Yu  |
| 2. Digital Forensics and Cybersecurity, MS | Shweta Jain           |
| 3. Economics, MA                           | Ian Seda              |
| 4. Emergency Management, MS                | Charles Jennings      |
| 5. Forensic Mental Health Counseling, MA   | Chitra Raghavan       |
| 6. Forensic Psychology, MA                 | Abbie Tuller          |
| 7. Forensic Psychology (BA/MA)             | Rebecca Weiss         |
| 8. Forensic Science, MS                    | Mechthild Prinz       |
| 9. Human Rights, MA                        | Charlotte Walker-Said |
| 10. International Crime and Justice, MA    | Gohar Petrossian      |
| 11. MPA: Inspection and Oversight          | Denise Thompson       |
| 12. Protection Management, MS              | Robert Till           |
| 13. MPA: Public Policy and Administration  | Yi Lu                 |
| 14. Security Management, MS                | Alexander Alexandrou  |
- Two (2) graduate students
    1. Rebecca Ghion
    2. Shania Roseborough

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

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

- Four (4) full-time members of the faculty
  1. Keith Markus
  2. Christopher Herrmann
  3. Daniel Yaverbaum
  4. Sung-Suk (Violet) Yu
- Two (2) students
  1. Joe Rivera
  2. Marcela Diaz

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

### **Provost Advisory Council**

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

- |  |                |
|--|----------------|
| • Interim Provost and Vice President for Academic Affairs<br>(Chairperson) | Allison Pease  |
| • Interim Associate Provost of Strategy and Operations                     | Kinya Chandler |

- President of the Faculty Senate
  - Vice President of the Faculty Senate
  - Chairperson of each academic department
    1. Africana Studies
    2. Anthropology
    3. Art and Music
    4. Communication and Theater Arts
    5. Counseling and Human Services
    6. Criminal Justice
    7. Economics
    8. English
    9. History
    10. Interdisciplinary Studies
    11. Latin American and Latinx Studies
    12. Law, Police Science, and Criminal Justice Administration
    13. Library
    14. Mathematics and Computer Science
    15. Modern Languages and Literatures
    16. Philosophy
    17. Political Science
    18. Psychology
    19. Public Management
    20. Sciences
    21. Security, Fire and Emergency Management
    22. SEEK
    23. Sociology
- Warren (Ned) Benton  
 Karen Kaplowitz  
  
 Teresa Booker  
 Ed Snadjr  
 Claudia Calirman  
 Sandra Lanzone  
 Katherine Stavrianopoulos  
 Evan Mandery  
 Geert Dhondt  
 Jean Mills  
 Michael Pfeifer  
 Susannah Crowder  
 Lisandro Perez  
 Maria (Maki) Haberfeld  
 Ellen Sexton  
 Douglas Salane  
 Vicente Lecuna  
 Jonathan Jacobs  
 Susan Kang  
 Daryl Wout  
 Warren Eller  
 Shu Yuan (Demi) Cheng  
 Robert Till  
 Erica King-Toler  
 Robert Garot

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

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

- Dean of Student Academic Engagement and Retention  
(Chairperson)
  - Coordinators of Undergraduate Majors
    1. Anthropology
    2. Applied Mathematics: Data Science & Cryptography
    3. Cell & Molecular Biology
    4. Computer Science and Information Security
    5. Criminal Justice (B.A.)
    6. Criminal Justice (B.S.)
    7. Criminal Justice Management
    8. Criminology
    9. Deviance, Crime and Culture
    10. Dispute Resolution Certificate
    11. Economics
    12. English
    13. Emergency Services Administration
- Janice Johnson-Dias  
  
 Shonna Trinch  
 Hunter Johnson, Michael Puls  
 Jason Rauceo  
 Kumar Ramansenthil  
 Evan Mandery  
 Christopher Herrmann  
 Henry Smart  
 Andrew Karmen  
 Marta-Laura Haynes  
 Maria Volpe  
 Jay Hamilton  
 Paul Narkunas  
 Robert Till

14. Fire Science	Robert Till
15. Forensic Psychology	Silvia Mazzula
16. Forensic Science	Jennifer Rosati
17. Fraud Examination and Financial Forensics	David Shapiro
18. Gender Studies	Olivera Jokic
19. Global History	Matt Perry
20. Humanities and Justice	Allison Kavey
21. Human Services and Community Justice	Katherine Stavrianopoulos
22. International Criminal Justice	Veronica Michel
23. Latin American and Latinx Studies	Brian Montes
24. Law and Society	Jennifer Rutledge, Michael Yarbrough, Janice Bockmeyer, Katie Zuber*
25. Library	Karen Okamoto
26. Philosophy	Catherine Kemp
27. Police Studies	John Shane, Arthur Storch
28. Political Science	Jennifer Rutledge, Michael Yarbrough, Janice Bockmeyer, Katie Zuber*
29. Public Administration	Glenn Corbett
30. Security Management	Hung-Lung Wei
31. Sociology	David Green
32. Spanish	Cristina Lozano Arguelles
33. Toxicology	Shu-Yuan Cheng

\*Co-coordinators

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

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

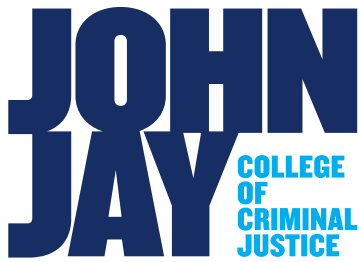
- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Senior Director for Student Affairs Vacant
- Three (3) full-time members of the faculty
  1. Mohammed Islam
  2. Peter Mameli
  3. Kevin Wolff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

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

### **Committee on Faculty Elections**

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

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

**Office of the Registrar**

T 646-781-5081

F 212-237-8875

smckiever@jjay.cuny.edu

**Memorandum**

**TO:** Alena Ryjov  
College Council Secretary

**FROM:** Shavonne McKiever  
Interim Registrar

**SUBJECT:** Graduation List – Class of 2023

**DATE:** April 11, 2023

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Please place the approval of the “Class of 2023” graduates on the College Council agenda. Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

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

Thank you.

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

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. **Date submitted:** 4/13/23
2. **Department or program proposing these revisions:** Academic Programs
  - a. Name and contact information of proposer(s): Katherine Killoran
  - b. Email address of proposer: [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)
  - c. Phone number: 212-237-8263
3. **Name of major, minor or certificate program being revised:**

**Accelerated Dual Admission Programs (ADAP):**

1. International Criminal Justice, BA to MA in International Crime and Justice
  2. Economics BS to MA in Economics
  3. Global History, BS to MA in Human Rights
  4. Forensic Science, BS to the MS in Forensic Science
  5. Computer Science, BS to the MS in Digital Forensics and Cybersecurity
  6. Forensic Psychology, BA to MA in Forensic Mental Health Counseling (not currently being offered)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
    - a. Please provide the meeting date for approval: April 18, 2023
    - b. Name of department chair or major/minor coordinators approving this proposal:

These programs do not have specific curriculum committees. I consulted with the Major Coordinators and Graduate Program Directors who oversee these programs via email. They unanimously supported these changes.

5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

There are two changes being proposed:

- a. The academic standard for earning the master's degree would be changed from a 3.5 minimum GPA to a minimum GPA of 3.0 which signifies 'good academic' standing for graduate programs.  
(Note: The FOS and Forensic Psychology programs already have this standard)
- b. The bulletin information will make transparent that students are required to do at least 6 credits in residency at the graduate level and pay graduate tuition for at



least one semester/session.

**6. Please provide a rationale for the changes:**

(narrative format to go to CUNY and NYSED reports)

NYSED stopped registering the traditional BA/MA programs around 2018. Under this old model students earn both the bachelor's and master's concurrently. John Jay with its new undergraduate major and graduate programs wanted to continue to provide these opportunities for our students in these new areas. So, we worked with CUNY Central to establish this new model of 4+1 program now referred to as "Accelerated, Dual Admission Programs" (ADAP). In this model, students earn the bachelor's degree at least one semester before they earn the master's degree.

As each of these program proposals was approved with similar academic standards as the old BA/MA model programs to add consistency across programs and to make advisement easier. When the program in Forensic Psychology BA to the MA in Forensic Mental Health Counseling proposal was approved through governance, they argued for a new academic standard for the graduate part of their program. They require a minimum GPA of 3.5 during the undergraduate portion of the program but once students are graduate students the standard is 3.0.

Now that several students have completed the programs, the model proposed by the Psychology Department makes a lot of sense. Under the old standard, we would be denying the degree to students who have between a 3.0 and 3.49 GPA, higher than some of their peers. Since the degrees stand alone, students should be required to meet the same minimum academic standard as any other graduate student.

The requirements as far as residency in the programs needs to be made more transparent to students, program directors, major coordinators, and advisors. The bulletin information will be reorganized in the next bulletin to highlight the most important requirements of these accelerated programs.

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

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

None, other than those identified above.

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

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

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

The specific requirements for these programs can be found in the Undergraduate Bulletin 2022-23 at: <http://jjay.smartcatalogiq.com/2022-2023/Undergraduate-Bulletin/Accelerated-Programs>

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

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. **Date submitted:** March 17, 2023
2. **Department or program proposing these revisions:** English
  - a. Name and contact information of proposer(s): Alexa Capeloto
  - b. Email address of proposer: [acapeloto@jjay.cuny.edu](mailto:acapeloto@jjay.cuny.edu)
  - c. Phone number: 646-557-4546
3. **Name of major, minor or certificate program being revised:** English Major
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: March 17, 2023
  - b. Name of department chair or major/minor coordinators approving this proposal: Jean Mills (English Department chair) and J. Paul Narkunas (English Major coordinator)
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are proposing to add **HUM 214 Writing in the Humanities: Writing for Real Life** and the recently revised **ENG 335 Advanced Professional Writing in, Business, Management and Administration** as electives in the English major.

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

By adding this course as an English major elective, we will offer students the important opportunity to make degree progress while gaining valuable skills and practicing using different kinds of research in the humanities to write effectively in advanced disciplinary and professional situations.

HUM 214 aligns with a number of the English Major's learning outcomes in its focus on close reading, genre awareness, use of secondary sources to make critical arguments, and clear and persuasive communication. The Sample Syllabus provides an example of this alignment.

Students will continue to master critical thinking skills, sentence fluency, language mechanics, and knowledge of disciplinary writing conventions, which will help them succeed at writing in advanced coursework, capstone projects, and in internships and jobs after graduation. This will promote student success in advanced interdisciplinary

humanities writing in both academic situations and professional writing in the workplace.

We are also adding a recently revised course that had not been offered lately to the minor electives as well, ENG 335. This allows the English Department to add an additional higher-level writing course where students can build their skills after taking a 200-level writing course.

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

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

The Vertical Writing Program and Writing Across the Curriculum Program enthusiastically support offering this course as an English Major elective. HUM 214 is one of four Writing in the Disciplines (WID) courses, created by faculty from across the humanities. WID courses are interdisciplinary in nature and staffed by faculty across the college. This change is in accordance with the current WID initiative to offer transfer students and upperclassmen advanced writing courses that count toward their major progress.

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

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

We have consulted with representatives from our department, including our Major Coordinator, Chair, and Curriculum Committee, as well as with Program Directors for the Writing Across the Curriculum Program and Vertical Writing Program. We believe that the addition of this course as an elective in our major will help our students succeed in both their academic careers and beyond graduation.

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

See below.

## English, Bachelor of Arts (UG Bulletin 2022-23 w/changes)

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay's unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose to pursue either the field of Literature in greater depth or an optional concentration in Literature and the Law. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

**Learning Outcomes.** Students will:

- Read texts closely, paying attention to the significance of words, syntax, and their contribution to the meaning of the text as a whole.
- Identify the key elements and terms of literature, such as tone, form, point of view, figurative language, and plot structure in their analysis of literature.
- Show awareness of a given genre and its conventions within a historical context.
- Appropriately use secondary and theoretical sources in support of literary analysis.
- Write critically on literature, including setting up a thesis, incorporating textual evidence, writing a coherent argument, and citing sources correctly according to a standardized format.
- Produce papers that are edited for clarity and grammatical correctness.

Credits Required.

English Major: 39

Gen Ed: 42

Free Electives: 39

Total Credits Required for BA Degree: 120

**English Major CUNY Gateway courses:** ENG 101 Composition I, LIT 260 Introduction to Literary Study, Introduction to Literature (transfers as: LIT 230. or LIT 231 or LIT 232, or LIT 233).

**Honors option.** To receive Honors in Literature, a student must take both the Literature Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. To receive Honors in Literature and the Law, a student must take both the Literature and the Law Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2017 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version can be found in the [2016-17 Undergraduate Bulletin](#).

### FOUNDATIONAL COURSES

**SUBTOTAL: 3**

Select one Gen Ed English Literature course

LIT 204 Outlaws

LIT 230 Ancient Lit

LIT 231 Medieval and Early Modern Lit

LIT 232 Reading the Modern World

LIT 233 This is America: Stories of Promise, Power and Protest

LIT 236 Literary Perspectives on Culture and Globalization

LIT 237 Lit as Witness

LIT 239 Science in the Making

LIT 241 Murder on Screen and Stage  
 LIT 326 Crime, Punishment and Justice in U.S. Lit  
 LIT 327 Crime, Punishment and Justice in World Lit  
 ISP 235 Apples and Oranges: Form & Meaning in the Arts  
 ISP 236 Truth and Creativity  
 ISP 273 The Stories We Tell

Advisors recommendation: All courses listed above can fulfill one area of the Gen Ed Program.

**PART ONE. CRITICAL SKILLS**

**SUBTOTAL: 3 CR.**

Required  
 LIT 260 Intro to Literary Study

**PART TWO. CRITICAL METHODS**

**SUBTOTAL: 6 CR.**

Required  
 LIT Text and Context  
 LIT Foundations of Lit and Law

**PART THREE. HISTORICAL PERSPECTIVES**

**SUBTOTAL: 12 CR.**

Choose four.  
 LIT 370 Topics in Ancient Lit  
 LIT 371 Topics in Medieval Lit  
 LIT 372 Topics in Early Modern Lit  
 LIT 373 Topics in Seventeenth & Eighteenth-century Lit  
 LIT 374 Topics in Nineteenth-century Lit  
 LIT 375 Topics in Twentieth-century Lit  
 LIT 379 Selected Historical Topics in Lit

Students may select the following elective courses as alternatives to satisfy PART Three.  
 Historical Perspectives:

For LIT 371: LIT 319 Law and Justice in European Medieval Lit  
 For LIT 372: LIT 313 Shakespeare or LIT 314 Shakespeare and Justice  
 For LIT 375: LIT 344 Caribbean Lit and Culture or LIT 357 Violence of Language or LIT 383  
 Gender and Sexuality in US Latinx Lit.

Please note: Courses cannot count in more than one area of the major.

**PART FOUR. ELECTIVES**

**SUBTOTAL: 12 CR.**

Choose four. If concentrating in 'Literature and Law', choose at least two of the courses identified in the bottom note.

ENG 212 Intro to Creative Writing  
 ENG 215 Poetry Writing and Reading  
 ENG 216 Fiction Writing  
 ENG 221 Screenwriting for Film, TV and Internet  
 ENG 225 Interpreting Objects, Texts and Culture  
 ENG 228/ ANT 228 Into to Language  
 ENG 230 Journalism in the 21<sup>st</sup> Century  
 ENG 233 News Reporting and Writing  
 ENG 235 Writing for Management, Business & Pub Admin

ENG 247 Creative Expression and Human Nature  
 ENG 250 Writing for Legal Studies  
 ENG 255 Argument Writing  
 ENG 260 Grammar, Syntax and Style  
 ENG 313 Advanced Fiction Writing  
 ENG 316 Advanced Argument Writing  
 ENG 320 Writing Workshop in Autobiography  
 ENG 328/ ANT 328 Forensic Linguistics  
 ENG 334 Intermediate News Reporting and Writing  
**ENG 335 Advanced Professional Writing in Business, Management & Admin**  
 ENG 336 Digital Journalism  
 ENG 346 Feminist Rhetoric  
 ENG 350 Advanced Legal Writing  
 ENG 363 Podcasting  
 ENG 380 Selected Topics in Creative Writing  
**HUM 214 Writing in the Humanities**  
 ISP 321 Moral, Legal and Ethical Dilemmas that Shape the USA  
 ISP 322 Making Waves  
 LIT 203 NYC in Lit  
 LIT 212 Lit of the African World  
 LIT 219 The Word as Weapon (New title:  
 LIT 223/ AFR 223 African-American Literature  
 LIT 265 Foundations of US Latinx Lit  
 LIT 267 Latinx Horror & Gothic in Lit and Film  
 LIT 268 Latinx Graphic Novel  
 LIT 270 Children's Lit  
 LIT 275 Language of Film  
 LIT 283 NYC in Film  
 LIT 285 Rebel in Film  
 LIT 286 The Horror Film  
 LIT 287 Selected Topics in Lit  
 LIT 309 Contemporary Fiction  
 LIT 311 Lit and Ethics  
 LIT 313 Shakespeare  
 LIT 314 Shakespeare and Justice  
 LIT 315 American Lit and the Law  
 LIT 316 Gender and Identity in Lit Tradition  
 LIT 319 Law and Justice in European Medieval Lit  
 LIT 323 The Crime Film  
 LIT 324 Road Movies  
 LIT 325 Science Fiction Film  
 LIT 328 Film Criticism  
 LIT 329 Documentary Film and Media  
 LIT 330 Alfred Hitchcock  
 LIT 331 Steven Spielberg  
 LIT 332 Martin Scorsese and Spike Lee  
 LIT 340/ AFR 340 African-American Experience in America: Comparative Racial Persp  
 LIT 342 Persp on Lit and Human Rights  
 LIT 344 Caribbean Lit  
 LIT 346 Cultures in Conflict  
 LIT 348 Native American Lit

LIT 352 New Fiction  
 LIT 353 Comic Books and Graphic Novels  
 LIT 357 Latinx Street Lit  
 LIT 360 Mythology in Lit  
 LIT 362 The Bible as Lit  
 LIT 366 Writing Nature  
 LIT 380 Advanced Selected Topics in Lit  
 LIT 383 Gender and Sexuality in US Latinx Lit  
 LIT 401 Special Topics  
 LIT 409 Seminar in U.S. Latinx Lit  
 LLS 270 Afro-Latinx Lit  
 LLS 273 Latinx Film and Lit  
 LLS 362 Entangled Tongues  
 LLS 363 Il-Legal Subjects  
 LLS 364 Ethical Strains in US Latinx Lit

Students who wish to do the Lat and Law concentration should choose their electives from this list: ENG 250, ENG 328/ANT 328, ENG 350, ISP 331, ISP 322, LIT 219, LIT 311, LIT 314, LIT 315, LIT 319, LIT 323, LIT 342, LIT 348, LLS 363.

PART FOUR. MAJOR SEMINAR  
 Choose one.

SUBTOTAL: 3 CR.

LIT 400 Senior Seminar in Lit  
 LIT 405 Senior Seminar in Lit and Law

TOTAL CREDITS: 39

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

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. **Date submitted:** 27 March 2023
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Judy-Lynne Peters, Chair, Curriculum Committee of the Department of Public Management
  - b. Email address of proposer: [jpgeters@jjay.cuny.edu](mailto:jpgeters@jjay.cuny.edu)
  - c. Phone number: 212-237-8071
3. **Name of major, minor or certificate program being revised:**

**Public Administration, BS**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: Departmental Curriculum Committee
  - a. Please provide the meeting date for approval: 20 March 2023
  - b. Name of department chair or major/minor coordinators approving this proposal: Warren Eller, Ph.D.
5. **Please describe the curriculum changes you are proposing:**

We are proposing to add **SSC 220: Writing in the Social Sciences** and **ENG 335: Advanced Writing for Management, Business, and Public Administration** as electives to this major. These courses will be recommended to all students, however, students intending to pursue advanced degrees will be especially encouraged to enroll in either course in addition to taking ENG 235: Writing for Management, Business and Public Administration, which is required of all students in the public administration major.
6. **Please provide a rationale for the changes:**

By adding these courses as a major elective, we will offer students the important opportunity to make degree progress while gaining valuable skills and practicing using research to write effectively in advanced disciplinary situations. Students will develop critical thinking skills, sentence fluency, language mechanics, and knowledge of disciplinary writing conventions, which will help them succeed at writing in advanced coursework, capstone projects, and in internships and jobs after graduation.
7. **How do these proposed changes affect other academic programs or departments?**
  - a. Which program(s) or department(s) will be affected? None



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

We have consulted with representatives from our department, including our Major Coordinator, Chair, and/or Curriculum Committee, as well as with Program Directors for the Writing Across the Curriculum Program and Vertical Writing Program. We believe that the addition of this course as an elective in our major will help our students succeed in both their academic careers and beyond graduation.

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

See below.

# Public Administration, Bachelor of Science

(UG Bulletin 2022-23 with proposed changes)

The major in Public Administration prepares students for leadership and management roles in public agencies. The major empowers students to analyze, understand and solve problems using the tools of public administration. The major is grounded in our commitment to a broad definition of justice, including equity, diversity, inclusion, ethics, effectiveness, and accountability.

Learning outcomes. Students will:

- Identify the core mechanisms of public administration including the organization and management of human and financial resources.
- Discuss the political, economic, legal and social environments of public policy and administration.
- Explain the unique challenges and opportunities of providing public goods and services in a diverse society. This includes the understanding of public administration and policy in an international and comparative context.
- Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results
- Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs, charts and tables.
- Pre-service and in-service students synthesize and apply decision-making, leadership and management skills in public agencies or non-profit organizations.

Credits required.

PAD major: 42-45

Gen Ed: 42

Electives: 33-36

Total credits for the BS Degree: 120

**Additional information.** Students who enroll for the first time at the College or changed to this major in September 2020 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the [2019-20 Undergraduate Bulletin](#).

## Foundational Courses

**Subtotal: 0-3 cr.**

**May be required depending on math placement**

MAT 108 Social Science Math

OR

MAT 141 Pre-Calculus

**Advisors recommendation** – MAT 108 or MAT 141 may satisfy the Gen Ed Required Core in the Math and Quantitative Reasoning area.

*Students who have placed into or taken higher level math should see the Major Coordinator.*

**Part One. Core Courses****Subtotal: 24 cr.****Required**

PAD 101 Into to Public Admin  
 PAD 260 International Pub Admin  
 PAD 314 Leadership, Supervision and Performance  
 PAD 318 Decisions in Crises  
 PAD 340 Planning and Policy Analysis  
 PAD 343 Admin of Financial Resources  
 PAD 346 Human Resource Admin  
 PAD 440 Capstone Seminar in Pub Admin

**Part Two. Methods and Skills****Subtotal: 9 cr.****Required**

PAD 121 Info in Public Admin  
 ENG 236 Writing for Management, Business and Public Admin  
 STA 250 Principles and Methods of Statistics

**Part Three. Internship or Practicum****Subtotal: 3-6 cr.****Select one**

PAD 402 Seminar and Internship in Public Admin (6 cr.)  
 PAD 404 Practicum in Public Admin

**Part Four. Electives****Subtotal: 3-6 cr.**

**Choose one or two.** Students who complete PAD 402 (6 cr.) in Part Three above only need to complete one additional elective course in Part Four.

ACC 250 Intro to Accounting

**ENG 335 Advanced Writing for Management, Business, & Public Administration**

PAD 331 Fraud, Waste and Corruption in Public Orgs

PAD 348 Justice Planning and Policy Analysis

PAD 355 Public Policy Analysis

PAD 358 Comparative Public Admin

PAD 362 Admin of International Intergovernmental Orgs

PAD 366 Workplace Investigations: Tools, Techniques & Issues

PAD 380 Selected Topics in Public Admin

PAD 385 Faculty-Mentored Research in Public Admin

PAD 389 Independent Study 300-level

PAD 400 Quantitative Problems in Public Admin

**SSC 220 Writing in the Social Sciences****TOTAL CREDIT HOURS: 42-45**



## ARTICULATION AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

*Sending College:* Kingsborough Community College

*Programs:*

Liberal Arts

General Concentration

*Degree:* Associate in Arts (A.A.)

*Receiving College:* John Jay College of Criminal Justice

*Department:* History

*Program:* Global History

*Degree:* Bachelor of Arts (B.A.)

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities or Liberal Arts-History and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

### C. SUMMARY OF TRANSFER CREDITS FROM KBCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from KBCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	0-15	24-39
Electives	45	12-24	21-33
Total	120	60	60

## D. TRANSFER CREDITS AWARDED

Kingsborough Community College (KBCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – General Concentration will receive 60 credits toward the Bachelor of Arts degree in Global History at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:****LIBERAL ARTS—GENERAL CONCENTRATION**

Sending College Kingsborough Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 1200 Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 2400 Composition II	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
Select One: Arts Media and Film Studies Music Theatre	3	ART, LIT/COM, MUS, DRA courses from pre-approved list	3
Speech	3	Communications	3
Literature	3	LIT 230 Ancient Literature LIT 231 Modern Literature LIT 232 Medieval Early Modern Literature LIT 260 Intro to Literary Study LIT 275 Language of Film LIT 313 Shakespeare AFR 223 African American Literature LIT BL Literature Blanket	3
Philosophy	3	PHI 102 Ethical Foundations PHI 201 Philosophy of Art PHI 204 Symbolic Logic PHI 205 Philosophy of Religion PHI 210 Ethical Theory PHI 231 Intro to Philosophy PHI 235 Philosophy of Science REL 102 Eastern Religions PHI BL Philosophy Blanket	3
American Politics	3	POL 101 American Government POL 203 Intro to State Government & Politics POL 206 Intro to Urban Politics POL 214 Political Parties, Interest Groups, & Social Movements POL 220 American Presidency POL 316 The Politics of Rights PAD 101 Intro to Public Administration LAW 203 Constitutional Law LAW 206 The American Judiciary PSC 202 Police and Diversity CRJ BL Criminal Justice Blanket	3
American History	3	HIS 201 American Civilization I	3

		HIS 202 From 1865 to Present HIS 214 Immigration and Ethnicity in the US HIS 217 300 Years of NYC AFR 123 Justice, the Individual & Struggle in African American Experiences AFR 319 Self, Identity & Justice: Global Perspectives	
Select One: World History Anthropology World Language	3	HIS, ANT, AFR courses from pre-approved list Language Blanket	3
Psychology	3	PSY 101 Intro to Psychology PSY 200 Cognitive Psychology PSY 231 Developmental Psychology PSY 242 Abnormal Psychology PSY 333 Psychology of Gender PSY 352 Multicultural Psychology PSY 353 Theories of Personality CHS 235 Theories of Assessment and Intervention in Human Services	3
Sociology	3	SOC 101 Intro to Sociology SOC 201 Urban Sociology SOC 202 The Family SOC 215 Women in American Society SOC 302 Social Problems AFR 125 Race and Ethnicity in America SOC BL Sociology Blanket	3
Electives	3-15	Electives	3-15

## E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

<b>Liberal Arts and Sciences-Concentration in History</b>		
<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>General Education Courses</b>		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
<b>Major Courses</b>		
<b>Part One: Survey of Global History</b>		
HIS 203	The Ancient World	0-3
HIS 204	The Medieval World	0-3
HIS 205	The Modern World	0-3
Subtotal		6
<b>Part Two: Research and Methodology</b>		
HIS 210	Doing History	3
HIS 240	Historiography	3
HIS 300	Research Methods in History	3
Subtotal		9
<b>Part Four: Electives</b> <b>(18 credits – min. two 300-level, max. two 100-level)</b>		
	At least two U.S. History	0-18
	At least two Non-U.S. History	0-18
	At least two Premodern History	0-18
Subtotal		0-18
<b>Part Five: Capstone Seminar</b>		
HIS 425	Senior Seminar in History	3
Subtotal		3
Major Requirements Subtotal		24-39
General Electives (Consult with an Advisor )		18-21
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
<b>Total Credits Required for Degree</b>		<b>120</b>

## F. COURSE EQUIVALENCIES

To maximize transfer of courses, Liberal Arts and Sciences – General Concentration majors at KBCC may be advised to enroll in a selection of the following courses to prepare for the History major at John Jay College:

KBCC Course		JJAY Course	
<b>HIS 1100</b>	American Civ I	<b>HIS 201</b>	U.S. History to 1865
<b>HIS 1200</b>	American Civ II	<b>HIS 202</b>	U.S. History since 1865
<b>HIS 1500</b>	Era of the Civil War: 1828-1877	<b>HIS 201</b>	U.S. History to 1865
<b>HIS 1700</b>	US History in Global Context: Colonial Period through Civil War	<b>HIS 201</b>	U.S. History to 1865
<b>HIS 1800</b>	US History in Global Context: 1865 to Present	<b>HIS 202</b>	U.S. History since 1865
<b>HIS 1900</b>	Civil Rights and Related Movements	<b>HIS 282</b>	Selected Topics in History
<b>HIS 2000</b>	US Immigration History	<b>HIS 214</b>	Immigration and Ethnicity in the U.S.
<b>HIS 2100</b>	Popular Culture in America	<b>HIS 282</b>	Selected Topics in History
<b>HIS 3100</b>	Europe: Napoleon to Hitler, 1789- 1945	<b>HIS 205</b>	The Modern World
<b>HIS 3101</b>	Modern China	<b>HIS 274</b>	China 1650-Present
<b>HIS 3300</b>	Africa: Past and Present	<b>AFR 150</b>	Origins of Contemporary Africa
<b>HIS 3400</b>	Military History	<b>HIS 340</b>	Modern Military History
<b>HIS 3600</b>	Europe in the 20th Cent	<b>HIS 282</b>	Selected Topics in History
<b>HIS 3700</b>	Middle East: World War I to Present	<b>HIS 228</b>	Critical Perspectives on the Middle East
<b>HIS 4100</b>	Indian in American History	<b>HIS 282</b>	Selected Topics in History
<b>HIS 4200</b>	Caribbean: 1492 to Present	<b>AFR 166</b>	History of the Caribbean Islands
<b>HIS 4400</b>	Nazi Holocaust	<b>HIS 282</b>	Selected Topics in History
<b>HIS 5000</b>	African-American History	<b>AFR 121</b>	Africana Communities in the U.S.
<b>HIS 5100</b>	Ancient World	<b>HIS 203</b>	The Ancient World
<b>HIS 5200</b>	Europe in Middle Ages: Politics, Culture, Society	<b>HIS 282</b>	Selected Topics in History
<b>HIS 5300</b>	Russian History: 1860 to Present	<b>HIS 282</b>	Selected Topics in History
<b>HIS 5600</b>	Witchcraft: A Historical Study	<b>HIS 282</b>	Selected Topics in History
<b>HIS 5700</b>	Latin American History	<b>HIS 265</b>	Class, Race and Family in Latin American History
<b>HIS 5900</b>	Modern America: 1920 to Present	<b>HIS 202</b>	U.S. History since 1865
<b>HIS 6200</b>	History of NYC	<b>HIS 217</b>	History of NYC
<b>HIS 6300</b>	History of Religion	<b>HIS 366</b>	Religions of the Ancient World
<b>HIS 6400</b>	Modern Jewish History	<b>HIS 282</b>	Selected Topics in History
<b>HIS 6500</b>	Social Unrest and Revolution in Modern Times	<b>HIS 219</b>	Violence and Social Change in the U.S.
<b>HIS 6600</b>	Intro to Women's and Gender Studies	<b>GEN 101</b>	Intro to Gender Studies
<b>HIS 6700</b>	Jewish History: Post Biblical Times to Enlightenment	<b>HIS 282</b>	Selected Topics in History
<b>HIS 6800</b>	Women in American History	<b>HIS 282</b>	Selected Topics in History
<b>HIS 6900</b>	American Jewish History	<b>HIS 282</b>	Selected Topics in History
<b>HIS 7000</b>	Historical Geography	<b>HIS 282</b>	Selected Topics in History



## G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide KBCC with the following information: a) the number of KBCC students who applied to the program; b) the number of KBCC students who were accepted into the program; c) the number of KBCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the KBCC website, and on John Jay's website. Transfer advisers at KBCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Kingsborough Community College

John Jay College of Criminal Justice

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Dr. Date  
Provost and Vice President  
for Academic Affairs

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Dr. Allison Pease Date  
Provost and Vice President for  
Academic Affairs

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Dr. Michael Pfeifer Date  
Chairperson, Department of History



## ARTICULATION AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

*Sending College:* Kingsborough Community College

*Programs:*

Liberal Arts

General Concentration

*Degree:* Associate in Arts (A.A.)

*Receiving College:* John Jay College of Criminal Justice

*Department:* History

*Program:* Humanities and Justice

*Degree:* Bachelor of Arts (B.A.)

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities or Liberal Arts-History and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

### C. SUMMARY OF TRANSFER CREDITS FROM KBCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from KBCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	36	0-9	27-36
Electives	48	21-30	18-27
Total	120	60	60

## D. TRANSFER CREDITS AWARDED

Kingsborough Community College (KBCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – General Concentration will receive 60 credits toward the Bachelor of Arts degree in Humanities and Justice at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:  
LIBERAL ARTS—GENERAL CONCENTRATION**

Sending College Kingsborough Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 1200 Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 2400 Composition II	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
Select One: Arts Media and Film Studies Music Theatre	3	ART, LIT/COM, MUS, DRA courses from pre-approved list	3
Speech	3	COM, SPE courses from pre-approved list	3
Literature	3	LIT 230 Ancient Literature LIT 231 Modern Literature LIT 232 Medieval Early Modern Literature LIT 260 Intro to Literary Study LIT 275 Language of Film LIT 313 Shakespeare AFR 223 African American Literature LIT BL Literature Blanket	3
Philosophy	3	PHI 102 Ethical Foundations PHI 201 Philosophy of Art PHI 204 Symbolic Logic PHI 205 Philosophy of Religion PHI 210 Ethical Theory PHI 231 Intro to Philosophy PHI 235 Philosophy of Science REL 102 Eastern Religions PHI BL Philosophy Blanket	3
American Politics	3	POL 101 American Government POL 203 Intro to State Government & Politics POL 206 Intro to Urban Politics POL 214 Political Parties, Interest Groups, & Social Movements POL 220 American Presidency POL 316 The Politics of Rights PAD 101 Intro to Public Administration LAW 203 Constitutional Law LAW 206 The American Judiciary PSC 202 Police and Diversity	3

		CRJ BL Criminal Justice Blanket	
American History	3	HIS 201 American Civilization I HIS 202 From 1865 to Present HIS 214 Immigration and Ethnicity in the US HIS 217 300 Years of NYC AFR 123 Justice, the Individual & Struggle in African American Experiences AFR 319 Self, Identity & Justice: Global Perspectives	3
Select One: World History Anthropology World Language	3	HIS, ANT, AFR courses from pre-approved list Language Blanket	3
Psychology	3	PSY 101 Intro to Psychology PSY 200 Cognitive Psychology PSY 231 Developmental Psychology PSY 242 Abnormal Psychology PSY 333 Psychology of Gender PSY 352 Multicultural Psychology PSY 353 Theories of Personality CHS 235 Theories of Assessment and Intervention in Human Services	3
Sociology	3	SOC 101 Intro to Sociology SOC 201 Urban Sociology SOC 202 The Family SOC 215 Women in American Society SOC 302 Social Problems AFR 125 Race and Ethnicity in America SOC BL Sociology Blanket	3
Electives See section F for a list of recommended courses	3- 15	Electives	3-15

## E. Remaining Credits for the Degree: Humanities and Justice, B.A.

Course	Course Title	Credits
<b>General Education Courses</b>		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
<b>Major Courses</b>		
<b>Part One: Foundations</b>		
HJS 250	Justice in Western Traditions	3
HJS 310	Comparative Perspectives on Justice	3
HJS 315	Research Methods in Humanities and Justice Studies	3
Subtotal		9
<b>Part Two: Humanities and Justice Electives (choose 7; minimum 12 credits at 300 level or above)</b>		
HIS 214	Immigration and Ethnicity in the US	0-3
HIS 219	Violence and Social Change in America	0-3
HIS 224	A History of Crime in NYC	0-3
HIS/POL/LLS 242	US Foreign Policy in Latin America	0-3
HIS 244	History of Eugenics: Science and the Construction of Race	0-3
HIS 252	Warfare in the Ancient Near East and Egypt	0-3
HIS 254	History of Ancient Greece and Rome	0-3
HIS 255	Famous Trials that Made History	0-3
HIS 256	History of Muslim Societies and Communities	0-3
HIS/LLS 260	History of Contemporary Cuba	0-3
HIS 264	China to 1650	0-3
HIS/LLS 265	Class, Race and Family in Latin American History	0-3
HIS 270	Marriage in Medieval Europe	0-3
HIS 274	China: 1650-Present	0-3
HIS 277	American Legal History	0-3
HIS 281	Imperialism in Africa, South Asia, and the Middle East	0-3
HIS 282	Selected Topics in History	0-3
HIS 323	History of Lynching and Collective Violence	0-3
HIS 325	Criminal Justice in European Society, 1750 to Present	0-3
HIS 327	History of Genocide: 500 CE to Present	0-3
HIS 340	Modern Military History from 18 <sup>th</sup> Century to Present	0-3
HIS 344	Topics in Legal History	0-3
HIS 354	Law and Society in Ancient Athens and Rome	0-3
HIS/GEN 356	Sexuality, Gender, and Culture in Muslim Studies	0-3
HIS/GEN 364	History of Gender and Sexuality: Prehistory to 1650	0-3
HIS 374	Premodern Punishment	0-3
HIS 375	Female Felons in the Premodern World	0-3
HIS 381	Social History of Catholicism in the Modern World	0-3
HIS 383	History of Terrorism	0-3
HJS 215	Race and Rebellion	0-3
HJS 380	Selected Topics in Humanities and Justice	0-3
LIT 219	The Word as Weapon	0-3
LIT/AFR 223	African American Literature	0-3
LIT 265	Foundations of US Latinx Literature	0-3
LIT 287	Selected Topics in Literature	0-3
LIT 305	Foundations of Literature and Law	0-3
LIT 311	Literature and Ethics	0-3
LIT 314	Shakespeare and Justice	0-3

LIT 315	American Literature and the Law	0-3
LIT 316	Gender and Identity in Literary Traditions	0-3
LIT 326	Crime, Punishment and Justice in US Literature	0-3
LIT 327	Crime, Punishment and Justice in World Literature	0-3
LIT/AFR 340	The African American Experience in America: Comparative Racial Perspectives	0-3
LIT 342	Perspectives on Literature and Human Rights	0-3
LIT 346	Cultures in Conflict	0-3
LIT 348	Native American Literature	0-3
LIT 366	Writing Nature: Literature and Ecology	0-3
LIT 380	Advanced Selected Topics in Literature	0-3
LIT 383	Gender and Sexuality in US Latinx Literature	0-3
LLS 322	Latinx Struggles for Civil Rights & Social Justice	0-3
LLS 363	Il-Legal Subjects: US Latinx Literature and the Law	0-3
LLS 364	Ethical Strains in US Latinx Literature	0-3
PHI 203	Political Philosophy	0-3
PHI 205	Philosophy of Religion	0-3
PHI 210	Ethical Theory	0-3
PHI 302	Philosophy of Rights	0-3
PHI 304	Philosophy of the Mind	0-3
PHI/LAW 310	Ethics and Law	0-3
PHI 315	Philosophy of the Rule of Law: Theory and Practice	0-3
PHI 317	Philosophy of Law in Global Perspective	0-3
PHI/CRJ 322	Judicial and Correctional Ethics	0-3
PHI 326	Topics in the History of Modern Thought	0-3
PHI 340	Utopian Thought	0-3
PHI/POL 423	Selected Topics in Justice	0-3
SPA 308	Theme of Justice in Spanish Literature	0-3
SPA 335	Themes of Justice in Latin American Lit & Film	0-3
Subtotal		9-21
<b>Part Three: Problems and Research</b>		
HJS 410	Reading Scholarship in Humanities and Justice	3
HIS 415	Thesis in Humanities and Justice Studies	3
Subtotal		6
Major Requirements Subtotal		27-36
General Electives (Consult with an Advisor )		18-27
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
<b>Total Credits Required for Degree</b>		<b>120</b>

## F. COURSE EQUIVALENCIES

To maximize transfer of courses, Liberal Arts and Sciences – General Concentration majors at KBCC may be advised to enroll in a selection of the following courses to prepare for the Humanities & Justice major at John Jay College:

KBCC Course		JJAY Course	
HIS 2000	U.S. Immigration History	HIS 214	Immigration and Ethnicity in the US
HIS 6500	Social Unrest and Revolution in Modern Times	HIS 219	Violence and Social Change in America
HIS 5700	Latin American History	HIS/LLS 265	Class, Race and Family in Latin American History
HIS 3101	Modern China	HIS 274	China: 1650-Present
HIS 3400	Military History	HIS 340	Modern Military History from 18 <sup>th</sup> Century to Present
HIS 1900	Civil Rights and Related Movements	HIS 282	Selected Topics in History
HIS 6800	Women in American History	HIS 282	Selected Topics in History
HIS 6900	American Jewish History	HIS 282	Selected Topics in History
HIS 2100	Popular Culture in America	HIS 282	Selected Topics in History
HIS 3600	Europe in the 20th Cent	HIS 282	Selected Topics in History
HIS 4100	Indian in American History	HIS 282	Selected Topics in History
HIS 4400	Nazi Holocaust	HIS 282	Selected Topics in History
HIS 5200	Europe in Middle Ages: Politics, Culture, Society	HIS 282	Selected Topics in History
HIS 5300	Russian History: 1860 to Present	HIS 282	Selected Topics in History
HIS 5600	Witchcraft: A Historical Study	HIS 282	Selected Topics in History
HIS 6400	Modern Jewish History	HIS 282	Selected Topics in History
HIS 6700	Jewish History: Post Biblical Times to Enlightenment	HIS 282	Selected Topics in History
ENG 7700	Roots of African American Literature	LIT/AFR 223	African American Literature
ENG 7800	Contemporary African American Literature	LIT/AFR 223	African American Literature
ENG 4800	American Environmental Literature	LIT 287	Selected Topics in Literature
ENG 7000	Sexuality and Literature	LIT 287	Selected Topics in Literature
ENG 7600	Violence in American Literary and Visual Culture	LIT 287	Selected Topics in Literature
PHI 6700	Political Philosophy	PHI 203	Political Philosophy
PHI 7700	Philosophy of Religion	PHI 205	Philosophy of Religion
PHI 7400	Introduction to Ethics	PHI 210	Ethical Theory



## G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide KBCC with the following information: a) the number of KBCC students who applied to the program; b) the number of KBCC students who were accepted into the program; c) the number of KBCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the KBCC website, and on John Jay's website. Transfer advisers at KBCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Kingsborough Community College

John Jay College of Criminal Justice

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Dr. Date  
Provost and Vice President  
for Academic Affairs

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Dr. Allison Pease  
Provost and Vice President for  
Academic Affairs

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Dr. Allison Kavey  
Professor and Coordinator,  
Humanities & Justice



## ARTICULATION AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

*Sending College:* Kingsborough Community College

*Programs:*

Liberal Arts

English Concentration

*Degree:* Associate in Arts (A.A.)

*Receiving College:* John Jay College of Criminal Justice

*Department:* English

*Program:* English

*Degree:* Bachelor of Arts (B.A.)

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities or Liberal Arts-English and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

### C. SUMMARY OF TRANSFER CREDITS FROM KBCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from KBCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	0-15	24-39
Electives	45	12-24	21-33
Total	120	60	60

## D. TRANSFER CREDITS AWARDED

Kingsborough Community College (KBCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Concentration in English will receive 60 credits toward the Bachelor of Arts degree in English at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:  
LIBERAL ARTS—CONCENTRATION IN ENGLISH**

Sending College Kingsborough Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 1200 Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 2400 Composition II	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
Select One: Arts Media and Film Studies Music Theatre	3	ART, LIT/COM, MUS, DRA courses from pre-approved list	3
Speech	3	COM, SPE courses from pre-approved list	3
Literature	3	LIT 230 Ancient Literature LIT 231 Modern Literature LIT 232 Medieval Early Modern Literature LIT 260 Intro to Literary Study LIT 275 Language of Film LIT 313 Shakespeare AFR 223 African American Literature LIT BL Literature Blanket	3
Philosophy	3	PHI 102 Ethical Foundations PHI 201 Philosophy of Art PHI 204 Symbolic Logic PHI 205 Philosophy of Religion PHI 210 Ethical Theory PHI 231 Intro to Philosophy REL 102 Eastern Religions PHI BL Philosophy Blanket	3
Select One: World History Anthropology World Language	3	HIS, ANT, AFR courses from pre-approved list Language Blanket	3
Psychology	3	PSY 101 Intro to Psychology PSY 200 Cognitive Psychology PSY 231 Developmental Psychology PSY 242 Abnormal Psychology PSY 333 Psychology of Gender PSY 352 Multicultural Psychology PSY 353 Theories of Personality	3

		CHS 235 Theories of Assessment and Intervention in Human Services	
Sociology	3	SOC 101 Intro to Sociology SOC 201 Urban Sociology SOC 202 The Family SOC 215 Women in American Society SOC 302 Social Problems AFR 125 Race and Ethnicity in America SOC BL Sociology Blanket	3
Select Three: ENG 3000 through ENG 7800 (excluding ENG 5500)	9	LIT 230 Ancient Literature LIT 231 Medieval Early Modern Literature LIT 232 Modern Literature LIT 233 American Stories LIT 260 Intro to Literary Study LIT 275 Language of Film LIT 313 Shakespeare ENG 212 Intro to Creative Writing ENG 215 Poetry Writing and Reading ENG 216 Fiction Writing ENG 221 Screenwriting for Film, TV, Internet ENG 245 Creative Nonfiction AFR 223 African American Literature DRA 212 History of Theater LIT BL Literature Blanket ENG BL English Blanket	9

## E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

<b>Liberal Arts -Concentration in English</b>		
<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>General Education Courses</b>		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
<b>Major Courses</b>		
<b>Part One: Critical Skills</b>		
LIT 260	Introduction to Literary Study	0-3
Subtotal		0-3
<b>Part Two: Critical Methods</b>		
LIT 300	Text and Context	3
LIT 305	Foundations of Literature and Law	3
Subtotal		6
<b>Part Three: Historical Perspectives (choose 4)</b>		
LIT 370	Topics in Ancient Literature	0-3
LIT 371	Topics in Medieval Literature	0-3
LIT 372	Topics in Early Modern Literature	0-3
LIT 373	Topics in 17 <sup>th</sup> and 18 <sup>th</sup> Century Literature	0-3
LIT 374	Topics in 19 <sup>th</sup> Century Literature	0-3
LIT 375	Topics in 20 <sup>th</sup> Century Literature	0-3
LIT 379	Selected Historical Topics in Literature	0-3
Subtotal		12
<b>Part Four: Electives (choose 4)</b>		
ENG	ENG 212 – ENG 380	0-12
ISP	ISP 321 – ISP 322	0-12
LIT	LIT 203 – 364	0-12
HUM	HUM 277	3
Subtotal		0-12
Major Requirements Subtotal		24-39
General Electives (Consult with an Advisor )		18-21
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
<b>Total Credits Required for Degree</b>		<b>120</b>

## F. COURSE EQUIVALENCIES

To maximize transfer of courses, Liberal Arts and Sciences – Concentration in English majors at KBCC may be advised to enroll in a selection of the following courses to prepare for the English major at John Jay College:

KBCC	Course	JJAY	Course
ENG 1200	Composition I	ENG 101	Composition I
ENG 2400	Composition II	ENG 201	Composition II
ENG 3000	Intro to Literature	LIT 232	Modern Lit: Breaking with Traditions
ENG 3100	Classical and Biblical Literature	LIT 230	Expressions of Living in the Past: Reading Ancient Worlds
ENG 3200	World Literature	LIT 231	Medieval Early Modern Lit
ENG 3300	Intro to Literature Studies	LIT 260	Intro to Literary Study
ENG 3500	Modern European Literature	LIT 232	Modern Lit: Breaking with Traditions
ENG 4000	Short Fiction	LIT 232	Modern Lit: Breaking with Traditions
ENG 4200	Poetry	ENG 215	Poetry Writing and Reading
ENG 4300	Drama	DRA 212	History of Theater: Ancient Greece to Restoration
ENG 4800	American Environmental Literature	LIT BL	Literature Blanket
ENG 5050	Integrative Studies Seminar	LIT BL	Literature Blanket
ENG 5600	Creative Writing: Fiction	ENG 216	Fiction Writing
ENG 5700	Creative Writing: Poetry	ENG 215	Poetry Writing and Reading
ENG 5800	Creative Writing: Non-Fiction	ENG 245	Creative Nonfiction
ENG 5900	Intro to Creative Writing	ENG 212	Intro to Creative Writing
ENG 6000	Creative Writing: Screenwriting	ENG 221	Screenwriting for Film, TV, Internet
ENG 6300	Shakespeare Survey	LIT 313	Shakespeare
ENG 6500	Literature and Film	LIT 275	Language of Film
ENG 6600	Literature and Psychology	LIT BL	Literature Blanket
ENG 6700	Women and Literature	LIT 220	Sex Roles in Literature
ENG 6800	Gothic and Horror Fiction	ENG BL	English Blanket
ENG 7000	Sexuality and Literature	LIT BL	Literature Blanket
ENG 7300	Themes in American Lit I: Beginnings to 1865	LIT 233	American Stories
ENG 7400	Themes in American Lit II: 1865 to Present	LIT 233	American Stories
ENG 7600	Violence in American Literature and Visual Culture	LIT BL	Literature Blanket
ENG 7700	Roots of African American Literature	AFR 223	African American Literature
ENG 7800	Contemporary African American Literature	AFR 223	African American Literature

## G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. *Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. *Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide KBCC with the following information: a) the number of KBCC students who applied to the program; b) the number of KBCC students who were accepted into the program; c) the number of KBCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. *Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the QCC website, and on John Jay's website. Transfer advisers at QCC will promote this agreement with eligible students.

Effective Date: Fall 2023







## ARTICULATION AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

*Sending College:* Kingsborough Community College

*Programs:*

Liberal Arts

General Concentration

*Degree:* Associate in Arts (A.A.)

*Receiving College:* John Jay College of Criminal Justice

*Department:* Philosophy

*Program:* Philosophy

*Degree:* Bachelor of Arts (B.A.)

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

### C. SUMMARY OF TRANSFER CREDITS FROM KBCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from KBCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	39	0-15	24-39
Electives	45	12-24	21-33
Total	120	60	60

## D. TRANSFER CREDITS AWARDED

Kingsborough Community College (KBCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – General Concentration will receive 60 credits toward the Bachelor of Arts degree in Philosophy at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:  
LIBERAL ARTS—GENERAL CONCENTRATION**

Sending College Kingsborough Community College		Receiving College Equivalent John Jay College	Credit Granted
Required Core			
ENG 1200 Composition I	3	ENG 101 Comp I Expl & Auth	3
ENG 2400 Composition II	3	ENG 201 Comp II Discip Inves	3
Mathematics and Quantitative Reasoning	3	Mathematics and Quantitative Reasoning	3
Life and Physical Sciences	3	Life and Physical Sciences	3
Flexible Core			
World Cultures and Global Issues	3-6	World Cultures and Global Issues	3-6
US Experience in Its Diversity	3-6	US Experience in Its Diversity	3-6
Creative Expression	3-6	Creative Expression	3-6
Individual and Society	3-6	Individual and Society	3-6
Scientific World	3-6	Scientific World	3-6
Program Core			
Select One: Arts Media and Film Studies Music Theatre	3	ART, LIT/COM, MUS, DRA courses from pre-approved list	3
Speech	3	COM, SPE courses from pre-approved list	3
Literature	3	LIT 230 Ancient Literature LIT 231 Modern Literature LIT 232 Medieval Early Modern Literature LIT 260 Intro to Literary Study LIT 275 Language of Film LIT 313 Shakespeare AFR 223 African American Literature LIT BL Literature Blanket	3
Philosophy	3	PHI 102 Ethical Foundations PHI 201 Philosophy of Art PHI 204 Symbolic Logic PHI 205 Philosophy of Religion PHI 210 Ethical Theory PHI 231 Intro to Philosophy PHI 235 Philosophy of Science REL 102 Eastern Religions PHI BL Philosophy Blanket	3
American Politics	3	POL 101 American Government POL 203 Intro to State Government & Politics POL 206 Intro to Urban Politics POL 214 Political Parties, Interest Groups, & Social Movements POL 220 American Presidency POL 316 The Politics of Rights PAD 101 Intro to Public Administration LAW 203 Constitutional Law LAW 206 The American Judiciary PSC 202 Police and Diversity CRJ BL Criminal Justice Blanket	3

American History	3	HIS 201 American Civilization I HIS 202 From 1865 to Present HIS 214 Immigration and Ethnicity in the US HIS 217 300 Years of NYC AFR 123 Justice, the Individual & Struggle in African American Experiences AFR 319 Self, Identity & Justice: Global Perspectives	3
Select One: World History Anthropology World Language	3	HIS, ANT, AFR courses from pre-approved list Language Blanket	3
Psychology	3	PSY 101 Intro to Psychology PSY 200 Cognitive Psychology PSY 231 Developmental Psychology PSY 242 Abnormal Psychology PSY 333 Psychology of Gender PSY 352 Multicultural Psychology PSY 353 Theories of Personality CHS 235 Theories of Assessment and Intervention in Human Services	3
Sociology	3	SOC 101 Intro to Sociology SOC 201 Urban Sociology SOC 202 The Family SOC 215 Women in American Society SOC 302 Social Problems AFR 125 Race and Ethnicity in America SOC BL Sociology Blanket	3

## E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

<b>Liberal Arts -Concentration in Philosophy</b>		
<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
<b>General Education Courses</b>		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
General Education Subtotal		6
<b>Major Courses</b>		
<b>Part One:</b>		
<b>A. Core Courses</b>		
PHI 105	Critical Thinking and Informal Logic	3
PHI 210	Ethical Theory	0-3
PHI 231	Big Questions: Intro to Philosophy	0-3
PHI/LAW 310	Ethics and Law	3
PHI 330	Philosophical Modernity	3
Subtotal		9-15
<b>B. Critiques of Philosophical Modernity (choose 1)</b>		
PHI 343	Existentialism	0-3
PHI 351	Classical Chinese Philosophy	0-3
PHI/AFR 354	Africana Philosophy	0-3
Subtotal		3
<b>C. Capstone Courses (choose 1)</b>		
PHI 400	Senior Seminar in Ethics	0-3
PHI 401	Senior Seminar in the History of Philosophy	0-3
PHI 402	Senior Seminar in Metaphysics and Epistemology	0-3
Subtotal		3
<b>Part Two: Ethics and Value Theory (choose 1)</b>		
PHI 201	Philosophy of Art	0-3
PHI 203	Political Philosophy	0-3
PHI 214	Environmental Ethics	0-3
PHI 216	Ethics and Information Technology	0-3
PHI 238	Philosophy of Comedy	0-3
PHI 302	The Philosophy of Rights	0-3
PHI 315	Philosophy of the Rule of Law: Theory and Practice	0-3
PHI 317	Philosophy of Law in Global Perspective	0-3
PHI/CRJ 322	Judicial and Correctional Ethics	0-3
PHI/GEN 333	Theories of Gender and Sexuality	0-3
PHI/POL 423	Selected Topics in Justice	0-3
PHI 340	Utopian Thought	0-3
Subtotal		3
<b>Part Three: History of Philosophy (choose 1)</b>		
PHI 202	Philosophical Visions of American Pluralism	0-3
PHI 326	Topics in the History of Modern Thought	0-3
PHI 327	19 <sup>th</sup> Century European and American Philosophy	0-3
PHI 343	Existentialism	0-3
PHI 351	Classical Chinese Philosophy	0-3
PHI/AFR 354	Africana Philosophy	0-3
Subtotal		3
<b>Part Four: Metaphysics and Epistemology (choose 1)</b>		
PHI 104	Philosophy of Human Nature	0-3
PHI 204	Symbolic Logic	0-3

PHI 205	Philosophy of Religion	0-3
PHI 235	Philosophy of Science	0-3
PHI 304	Philosophy of the Mind	0-3
PHI 374	Epistemology	0-3
PHI 377	Reality, Truth and Being: Metaphysics	0-3
Subtotal		0-3
<b>Part Five: Electives (choose 3)</b>		
Subtotal		9
Major Requirements Subtotal		30-39
General Electives (Consult with an Advisor )		15-24
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
<b>Total Credits Required for Degree</b>		<b>120</b>

## F. COURSE EQUIVALENCIES

To maximize transfer of courses, Liberal Arts and Sciences – General Concentration majors at KBCC may be advised to enroll in a selection of the following courses to prepare for the Philosophy major at John Jay College:

KBCC	Course	JJAY	Course
PHI 7000	Intro to Philosophical Problems	PHI BL	Philosophy Blanket
PHI 7100	History of Ancient Philosophy	PHI 231	Intro to Philosophy
PHI 7200	History of Modern Philosophy	PHI 231	Intro to Philosophy
PHI 7300	Logic: Theories of Argumentation	PHI 204	Symbolic Logic
PHI 7400	Intro to Ethics	PHI 210	Ethical Theory
PHI 7500	Philosophy of the Beautiful- Aesthetics	PHI 201	Philosophy of Art
PHI 7600	Ethics and Morality in the Health Profession	PHI Blanket	PHI Blanket
PHI 7700	Philosophy of Religion	PHI 205	Philosophy of Religion
PHI 7800	Philosophy in Asian Traditions	REL 102	Eastern Religions
PHI 7900	Global Ethics	PHI Blanket	PHIO

## G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

*1. Procedures for reviewing, updating, modifying or terminating agreement:*

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

*2. Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:*

Each semester John Jay will provide KBCC with the following information: a) the number of KBCC students who applied to the program; b) the number of KBCC students who were accepted into the program; c) the number of KBCC students who enrolled; and d) the aggregate GPA of these enrolled students.

*3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:*

This articulation agreement will be publicized on the KBCC website, and on John Jay's website. Transfer advisers at KBCC will promote this agreement with eligible students.

Effective Date: Fall 2023

Kingsborough Community College

John Jay College of Criminal Justice

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Dr. Date  
Provost and Vice President  
for Academic Affairs

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Dr. Allison Pease  
Provost and Vice President for  
Academic Affairs

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Dr. Jonathan Jacobs  
Chairperson, Department of History



The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

## New Course Proposal Form

Date Submitted: 2/13/ 2023

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

1.
  - a. **Department(s) or program(s)** proposing this course: Modern Languages and Literatures
  - b. **Name** and contact information of proposer(s):

Name: Dr. Vicente Lecuna and Keiko Miyajima  
Email address(es): [vlecuna@jjay.cuny.edu](mailto:vlecuna@jjay.cuny.edu),  
Phone number(s) 4413

2.
  - a. **Title of the course: Japanese Manga and Anime: Gender, Culture and Society**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Manga, Anime, Gender & Society

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:

In this course, students are required to read various examples of Japanese graphic novels (manga) translated into English, along with academic articles analyzing their cultural and historical contexts. Assignments include substantial reading (at least 50-100 pages of graphic narratives and academic articles per week) and writing assignments, with at least 3000 words of written work (final paper, short response papers, online discussion forums, and an oral presentation). This emphasis on reading and writing will make this course appropriate for a 200-level course.

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

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

This course will be offered by the Modern Languages and Literatures department, and may be listed in the elective courses for the Global Asian Studies Minor upon its approval by the College Council. While currently about 12% of John Jay students identify as Asian, John Jay College does not have a variety of Asian-related course offerings other than language courses. This course, along with the Global Asian Studies Minor (contingent upon their approval), will be

beneficial not only to Asian students, but also to the student body at large, in inviting them to learn about and understand Japanese (and Asian) culture. This motivation for understanding is extremely significant considering the prejudice and violence increasingly faced by people of Asian descent in New York City.

This course will also address an area that is currently underrepresented in John Jay College's programs by exploring graphic narratives from Japan from local, global, and transnational perspectives. The Department of Modern Languages and Literatures offers 7 to 8 courses in Japanese language every semester, and most of the students in these Japanese classes express interest in Japanese manga and anime. There have been an increasing number of requests from students to create a course on Japanese popular media over the past several years. I believe that exploring manga, anime, and Japanese culture and society will further motivate students to continue to study Japanese within global Asian cultural contexts, while gaining a sympathetic understanding of cultural differences and similarities.

Though "manga" and "anime" are understood as unique cultural products that arose in modern Japan, they were formed by the confluence of Western and Eastern cultures, technologies and aesthetics. While manga/anime is a localized cultural product, its collective imagination has come to attain universality. This course situates manga and anime as a lens to examine various social, historical and political issues, such as gender, sexuality, social minorities, and social justice, which should be understood as not only local, but also as global issues. Through in-class discussions, presentations and writings, students will obtain a deeper understanding of the interplay among the studied works of manga/anime, and their connections to various aspects and incidents in Japanese society and beyond. Ultimately, the understanding, interpretation and discussion of these connections between the popular media and the real world will lead students toward a wider, more global view of cultures and societies, fostering an empathetic as well as critical understanding of the cultural "other" as "one of us", which is a necessary process for acquiring global citizenship.

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

This course examines the ways in which Japanese manga and anime represent various issues in Japan's culture, society, history, and identity. Students will critically analyze, examine, and discuss how major and minor works of the popular media showcase Japanese views of gender, sexuality, social minorities, war, horror, national identity, and social justice; and how these representations can be situated and discussed within global perspectives. The course will be taught in English.

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): ENG101

6. Number of:
- a. Class hours 3.0
  - b. Lab hours 0.0
  - c. Credits 3.0
7. Has this course been taught on an **experimental basis**?

No       Yes. If yes, then please provide:

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

Upon completion of this course, students will be able to:

1. Gather, interpret, and assess information from a variety of sources and points of view, and research scholarly writings on Japanese popular media and culture, and present their findings in class; and effectively use them to support their discussion on primary sources by evaluating evidence and arguments critically or analytically.
2. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies; and by doing so, critically comment on different historical ramifications and current issues related to Japanese society, culture, sexuality and gender;
3. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view; and by doing so, analyze graphic narratives produced in Japan within their original context as well as in transnational and global contexts;
4. Analyze the significance of one or more major movements that have shaped the world's societies, and critically (re)examine not only Japanese, but also their own social, cultural, and ideological values through the comparative view of cultures and their media products
5. Produce well-reasoned written or oral arguments using evidence to support conclusions

Learning outcomes #1, #2 and #5 relate to #3 and #4 of the learning goals for the Global Asian Studies Minor (3. Effectively read scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts; and 4. Construct an argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this argument). In this course, students will read both primary sources and secondary sources which will help them to evaluate and discuss the

primary sources in an effective, organized manner. This will satisfy the above-mentioned learning outcomes for the Global Asian Studies Minor.

Learning outcomes #3 and #4 also contribute to the following learning goals of the Global Asian Studies Minor: 1. Identify and explain the significance of critical events, trends, and themes in Global Asian history and society; and 2. Identify, locate, contextualize, and evaluate the usefulness of different forms of evidence (primary sources). Students in this course will be able to identify, evaluate, and explain various cultural, social, historical issues reflected in Japanese popular media and locate them within global and comparative contexts.

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.

This course will be part of the elective courses for the proposed **Global Asian Studies Minor** upon its approval by the College Council.

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

No  Yes  If yes, please indicate the area:

**Flexible Core:**

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

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

1. Oral discussion participation
  2. A final paper
  3. Weekly online discussion forums
  4. An oral presentation
  5. Weekly reading quizzes / sparking questions
1. Gather, interpret, and assess information from a variety of sources and points of view, and research scholarly writings on Japanese popular media and culture, and present their findings in class; and effectively use them to support their discussion on primary sources by evaluating evidence and arguments critically or analytically.

This learning outcome will be assessed by weekly reading / viewing assignments, weekly reading quizzes/sparking questions based on their readings (Assessment #5), and weekly oral discussions (#1) and written discussions (#3).

- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies; and by doing so, critically comment on different historical ramifications and current issues related to Japanese society, culture, sexuality and gender;

This learning outcome will be also assessed by sparking questions (Assignment #5), oral and written discussions (#1 and #3), oral presentations (#4), and the final paper (#2).

- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view; and by doing so, analyze graphic narratives produced in Japan within their original context as well as in transnational and global contexts;

This learning goal will be measured by #3 discussion forums, #4 oral presentations and #2 final paper.

- Analyze the significance of one or more major movements that have shaped the world's societies, and critically (re)examine not only Japanese, but also their own social, cultural, and ideological values through the comparative view of cultures and their media products

This learning outcome will be assessed by both weekly oral and written discussions. Students will also be encouraged to use the critical and comparative concepts discussed in class and reading assignments in the oral presentation and final paper.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

This learning goal will be evaluated through discussion forums, the final paper and oral presentation.

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

No

Yes X

If yes, please state the librarian's name: Professor Maria Kiriakova

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

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

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

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

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

OneSearch (the library discovery tool)  
\_\_\_\_\_ eBooks

**Subject specific library databases:**

Academic Search Complete       Gale Reference Sources  
\_\_\_\_\_ NexisUni                              \_\_\_\_\_ PsycInfo  
\_\_\_\_\_ Criminal Justice Abstracts      \_\_\_\_\_ Sociological Abstracts

Other (list them here): JSTOR, Google Scholar, Kanopy

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Are there existing library Research Guides to support your class?

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

No \_\_\_\_\_

Yes  (Graphic Novels and Manga under the Humanities subject)

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

1. *Japanese Visual Culture: Explorations in the World of Manga and Anime* by MacWilliams, Mark
2. *Anime: A History* by Clements, Jonathan
3. *Manga! Manga! The World of Japanese Comics Book* by Schodt, Frederik L.
4. *Introducing Japanese Popular Culture* by Freedman, Alissa
5. *Manga: A Critical Guide* by Suzuki, CJ

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: February 8, 2023

15. **Faculty - Who** will be assigned to teach this course? Keiko Miyajima, Ph.D.

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

\_\_\_\_\_ No

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

This course is related to the course titled “Global Asian Popular Culture,” which has been proposed by Dr. Anru Lee from the Anthropology Department, in that they both cover forms of popular media from East Asia. In addition, both courses will be offered as part of the elective courses for the Global Asian Studies minor. (Note: the proposal for the Global Asian Studies Minor is currently being prepared by Dr. Hyunhee Park from the History department.)

However, this course significantly differs from Dr. Anru’s course because 1) it specifically focuses on Japanese culture and society using manga and anime as an analytical lens, and 2) it does not include popular media from other Asian countries, and 3) does not cover other forms of popular media, such as TV drama or music.

Also, while Dr. Lee’s course focuses mainly on reading and discussing various academic articles and critical writings on pan-Asian popular media, this course is primarily based on the close reading of the primary sources (Japanese manga and anime) in order to examine the psychological, historical, societal, and cultural backgrounds reflected in these works.

As a final note, there is no overlapping in the reading lists in the sample syllabi for both courses.

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.

I consulted with Dr. Anru Lee from the Anthropology Department, and we agreed that the content of these courses will not overlap due to the different areas focused on and differing methodological approaches. Dr. Lee’s course will focus on the theoretical exploration of the global Asian pop culture, while this course will examine Japanese manga and anime, and how they reflect various cultural issues of gender, identity, history, society, and politics. We also discussed that these courses should be offered in different semesters (not in the same semester).

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: Vicente Lecuna, Chair, Department of Modern Languages & Literatures

## 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 and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

<b>College</b>	John Jay College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	JPN 2xx
<b>Course Title</b>	Japanese Manga and Anime: Gender, Culture and Society
<b>Department(s)</b>	Modern Languages and Literatures
<b>Discipline</b>	Modern Languages and Literatures
<b>Credits</b>	3
<b>Contact Hours</b>	3.0
<b>Pre-requisites (if none, enter N/A)</b>	ENG101
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	This course examines the ways in which Japanese manga and anime represent various issues in Japan's culture, society, history, and identity. Students will critically analyze, examine, and discuss how major and minor works of the popular media showcase Japanese views of gender, sexuality, social minorities, war, horror, national identity, and social justice; and how these representations can be situated and discussed within global perspectives. The course will be taught in English.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended
<b>Indicate the status of this course being nominated:</b>	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
<b>CUNY COMMON CORE Location</b>	
<b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>	
<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input checked="" 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 type="checkbox"/> Creative Expression



### 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.

#### A. World Cultures and Global Issues

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

Students will be required to read, analyze, assess and interpret information from various primary sources in Japanese popular media (graphic novels and animated films), while absorbing and applying different critical and analytical approaches in the fields of media studies, gender studies, cultural studies, and literary theory. Issues such as social inequality, bullying, othering, social justice, gender and sexuality, social and sexual minorities, and class will be identified and examined from various perspectives. Course assignments such as weekly reading and viewing assignments, weekly sparking questions, and weekly discussion forums, will encourage students to gather, interpret and assess information in both the primary and secondary sources from various points of view.

- Gather, interpret, and assess information from a variety of sources and points of view.

In this course, students will be required to complete regular reading and writing assignments, participate in online and in-class discussions, and give presentations on various topics and materials. They will also read a variety of academic writings and will be introduced to useful and effective analytical tools for assessing the primary sources on a weekly basis. In the final paper, students will be asked to create a clear thesis statement, to demonstrate close reading skills of the primary sources and to evaluate scholarly critical sources, in order to construct a well-organized, thesis-driven argument. Through these assignments, students will learn how to evaluate evidence and arguments critically and analytically.

- Evaluate evidence and arguments critically or analytically.

There will be multiple assignments including a final paper, weekly discussion forums, and an oral presentation. These assignments will require students to examine various sources carefully, to produce persuasive arguments (both written and oral) based on evidence and examples, and to come up with well-reasoned conclusions. During the class discussions, students will gather ideas and outlines and write an organized argument in weekly discussion forums. Throughout the semester, viewing, reading, and orally discussing the various sources will enable the students to foster critical thinking, and to select a primary source and identify a strong thesis for their final paper. Students will also be asked to submit the final paper proposal with an outline and a thesis statement with selected scholarly writings to be evaluated by the instructor. With this

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>scaffolded step in completing the final paper, students will successfully be able to produce well-reasoned, well-structured written arguments effectively using analytical concepts to support their thesis.</p>	
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will be regularly asked to identify and apply various critical methods to analyze and interpret assigned materials, through reading various primary and secondary sources weekly, weekly in-class discussions, weekly discussion forums, oral presentations and a final paper. Fundamental methods to be introduced and discussed in class include manga/comic studies (Week 1, 5, 6), film studies (Week 11), gender studies (Week 7-9), cultural studies (Week 4), media studies (Week 2, 3, 9), and literary theory (Week 9). Weekly reading assignments include at least one academic article which will be useful for students in applying concepts to the analysis of primary sources for their weekly oral and written arguments in an interdisciplinary fashion. Students will discuss popular cultural materials in terms of their form, content, history, aesthetics, and politics, and critically comment on different historical ramifications and current issues related to Japanese society and culture.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>This course asks students to analyze cultural texts produced in Japan within their original context as well as in transnational, and global contexts, and to take a broader perspective in finding relationships or analogies among local cultural/social issues and transnational/global issues. In doing so, students are encouraged to critically (re)examine their own social, cultural, and ideological values. For example, in Week 2, students will be encouraged to consider the impact of World War II in a global context in order to deconstruct Japan-centric views of the war. In Week 1 and 5, we will discuss manga/anime as transnational media and consider some of the important factors that have transformed it into a global cultural form with a diverse, worldwide fanbase. Also in Week 9, students will critically discuss why Boys Love fandom has spread globally and how the subversive representations of gender and sexuality in Boys Love media are being consumed and reproduced among different cultures.</p>	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
<p>This course will use Japanese popular media as a lens to observe and analyze the historical development of post-war Japan. For example, in Week 2 and 3, students will discuss how the Pacific War plays a fundamental role in shaping contemporary Japanese society, and the impact of the war plays a central role in contemporary manga and anime. In oral and written discussions, students will be asked to analyze various sources from a historical perspective, to understand not only the ways in which Japanese popular media reflect the shadow of the war, but also the ways in which they have contributed to the reconstruction of Japanese society.</p>	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>

<p><b>As evident in the popular media of any culture, issues of gender, sexuality, and social minorities are frequently embedded in Japanese popular media. Japanese cultural works describe various non-heteronormative identities and lives, sometimes positively, sometimes negatively. This course requires students to critically analyze the sources using various critical approaches, with particular emphasis on gender studies, women's and masculinity studies, queer theory and LGBTQA+ studies, all of which will be thoroughly investigated during Week 4 through 11 through reading/viewing materials, discussion forums and in-class discussions, in order to foster students' skills in analyzing and discussing the representations of gender and sexuality effectively. By doing so, students will examine how the Japanese entertainment industry has responded to the changing notions of gender and sexuality.</b></p>	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

Sample Syllabus

**John Jay College of Criminal Justice, CUNY  
524 West 59th street, 7th floor, New York, NY 10019  
Department of Foreign Languages and Literatures**

**JPN2XX: Japanese Manga and Anime: Gender, Culture and Society**

Instructor: Keiko Miyajima  
Office: TBD  
Office Hours: TBD  
Contact Hours: 3.0  
Phone: TBD  
E-mail: [kmiyajima@jjay.cuny.edu](mailto:kmiyajima@jjay.cuny.edu)

**COURSE DESCRIPTION:**

This course examines the ways in which Japanese manga and anime represent various issues in Japan's culture, society, history, and identity. Students will critically analyze, examine, and discuss how major and minor works of the popular media showcase Japanese views of gender, sexuality, social minorities, war, horror, national identity, and social justice; and how these representations can be situated and discussed within not only local, but also global contexts and perspectives. This course also examines how these cultural practices conform to or challenge socially-given identity practices. This course will be taught in English, and all reading and viewing materials will be in English translation.

**Course prerequisites:** ENG 101

**Required texts:**

**All readings and viewing materials will be posted on Blackboard.**

**Requirements and Grading:**

**In-Class Discussion Participation: 15%**

Everyone in class is expected to attend the class and participate the classroom discussion every week. Failure to participate and speak up in class discussion throughout the semester will adversely impact your final grade. Also, reading or viewing the assigned materials prior to each class is mandatory. It is required to read/view the assigned materials before the class to fully participate.

**Discussion Forums on Blackboard: 25%**

Students are expected to read the weekly assigned readings (both primary and secondary sources), and actively participate in the online discussion forums. You must post one discussion (aim for 200 words) about the assigned readings or in answer to specific topics or questions discuss in the previous class, by Sunday (11.59pm) in the following week. Your comments should include your personal views, interpretations, and critical analysis on the primary sources assigned each week. You are also encouraged to use a concept or argument found in the scholarly secondary sources (assigned each week) to support your discussion. You can also include references to additional readings you believe are pertinent and which may be of interest your classmates. Feel free to post your own discussion questions if there is anything you wish to discuss with your peers.

You will receive a maximum of 10 points for each post (you can receive a maximum of only 7 points for a late post). You must also leave 2 responses to your peers' discussion points within one week after the deadline. Students will receive 3 points per each response.

### **Weekly Reading Quizzes / Sparking Questions: 20%**

Starting Week 2, students must submit one question (or more) via Blackboard, about the content of the reading assignment to demonstrate your analysis and “spark” the class discussion. These questions should be submitted by the day before the class meeting. Students should also be prepared to answer the question you’ve raised. These questions should not be too simple, general or vague: They must show that you’ve read the assignments and understood the content and critically analyzed the content. Questions should be something specific and pertinent to the content of the reading materials.

For example, **low-score** questions will be:

- Who is the main character? (too simple)
- Who is the author? When was the story written? (not pertinent to the content itself)
- What do you think of the story? (too vague)
- What happens at the beginning? (too shallow)

**Good** questions should be more specific to the content of the work: - (avoid yes/no question – try to ask **open-ended** questions)

- How the incident at the outset of the story affect the life of XX (the name of the character)?
- Why does XX decide to act in a certain way in the work?
- What is the significance of ZZ for the protagonist?
- How does the relationship with his parents affect the characterization of XX, his/her actions or his/her relation to others?
- How does the main character qualify as the protagonist? Is there any heroic elements or character development over the course of the story?
- How does the protagonist’s view of gender affect their relation to others, and/or reflect the time the work was created?
- How does the work address the specific social or cultural issues in Japan or in the global context?

Be ready to answer your own questions in classroom discussion.

### **Individual Presentation: 15%**

Select one piece of work from Japanese manga or anime and prepare a 10-minute presentation, in relation to a selected social issue or cultural/historical aspect, gender, or sexuality [if you feel nervous, you can also record your presentation]. Your presentation can include a very brief summary of the plot (however, do not spend too much time talking about the story; summarize it briefly within 4 minutes). You can also include a very short movie clip (up to 2 minutes) to showcase your main topic of discussion. The remainder of the presentation should consist of your own analysis of the piece. The theme and structure are totally up to you, but if you need help, you can try to respond some questions below (select the ones you find most interesting).

- What are the story’s themes?
- What makes the piece unique/interesting to you? How is it different from other pieces?
- What are your thoughts or interpretation of the story or incidents in the story?
- What social/cultural/identity issues or aspects are reflected in the work and what do you think of them?
- How does it challenge or conform to social conventions, stereotypes, or heteronormative master narratives of gender/sexual/national identities?
- Are there differences between the Japanese original version and the non-Japanese version, or between Japanese audience’s and non-Japanese audience’s receptions/responses? If there are, what are the cultural implications in these?

Use PowerPoint or any equivalent software to make your presentation (the slides or the link to your presentation must be posted on Blackboard after your presentation to share with your classmates). You can also pre-record your presentation using Zoom, Flipgrid, narrated Microsoft powerpoint, Final Cut, Voicethread, etc., and stream the recorded presentation during the class.

Presentation grading criteria:

1. Presenting your material with a clear theme and focus.
2. Well-structured (with introduction, analysis, and conclusion)
3. Most of the presentation consists of your thoughts, interpretation and analysis with a brief plot summary and introduction to the characters
4. Slides are easy to read and understand, with visual images to help convey you're the contents effectively
5. Q and A: After your presentation, there will be a Q and A session for several minutes. Students are ready to answer the questions from the peers or the instructor.

### **Final Paper Proposal 5%**

1 page final paper proposal is due during Week 10. In the proposal, you will be asked to identify which primary source you will focus on, and to state the thesis of your paper. Please also include at least two academic secondary sources you plan to use in your paper in the proposal.

### **Final Paper: 20%**

A 5-8 page [double spaced, plus a works cited page] final paper will be due on the day of the final exam (instead of a final exam). This is basically a literary essay. The goal is to successfully argue a thesis about one of the primary source sources (a work of anime or manga) we have read in class. Your thesis should provide a new light and some deeper insight into the work.

In addition to the primary source text, you need at least two additional scholarly secondary sources. Scholarly sources are books from academic presses or articles from academic journals (Internet reviews, personal websites, and Wikipedia are not scholarly sources). These secondary sources should be used to support your argument.

Suggested library resources are: Jstor, Academic Search Complete, Gale Reference Sources, Project Muse, Google Scholar, One Search. You should also check the suggested course books reserved in the library.

### **Incomplete Grade Policy**

An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. In case you have serious emergencies that prevent you from completing the course, please consult with the instructor immediately in order to discuss this option.

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

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

### **Plagiarism:**

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

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

Any content generated by an Artificial Intelligence service or site (such as ChatGPT) without proper authorization is another form of plagiarism. In this course, any usage of AI generated content in writing assignments (discussion forums and the final project) is strictly forbidden.

If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible.

**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.

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.

**Plagiarism detection software:** All the writing assignments will be checked with [Turnitin.com](https://www.turnitin.com), and if your writing assignments submitted on Blackboard will also will be checked with SafeAssign.

### Tentative Course Schedule

Week 1	Introduction - What is Manga?: History of Manga and Comparison of Western and Japanese Comics Techniques - Gendered development of Manga genres 1) McCloud, S. “Understanding Manga” (30 pages) 2) Ito, K. “A history of manga in the context of Japanese culture and society” (19 pages) -Osamu Tezuka: “God” of manga and Japanese national identity 3) <i>Astro Boy</i> (1952 [manga], 1963 [anime]) ep.1 and 193 (60min) 4) <i>Princess Knight</i> (1953 [manga], 1967 [anime]) ep.1 (30min) <b>Assignments:</b> <b>Weekly Discussion Forum begins (due every Sunday midnight)</b>
Week 2	Anime/Manga goes to the War: World War II in Anime and in the Global Context 1) <i>Momotaro: Sacred Sailors</i> (1945, 74min) dir. by Seo Mitsuyo 2) <i>Grave of the Fireflies</i> (1988, 90min) dir. by Isao Takahata 3) W. Goldberg, “Transcending the Victim’s History: Takahata Isao’s <i>Grave of the Fireflies</i> ” (15 pages) <b>Assignments:</b> <b>Weekly Sparking Questions are due on Blackboard by Monday</b> <b>Weekly Discussion Forum begins (due every Sunday midnight)</b>
Week 3	Memory of the War and the Atomic Bombs in Popular Media 1) <i>Godzilla</i> (1954, 96min) dir. Inoshiro Honda 2) <i>Akira</i> (1988, 102min) dir. Otomo Katsuhiro

	<p>3) Napier, S. “Panic Sites: The Japanese Imagination of Disaster from <i>Godzilla</i> to <i>Akira</i>.” (25 pages)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 4	<p>Home, Family, Society and Gender in “Family anime”</p> <ol style="list-style-type: none"> <li>1) “Chibimaruko-chan,” (30min)</li> <li>2) “Doraemon,” (30min)</li> <li>3) “Crayon Shin-chan” (30min)</li> <li>4) “Sazae-san” (selected chapters, 15pp)</li> <li>5) Lee, “From Sazae-san to Crayon Shin-chan: Family Anime, Social Change, and Nostalgia in Japan.” (19pp)</li> <li>6) Akiko Hashimoto, “Blondie, Sazae, and Their Storied Successors: Japanese Families in Newspaper Comics” from <i>Imagined Families, Lived Families</i>(17pp)</li> </ol> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 5	<p>Gender and Manga: <i>Shonen</i> manga</p> <ol style="list-style-type: none"> <li>1) <i>Dragon Ball</i> (1984, by Toriyama Akira) vol.1 (250 pages)</li> <li>2) <i>Kimetsu no Yauba (Demon Slayer)</i> (2016, by Togoda Koyoharu, vol.1 [250 pages])</li> <li>3) Drummond-Mathews, “What boys will be: A study of shonen manga” (20pp)</li> </ol> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 6	<p>Gender and Manga: <i>Shojo</i> Manga and the Year 24 Group</p> <ol style="list-style-type: none"> <li>1) <i>The Rose of Versailles</i> (1972, by Ikeda Riyoko) (vol.1, 250 pages)</li> <li>2) <i>They Were Eleven</i> (1975, by Hagio Moto) (200 pages)</li> <li>3) Masami Toku, “Shojo Manga! Girls' Comics! A Mirror of Girls' Dreams” (13 pages)</li> </ol> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 7	<p>Superheroes, Magical Girls and the Female Empowerment</p> <ol style="list-style-type: none"> <li>1) Takeuchi Naoko, <i>Sailor Moon</i> ep.1 &amp; 8 (1992, 60min)</li> <li>2) Saito Chiho, <i>Revolutionary Girl Utena</i> (1996, 100min)</li> <li>3) Kumiko Saito, “Magic, Shojo, and Metamorphosis: Magical Girl Anime and the Challenges of Changing Gender Identities in Japanese Society” (22 pages)</li> </ol> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 8	<p>Masculinity in Crisis: Otaku and Hikikomori</p> <ol style="list-style-type: none"> <li>1) <i>Train Man / Densha Otoko</i> (2005) dir. by Murakami Shosuke (120min)</li> <li>2) <i>Welcome to N.H.K</i> (2002, by Takimoto Tatsuhiko) first 2 episodes (60mim)</li> <li>3) Patrick Galbraith, “Otaku Sexuality in Japan” (13 pages)</li> </ol> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 9	<p><i>Shonen-ai</i>, Boys Love, and Women’s queer desires</p> <ol style="list-style-type: none"> <li>1) Nakamura Asumiko, <i>Classmates</i> (2016, 60min)</li> </ol>



	<p>2) Ichikawa Ichi, <i>Tadaima, Okaeri</i> (2016) [chapters 1 and 2, 40 pages]</p> <p>3) Akiko Mizoguchi, “Male-Male Romance for and by Women” (2003, 20 pages)</p> <p>4) Andrea Wood, “‘Straight’ Women, Queer Texts: Boy-Love Manga and the Rise of a Global Counterpublic” (21 pages)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 10	<p>Robots, Cyborgs and Posthuman Bodies:</p> <p>1) <i>Ghost in the Shell</i> (1995, 82min) by Oshii Mamoru</p> <p>2) <i>Neon Genesis Evangelion</i> (1995, 98min) by Anno Hideaki</p> <p>3) Orbaugh, “Sex and the Single Cyborg Japanese Popular Culture Experiments in Subjectivity” (17 pages)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b>  <b>* Final Paper Proposal Due</b></p>
Week 11	<p>Horror Manga and the “monstrous-feminine” in Japanese society</p> <p>1) Junji, Ito, <i>TOMIE</i> (1987-2000) 2 volumes (500 pages)</p> <p>2) Barbara Creed, “Monstrous-feminine” (Introduction, 15 pages)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 12	<p>The World of Hayao Miyazaki: Environmentalism and the power of Anime</p> <p>1) <i>Princess Mononoke</i> (1997, 133min)</p> <p>2) <i>Nausicaa of the Valley of the Wind</i> (1984, 95min)</p> <p>3) Susan Napier, “Nausicaa and the Feminine Principle” (16pp)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 13	<p>Food, Gender, Sexuality and Manga</p> <p>1) <i>Oishinbo</i> (1988, by Hara Tetsuo) (30 pages)</p> <p>2) <i>Cooking Papa</i> (1992, by Ueyama Tochi) (20 pages)</p> <p>3) <i>Food Wars</i> (2017, by Abe Yuto) (50 pages)</p> <p>4) <i>New Sisters Eating Together</i> (2014) (30 pages)</p> <p>5) <i>What Did You Eat Yesterday?</i> (2007, by Yoshinaga Fumi) [30 pages]</p> <p>6) Keiko Miyajima, “Queering the Palate: The Erotics and Politics of Food in Japanese Gourmet Manga” (10 pages)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>
Week 14	<p>Makoto Shinkai and the Impact of 3.11 Earthquake on Japanese society and psychology</p> <p>1) <i>Your Name</i> (2016, 112min)</p> <p>2) <i>Weathering With You</i> (2019, 114min)</p> <p>3) Maria Grajdian, “The Precarious Self: Love, Melancholia and the Eradication of Adolescence in Makoto Shinkai’s Anime Works” (15 pages)</p> <p><b>Assignments:</b>  <b>Weekly Sparking Questions are due on Blackboard by Monday</b>  <b>Weekly Discussion Forum begins (due every Sunday midnight)</b></p>

Final Exam Day	<b>Watch Party!</b> (Vote for your favorite film or anime to watch) <b>Deadline for the final paper</b> Ultimate deadline for all past-due online discussions
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**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Undergraduate Curriculum and Academic Standards Committee**

## Course Revision Form

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

Date Submitted: March 20, 2023

1. Name of Department or Program: **Anthropology**

2. Contact information of proposer(s):

Name(s): **Edward Snajdr**  
 Email(s): **esnajdr@jjay.cuny.edu**  
 Phone number(s): **718 663-9118**

3. Current number and title of course: **ANT 328/ ENG 328 Forensic Linguistics: Language as Evidence in the Courts**

4. Current course description:

Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to the detriment of minorities, including women, children and nonnative speakers of English. The involvement of linguists as expert witnesses in the legal process will also be explored. ~~One court visit is required.~~

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

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

We are proposing a title change from the current title that focuses on “the Courts” to the broader title, “Forensic Linguistics: Law, Language, and Legal Discourse”. We are dropping the courtroom visit requirement. And the course is being submitted for consideration as a Justice Core 300-level course as part of John Jay’s Gen Ed College Option in the area of the “Struggle for Justice & Inequality in the U.S.” The course, which is currently an elective for the Anthropology and English Majors and Anthropology, English and Writing and Rhetoric Minors,

will serve a larger number of students.

6. Rationale for the proposed change(s):

(1) The change in title represents a broader vision of the course that will allow for a more complete study of law and language at various stages of the legal process and even into governance of language usage more broadly.

(2) While a court visit may occur from semester to semester, it is not necessary to require it, and during Covid, it was impossible to visit the courts.

(3) Some language has been updated to reflect current terminology in the course description, e.g., “minority languages” has been replaced by “minoritized languages.”

(4) The most important change proposed here is that the course be included in the 300-level Justice Core as a “Struggle for Justice & Inequality in the U.S.” requirement so that students who enroll can have their work count towards John Jay College/CUNY requirements for graduation.

We justify this inclusion because in this course students will learn to analyze legal texts through linguistic units to make critical arguments about how language is used in law to favor some groups and disadvantage others. Specifically, students will learn how narratives are constructed to make witness testimony seem both legally and linguistically relevant, how social discourse influences language use in the law, and how language use changes social discourse of the law. Students also will learn to recognize different types of questions in both trial and pre-trial legal settings, and they will gain insight into the ways in which questions control, direct, and channel both legal language and social discourse. The goal of this course is to make students aware of how the academic discipline of linguistics can serve sociolegal scholars in understanding how the law functions through language and culture. Students will gain insight into linguistics by learning about the structure of language—from the sound system to the ways in which legal stories and the law’s logic are formulated. Through this course, students will be able to use academic theory to understand and critique the role language plays in (in)justice.

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

a. Revised course description:

**This course in forensic linguistics explores the complex relationship between language and the law that can be studied through the discipline of linguistics. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used to privilege and give advantage to some social groups and to disadvantage others. Thus, research on minoritized groups, women, speakers of languages other than English in the U.S. and speakers of non-dominant languages in other countries’ legal systems will be examined for cross-cultural analysis. The involvement of linguists as expert witnesses in the legal process will also be explored.**

b. Revised course title: **Forensic Linguistics: Law, Language and Legal Discourse**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters)

including spaces!): n/a

d. Revised learning outcomes:

- Students will contextualize and analyze the historical and cultural struggles for justice that play out in and around language resources in the U.S. and other nations' and/or people's legal systems.
- Students will discover, gather, interpret, and assess information about legal and linguistic struggles for justice from a variety of sources, such as film, court documents, academic articles, televised court proceedings and legal agreements, and they will learn about these phenomena from a variety of intellectual perspectives, and approaches.
- Students will analyze and explain a text or creative work using social science and/or cultural studies methods.
- Students will organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: **This course is offered both in-person and online. Past sections have enrolled between 12 and 17 students.**

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

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

**College Option:**

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

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

This course is ideal for giving students an opportunity to develop an advanced understanding of the role of language in legal settings and how the law relies on language and communication to function. It also introduces students to the field of linguistics as a discipline with tools to systematically examine and interpret anthropological and comparative perspectives of institutional legal discourse. But the study of linguistics also allows scholars to examine the ways in which individuals with different intersectional identities garner advantage or suffer disadvantages because of the ways in which their language converges or diverges from the dominant group's legal norms and ways of speaking and representing oneself, crimes, violence, warnings, agreements and other types of speech acts that are governed by law. The goal of this course is to make students aware of how the academic discipline of linguistics can serve

sociolegal scholars in understanding how the law functions through language and culture. Students will gain insight into linguistics by learning about the structure of language—from the sound system to the ways in which legal stories and the law’s logic are formulated. Through this course, students will be able to use academic theory to understand and critique the role language plays in (in)justice.

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

Every semester <input checked="" type="checkbox"/>	Number of sections: <u>  1  </u>
Fall semesters only <input type="checkbox"/>	Number of sections: <u>      </u>
Spring semesters only <input type="checkbox"/>	Number of sections: <u>      </u>

10. Does this change affect any other departments?

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

**The Department of English was consulted and approved this proposal.**

11. Date of Department or Program Curriculum Committee approval: **February 11, 2023**

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

**Anthropology Department: Edward Snajdr, Chairperson; Shonna Trinch, Major Coordinator and English: Tim McCormack and Christen Madrazo, Writing Program Directors**

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	ANT 328/ ENG 328
<b>Course Title</b>	Current title: Forensic Linguistics: Language as Evidence in the Courts Revised title: Forensic Linguistics: Law, Language, and Legal Discourse
<b>Department or Program</b>	Anthropology
<b>Discipline</b>	Anthropology
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201
<b>Co-requisites</b>	None
<b>Course Description</b>	<p>Current Description: Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of language and its power in the legal process. <del>It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to the detriment of minorities, including women, children, and nonnative speakers of English.</del> The involvement of linguists as expert witnesses in the legal process will also be explored. <del>One court visit is required.</del></p> <p>Revised description: Forensic linguistics explores the complex relationship between language and the law that can be studied through the discipline of linguistics. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used <u>to privilege and give advantage to some social groups and to disadvantage others. Thus, research on minoritized groups, women, speakers of languages other than English in the U.S. and speakers of non-dominant languages in other countries' legal systems will be examined for cross-cultural analysis.</u> The involvement of linguists as expert witnesses in the legal process will also be explored.</p>
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course **X**    revision of current course    a new course being proposed

**John Jay College Option Location**

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

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

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

**I. Justice Core II: Struggle for Justice and Equality in the U.S. (300 Level)** - Please explain how your course meets these learning outcomes  
Students will:

**Learn, contextualize, compare and analyze course material from an anthropological perspective, focused on how different people—often as a result of background, ethnicity, language of origin, class, race, national origin, gender and sexuality—have different norms and ways of speaking. Through assigned course readings, films and ethnographic data, students will critically examine how in legal settings, language is the vehicle through which disputes are mediated, crimes are adjudicated, and notions of justice are derived. They will be able to identify not only laws that govern what can and cannot be said—in terms of hate speech, copyright, intellectual property, threats, accusations, as well as what must be said as in warnings, promises, wills and agreements—but also how such laws are applied differently to various groups of people. As people seek to resolve disputes or regulate speech, their struggles for justice are almost always carried through language. The course shows how some group’s linguistic practices are favored in legal settings while others actually prejudice their abilities to arrive at justice. To achieve this learning outcome, students will respond to a Discussion Board question for each reading and/or film that will ask them to focus on the ways in which the linguistic data analyzed suggest injustice for a particular group of people. Each student will also engage in two summary reading assignments for which they will write a short three-to-four-page paper and present the reading to the class so that they can dissect the elements of a research article—abstract, literature review and theoretical background, thesis question, data collection, data analysis, findings, discussion and conclusion—for themselves and for the class.**

- Contextualize and analyze struggles for justice

**Through class discussions, class presentations, Discussion Boards, and writing assignments, students will gather evidence from films, academic articles, documentaries, legal ethnographies, televised court cases, and their own library and ethnographic research to support oral and written arguments about the causes**

- Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches



<p>and consequences of linguistic struggles for justice in disputes where that can be people use language (linguistic varieties, non-standard dialects, gendered, racialized and sexualized discourses, different norms of speaking, and the like) in ways that diverge from the norms of culturally dominant groups.</p>	
<p>Throughout the semester, on almost every assignment, students will be required to evaluate each week's reading and films in preparation for a fuller analysis during the in-class discussions. The summary readings and Discussion Board questions will aid in this preliminary preparation that will prime students to come to class ready to engage with one another. A variety of texts: pre-trial testimony, affidavits, legal interviews, opening and closing statements, sentencing, police interviews, family court cases, will be incorporated for students to apply a range of different linguistic analyses in class, as homework and on Discussion Boards.</p>	<ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>
<p>For their final project, students will develop and conduct a research project about a linguistic struggle for justice in a legal setting. Their own and their classmates' summary reading presentations will aid them in developing the component parts (theoretical background and literature review, methods: data collection and data analysis, discussion of findings, etc) of their own project. Students will be required to incorporate at least two of the assigned class readings in their literature review and three academic articles they find in their own library research to develop a thesis/research problem. They will be required to collect data through observation of court cases, interviews and images that they will analyze for injustice to either support or disprove their thesis. Their final product will be both a paper and a class presentation of their argument and a paper. To facilitate students' engagement with their independent research, they will update the class on their progress throughout the semester. For example, they will come with component parts of their project in weeks 3, 5, 6, 8, 9, 10, and 12. The class and instructor will provide constructive criticism so that they can be ready to present their findings on both paper and presentation form at the end of the semester in Weeks 14, 15 and 16.</p>	<ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul>

Department of Anthropology  
John Jay College

## Forensic Linguistics: ANT/ENG 328-01

### Language, law and legal discourse

Mondays 10:50-1:30 pm

Room 238 Haaren Hall

#### **Course information:**

**Professor: Professor Shonna Trinch**

**Location: 9<sup>th</sup> Floor New Building**

**Office hours: TBA and ALWAYS by apt.**

**Office Telephone: 646 557 4403**

**E-mail: strinch@jjay.cuny.edu**

**Course Description:** This course takes a sociolinguistic and discourse analytic approach to understanding justice and the law. From describing and defining state and corporate language and power, defining transgressions and naming crimes, to giving testimony, legislating new rights, constructing arguments, interviewing, deposing, soliciting confessions, judging and disclosing victimization, the law relies on language to make sense of and adjudicate what cultures deem “deviant” and “normal,” “criminal and law-abiding”, “guilty and non-guilty” and “right” and “wrong.” We will focus on how key concepts and language units in/from linguistics can be studied through the lens of law and culture research. Such key concepts include sentence construction, euphemisms, direct and indirect quotations, definitions, narratives and questions.

We will study how language—spoken and written—plays a role in how the crimes of domestic violence, rape, infanticide, assault and homicide are conceptualized and dealt with through language. In this part of the course, our linguistic study will consist of police interviews, applications for protective orders, the interface of law and medicine in collecting evidence, the language of mediation and of the language of confessions. We will also examine linguistic units of analyses will include questions, narratives, direct quotations, indirect reported speech, intertextual references, speech acts and politeness. Additionally, we will study language in civil cases involving pollution and health, eminent domain and libel/defamation in a case where a professor had to prove the Holocaust occurred.

#### **Course Outcomes:**

- Students will contextualize and analyze the historical and cultural struggles for justice that play out in and around language resources in the U.S. and other nations’ and/or people’s legal systems.
- Students will discover, gather, interpret, and assess information about legal and linguistic struggles for justice from a variety of sources, such as film, court documents, academic articles, televised court proceedings and legal agreements, and they will learn about these phenomena from a variety of intellectual perspectives, and approaches.
- Students will analyze and explain a text or creative work using social science and/or cultural studies methods.
- Students will organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

#### **Required Texts to be purchased at the JJ bookstore or anywhere:**

*Discourse Analysis* by Barbara Johnstone

Gee, James Paul. 2012. *Social Linguistics and Literacies: Ideologies in Discourses*, fourth (or any) edition. New York: Routledge.

Almost all other readings will be either in the Electronic Journals, marked as [EJ] or on Blackboard, marked as [Bb] under the tab, Course Information. The syllabus is a tentative outline of the course. Readings may change or be substituted or added.

**Course requirements:**

**Attendance:** Coming to class is STRONGLY advised, as the class is designed for learning to take place in class. If for any reason, you are having problems with the class, please get in touch with me at [strinch@jjay.cuny.edu](mailto:strinch@jjay.cuny.edu). Class participation is expected of all students and counts for 20% of the final grade.

**Participation:** is a necessary. Students who come to class PREPARED to participate and willing to PARTICIPATE will see the benefit of this work in their grade. If you are super shy and have trouble participating for this or any reason, please speak to me.

**Academic Integrity:** Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Please review the CUNY Policy on Academic Integrity on the college website under “Students”. Do not copy anything “word-for-word” from the Internet. I will find it and you will receive an F.

**Definitions of Grades:**

Students should be aware of the official definitions of the following Undergraduate grades, as established by the College Council:

**Excellent: A= 93.0-100.0, A- 90.0-92.9**

**Good: B+ 87.1-89.9, B 83.0-87.9, B- 80.0-82.9**

**Satisfactory: C+ 77.1-79.9; C 73.0-77 C- 70.0-72.9**

**Poor: D+ 67.1-69.9 D 63.0-67.0, D- 60.0-62.9**

**Failure: F below 60**

**Course Requirements and Evaluations**

Class Preparation and Participation	20% Students must demonstrate having read and/or watched assigned material through engagement with material on the Discussion Board and in class discussions
Midterm Exam	20%
Papers and Presentations NOTE: All students must read all required readings and must demonstrate having done so through participation on the Discussion Board before class and in class by making references to the readings Students will be graded on their ability to identify and summarize the component parts of research: literature review, theory, methods of data collection and data analysis/findings and discussion.	20% Each student will choose two readings and write two short SUMMARY papers about them. They will also present the contents of the readings to the class using PowerPoint or Google Slides. Each paper/presentation will consist of 10% of the final grade. Hence, it should be noted that these presentations/papers are important and should be treated as such. Student presenters should prepare handouts for the class about each reading when doing their presentations. Handouts must be brought to class. Presentations should last no longer than EIGHT minutes. Time your presentations to make sure that you do not go over the limit.
Final papers	30% 10-page paper analyzing some aspect of law and language Week #3 Identify preliminary topic for research Week #5 Solidify research topic with preliminary list of secondary sources Week #6 Proposal is due Week #8 Write out methods of data collection Week #9 Engage in data collection Week #10 Bring data to class to discuss methods of analysis

	Week #12 First draft of paper Week #15 and 16 Final drafts and class presentations
Final presentations	10% Final presentations with PowerPoint—5 minutes each
Total:	100%

1. **Weekly Discussion Forums:** There will be one or two Discussion Forums every week. Discussion Board entries serve as an opportunity to make sense of and analyze required readings, reflect on their own experiences relative to the class content, share opinions and pose questions. I will post prompts that correspond to each week’s assigned activities. Students will use these prompts to prepare for class discussions. Student engagement with the assigned readings and films will be measured in part through these Discussion Board forums which will count toward the participation grade. A rubric for the Discussion Board entries will be located on Blackboard under Course Information.
2. **Summary Readings and Presentations:** Throughout the semester, each student will select two readings to summarize in a paper for the class. There will be a rubric under Course Information to guide this assignment, but essentially, students must summarize the reading with attention to distinguishing its component parts. Students will make handouts explicating the data for their classmates and should put together a slide presentation as well. Summaries should focus on the following: (1) key issues raised by the reading; (2) the author’s stated purpose for conducting the research; (3) the historical and current relevance and significance of the reading to the larger justice context. There will be additional information and a sign-up sheet for readings under Course Information.
3. **Midterm Exam:** The midterm exam will measure students’ ability to identify key concepts in linguistics and law and language research as well as their ability to begin analyzing language data through a linguistic framework.
4. **Final Research Paper:** At the end of the semester, you will submit a 10-page research paper about a law and language problem of your choice. Your paper must include at least three articles from the class list and four articles from your scholarly investigation about your problem in the library. The work you have done in class on summarizing and preparing articles for discussion through the Dbs will have helped prepare your data collection and data analysis of language data you collect. Throughout the class, we will focus on the component parts of your projects in order to assist each other in defining the research problem, collecting data for it, analyzing data and conveying the findings. A rubric to help guide your research paper writing can be found under Course Information.
5. **Final Presentations:** will consist of a 15-minute talk about your investigation. The format include an introduction, a theory section, a thesis statement or clear statement of the problem, a methods of data collection section, a methods of data analysis section and a section including your findings. There should also be a conclusions. A rubric to help guide your work on this presentation can be found under Course Information, but final presentations should come with slides and handouts and clear examples of how the data you collected support your claim.

#### Course Schedule

Week	Date	Day	Topic and in-class work	Readings and assignments
1	8/29	M	Welcome and Introduction  The language of the law Ideology and Meaning  Read intro to “The Holocaust on Trial”  Denial Part I—60 minutes	[Bb] optional Richland, Justin, 2013, Jurisdiction: Grounding Law in Language, <i>Annual Review of Anthropology</i>

2	9/5	M	Labor Day, no class	
3	9/12	M	Denial Part II—50 minutes  Intro to Discourse Analysis	[Bb]Lipstadt, Deborah. 1994. Both Prefaces to <i>Denying the Holocaust: The Growing Assault on Truth and Memory</i> , xi-xxi  [Bb] Lipstadt, Deborah. 1994. “The Gas Chamber Controversy” in <i>Denying the Holocaust: The Growing Assault on Truth and Memory</i> , 157-182.  <b>Week #3 Identify preliminary topic for research</b>
4	9/19	M	On tobacco and its industry and crimes  The Insider	[Bb] Shuy, Roger. ND. “Applied Linguistics in the Legal Arena.” In Christ Candlin and Srikant Sarangi’s <i>Handbook of Applied Linguistics</i> .  [Bb] Matthew Kohrmam, Should I Quit? <i>Urban Anthropology</i> , VOL. 33(2-4), 2004  [Tb] Johnstone, Barbara. <i>Discourse Analysis</i> , Chapter 1, pgs 1-19
5	9/26  9/29	M  Th	No Class on Monday, but we meet on Thursday  Classes follow a Monday Schedule Languages individuals and discourses  The Insider	[Bb]Cati Brown-Johnson, Donald Rubin, 2015. A corpus-based analysis of potential linguistic indicators of corporate deception in tobacco industry documents.  [Bb] <a href="https://www.nolo.com/legal-encyclopedia/tobacco-litigation-history-and-development-32202.html">https://www.nolo.com/legal-encyclopedia/tobacco-litigation-history-and-development-32202.html</a>  [Tb] Johnstone, Barbara, <i>Discourse Analysis</i> , pgs, 20-29  <b>Week #5 Solidify research topic with preliminary list of secondary sources from class and library research. Begin writing literature review.</b>
6	10/3	M	Battle for Brooklyn, Part I Total 1:33:00	[Bb] Snajdr and Trinch, <i>When the Street Disappears</i> , PoLAR.  <a href="https://www.theguardian.com/lifeandstyle/2016/oct/09/beware-the-vibrant-emerging-misleading-language-of-gentrification">https://www.theguardian.com/lifeandstyle/2016/oct/09/beware-the-vibrant-emerging-misleading-language-of-gentrification</a>  Johnstone, Barbara, <i>Discourse Analysis</i> , Chpt 2, pgs 32-43  <b>Week #6 Hand in one- to two-page proposal</b>
7	10/10	M	<b>No Class/Indigenous People’s Day/Italian American Day</b>	
8	10/17	M	<b>Battle for Brooklyn part 2</b> Home a “safe place”: Eminent Domain and the Power of the	[Bb] Pfeiffer, Deirdre, 2006. “Displacement Through Discourse: Implementing And Contesting Public Housing Redevelopment In Cabrini Green,” <i>Urban Anthropology and Studies of Cultural Systems and World Economic Development</i> , (35) 1: 39-74  Johnstone, Barbara, <i>Discourse Analysis</i> , Chpt 2, pgs, 43-74

			People	<b>Week #8 Write out methods of data collection</b>
9	10/24	M	Domestic violence Burning bed (95 min) part I  In class Trinch-- euphemism	[Bb] Andrus, Jennifer. 2012. Language ideology, fractal recursivity, and discursive agency in the legal construction of linguistic evidence, <i>Language in Society</i> , (41): 589-614.  Johnstone, Barbara, <i>Discourse Analysis</i> , chpt 3, pgs 92-126 On narrative
10	10/31	M	Burning Bed part II	[Bb] Trinch, Shonna. 2010. Disappearing Discourse: Performative Texts and Identity in Legal Texts, <i>Critical Inquiry in Language Studies</i> , 7(2-3):207-229.  Johnstone, Barbara, <i>Discourse Analysis</i> , <b>Chapt 4, pgs 128-159</b> <b>Week #10 Bring data to class to discuss methods of analysis</b>
11	11/7	M	Rape Elvira's play  The Accused Part i	<b>[Bb] Mulla, Sameena. 2014. "Chapter 5: Facing Victims" (Parts I and II), <i>The Violence of Care: Rape Victims, Forensic Nurses and Sexual Assault Intervention</i>, NYU Press.</b>  [Bb] Ehrlich, Susan, 2001. "My shirt came off...I gather I took it off": The accused's grammar of non-agency." <i>Representing Rape: Language and Sexual Consent</i> . Routledge.  Johnstone, Barbara, <i>Discourse Analysis</i> , Chpt 5, pgs 160-194
12	11/14	M	The accused part ii: ???	[Bb] Matoesian, Greg. 2000. "Intertextual Authority in Reported Speech: Production Media in the Kennedy Smith Trial." <i>Journal of Pragmatics</i> , 32: 879-914.  [Bb] Ehrlich, Susan. 2012. "Text Trajectories, Legal Discourses and Gendered Inequalities." <i>Applied Linguistics Review</i> , 47-73.  Johnstone, Barbara. <i>Discourse Analysis</i> , Chpt 7, Intention and Interpretation, pgs 229-258: <b>Week #12 First draft of final paper to hand in</b>
13	11/21	M	Central Park 5 – part i	[Bb] Berk-Seligson, Susan. "The Miranda Warnings and Linguistic Coercion." In <i>Language in the Legal Process</i> , 127-143.  [Bb] Briggs, Charles. (1997). Notes on a 'Confession': On the Construction of Gender, Sexuality and Violence in an Infanticide Case. <i>Pragmatics</i> , 7(2): 519-546.  <a href="https://www.youtube.com/watch?v=JDRRwFfJKkw">https://www.youtube.com/watch?v=JDRRwFfJKkw</a>
14	11/28	M	Central Park 5— Part ii Confessions	Rock, Frances, 2010. Witnesses and Suspects in Interviews: Collecting Oral Evidence: The Police, the public and the written word, 126-138.  Saul Kassin on False Confessions: <a href="https://www.youtube.com/watch?v=EBIq5TxPlag">https://www.youtube.com/watch?v=EBIq5TxPlag</a> 5 minutes Saul Kassin <a href="https://www.youtube.com/watch?v=JDRRwFfJKkw">https://www.youtube.com/watch?v=JDRRwFfJKkw</a> 9 minutes

15	12/5	M	(final Presentations of student projects)	Final Paper due, class presentations of final papers begin
16	12/12	M	<b>(final presentation of student projects)</b>	<b>Final paper presentations continue</b>
17	TBD			Final paper presentations continue

### College Writing

Your papers and your exams should be written with the following in mind. Because this is a college course, you should be aware of what is expected of college-level writing. All written work, whether an exam, a paper, or even an email to a professor, should include the following elements of academic and professional writing whenever applicable.

Technical information and writing mechanics:

1. Double-space everything.
2. Always include page numbers.
3. Staple papers together.
4. Underline or italicize (pick one way to represent books and then remain consistent throughout) titles of books every time you mention them.
5. Run a spell check on everything you hand in.
6. Have someone read your writing to tell you whether you are making sense.
7. Check over your punctuation—if you are uncertain about sticking points (e.g., whether something is a compound word that is written as one word, two words or with a hyphen OR whether you need an apostrophe “s” or an “s” apostrophe) LOOK THEM UP.
8. The author of a text is generally referred to with his/her last name. In other words when referring to the ethnographer in *Translated Woman*, we would write “Behar.” The author/ethnographer of *Nisa* would be referred to as “Shostak”, etc.
9. Know how to spell your key informant’s name.
10. Use a dictionary to make sure that you are using the ‘correct’ word.
11. Minimize repetition, especially in short papers. Every word should count, so DO not say the same thing twice.
12. Make connections between sentences
13. Foreign words should be marked as such with either quotation marks or italics. Again, pick one mode of marking foreign words and remain consistent. You should also be sure to give an English definition of the foreign words you include in the texts you write.
14. Know the difference between paraphrasing and quoting directly. In both instances, you must give credit to the source, but you do so somewhat differently in both cases.
15. You should write this way on exams and in papers. Learning how to write professionally is part of your job as a college student. It is important to establish good habits now.

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

## **Course Revision Form**

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

Date Submitted: March 27, 2023

1. Name of Department or Program: Academic Programs

2. Contact information of proposer(s):

Name(s): Katherine Killoran  
Email(s): kkilloran@jjay.cuny.edu  
Phone number(s):

3. Current number and title of course: **DRA/AFR 230 African American Theatre**

4. Current course description:

A study of the development of the African-American theatre considering selected works of such playwrights as Langston Hughes, Lorraine Hansberry, James Baldwin, Imamu Amiri Baraka (LeRoi Jones), Ed Billings, Charles Gordone, Douglas Turner Ward, Adrienne Kennedy, Ron Milner, Ben Caldwell, Philip Hayes Dean, Richard Wesley and Joseph A. Walker, as well as such production companies as the Spirit House Players and Movers, the Negro Ensemble Company and the Afro-American Studio Theatre. Plays focusing on such areas as ethnic identity and lifestyles and nationalism will be examined.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

5. Describe the nature of the revision (what are you changing?): The DRA cross-listing is being dropped.

6. Rationale for the proposed change(s): The College Council approved the closing of the Department of Communication and Theatre Arts so their courses must be moved to other academic organizations in CUNYFirst. Professor Beckett teaches this course, and he is being transferred to the Department of Africana Studies.



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

- a. Revised course description: N/A
- b. Revised course title: **AFR 230** African American Theatre
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- d. Revised learning outcomes: N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: N/A
- g. Revised number of hours: N/A
- h. Revised prerequisites: N/A

8. Enrollment in past semesters: This course is usually offered once per year with an enrollment ranging from 10-20 students.

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

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

10. Does this change affect any other departments?

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

Professor Teresa Booker, the Chair of the Department of Africana Studies, was consulted and agreed to dropping the DRA prefix for this course.

11. Date of Department or Program Curriculum Committee approval: N/A

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Interim Dean of Academic Programs Andrew Sidman

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

## Course Revision Form

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

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

Date Submitted: Mar. 17, 2023

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s):	Valerie Allen	Al Coppola
Email(s):	<a href="mailto:vallen@jjay.cuny.edu">vallen@jjay.cuny.edu</a>	<a href="mailto:acoppola@jjay.cuny.edu">acoppola@jjay.cuny.edu</a>
Phone number(s):	212 237-8594	646 557-4600

3. Current number and title of course: LIT 130 King Arthur: Culture, Society & Tradition

4. Current course description:

Most people know the King Arthur story-the sword in the stone, the knights of the Round Table, Merlin the magician, Lancelot, Guinevere-or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.

a. Number of credits: 3

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

c. Current prerequisites: None

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

We propose to change the title and course description, to modify the wording of two learning outcomes, and to remove three learning outcomes that are extraneous to the prescribed LOs of the Learning from the Past category.

6. Rationale for the proposed change(s):

When the current version of LIT 130 was initially proposed and ultimately approved for the Learning from the Past category, UCASC warned that the course was too narrowly framed, and in hindsight, we acknowledge that this concern was well founded. We propose to broaden the title and description. Doing so allows the course to accommodate any historical period or culture or region as an alternative to the Arthurian legend originally articulated in the sample syllabus, which is nonetheless retained in our revised proposal because it continues to fully satisfy the course LOs. The Arthurian legend is protean in the many shapes it assumes; its latest reinvention, Tracy Deonn's *Legendborn*, combines the Arthur narrative with Southern folk traditions and Black Girl Magic. We recognize however that the story's versatility is not sufficiently conveyed in the current title and description, nor does the current framing allow for sections designed around other folkloric or mythic traditions.

In terms of learning outcomes, in the existing course there are six approved learning outcomes. Three of these LOs reflect the three mandated learning outcomes for courses in the Learning from the Past category, with some course-specific adaptation. We would like to broaden the course-specific wording of two of them to reflect the broader scope of the proposed title and description. As for the three additional LOs approved when this course was originally proposed, they are not central to the mission of this general education category and we would like to remove them.

Attached is an updated version of the originally approved syllabus about King Arthur with changed title, description, LOs, and an expansion of the section dealing with modern retellings of the legend. We expanded this section (from three to eight classes) to more fully address how contemporary remixes interrogate canonical authority and connect the past with present and future concerns.

Note that this syllabus about Arthur constitutes just one iteration of the course, which could just as easily be about Gilgamesh, Dracula, Pangu, and so on. Although the historical and literary content changes from one syllabus to the next, the assessment criteria and learning outcomes remain constant. The keystone of the assessment is the final essay, which addresses all three course LOs by demonstrating knowledge of an earlier culture, analyzing the significance of formative events relating to that culture, and differentiating that culture from

modern retellings of the same story.

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

a. Revised course description:

**“Magic and Monsters” explores what past myths/legends tell us about our present times and imagined futures as much as they do about the period they come from. We consider how the dragons, witches, curses, and giants that threaten communities from outside reveal the internal belief systems of those same communities. We investigate the relationship between those communities and the heroes/heroines who save them. Turning to the present, we ask how such stories help us to imagine alternative realities and possibilities by reading the myths alongside their modern re-creations in contemporary magic realism, Afrofuturism, and speculative fiction.**

b. Revised course title: **Magic and Monsters: Past Legends, Imagined Futures**

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

d. Revised learning outcomes:

Original LOs	Proposed LOs
<ul style="list-style-type: none"> <li>● Demonstrate knowledge of formative events, ideas or works in connection with Arthurian texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of formative events, ideas or works in the arts and humanities in connection with past myths and legends.</li> </ul>
<ul style="list-style-type: none"> <li>● Analyze the significance of major developments in history related to such texts.</li> </ul>	Analyze the significance of major developments in U.S. and/or World History as reflected in past myths and legends.
<ul style="list-style-type: none"> <li>● Differentiate multiple perspectives on the same subject.</li> </ul>	Retain as written.
<ul style="list-style-type: none"> <li>● Distinguish between description and analysis as primary methods of reading.</li> </ul>	Remove.
<ul style="list-style-type: none"> <li>● Apply description and analysis as primary methods of reading.</li> </ul>	Remove.
<ul style="list-style-type: none"> <li>● Examine a text’s place within a tradition.</li> </ul>	Remove.

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: The course has never run.

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:

Already approved for the College Option: Learning from the Past 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: Feb. 23, 2023

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

Jean Mills, English Department chair

SAMPLE SYLLABUS  
 Magic and Monsters: Past Legends, Imagined Futures  
 Lit 130, Section 000  
 Classroom: XXX

Professor TBA  
 Office: TBA  
 Phone: TBA  
 Email: TBA  
 Office Hours: TBA

Course Description

“Magic and Monsters” explores what past myths/legends tell us about our present times and imagined futures as much as they do about the period they come from. We consider how the dragons, witches, curses, and giants that threaten communities from outside reveal the internal belief systems of those same communities. We investigate the relationship between those communities and the heroes/heroines who save them. Turning to the present, we ask how such stories help us to imagine alternative realities and possibilities by reading the myths alongside their modern re-creations in contemporary magic realism, Afrofuturism, and speculative fiction.

While other sections of this course could study myths and legends from any number of traditions, in this class we will focus on the story of King Arthur. After an investigation of the earliest tales of this heroic king who united his people and secured them from their enemies, we will turn to contemporary retellings and reimaginings of the Arthur myth in a 2004 big-budget Hollywood movie, and a 2020 YA novel featuring a black teen girl, as well as a handful of tales from a gender-bent, race-remixed short story collection from 2021.

Learning and Performance Objectives

For purposes of the general education category of Learning from the Past, students will

- Demonstrate knowledge of formative events, ideas or works in the arts and humanities in connection with past myths and legends. (assignments for days 6, 7, 10, 11, 18, 19, 20)
- Analyze the significance of major developments in U.S. and/or World History as reflected in past myths and legends. (assignments for days 20, 21, 22, 23, 24, 27, 28).
- Differentiate multiple perspectives on the same subject (see scaffolding across all assignments).

Required Texts

- Deonn, Tracy. *Legendborn*. New York: Simon & Schuster, 2020. [ISBN: 978-1534441606]
- Jacy, Norris J. and James J. Wilhelm, eds. *The Romance of Arthur: An Anthology of Medieval Texts in Translation*, 3rd ed. New York: Routledge, 2013. [ISBN: 978-0415782890]
- Krishna, Swapna and Jenn Northington, eds. *Sword Stone Table: Old Legends, New Voices* New York: Vintage, 2021. [ISBN: 978-0593081891]

Grading

Participation 20%

Preparatory assignments 20%

Paper 1 20%

Paper 2 20%

Midterm exam 10%

Final Exam 10%

Attendance:

Because your peers depend on your participation, you are expected to be present and punctual. Attendance is your responsibility and there is no such thing as an ‘excused absence’--what counts is whether or not you show up for our learning community. You may miss up to 4 classes without penalty beyond losing participation points.

Students with Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66.00 NB (212-237-8041). 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](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

Plagiarism:

Plagiarism and cheating are violations of CUNY’s policy on academic integrity:

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Paraphrasing, summarizing, 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](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.

1) Introduction: Text, Tradition, Interrogation

The Welsh Arthur

2) Arthurian Deeds

*Reading: Culhwch and Olwen* in RA, pp. 28–57

*Due:* Prep paper

*Description:* Character. Choose one character from the reading and, in no more than 2 pages, describe him or her. Describe the character's attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description.

3) Arthur in Latin

*Reading: Arthur in Geoffrey of Monmouth* in RA, pp. 58–87

*Due:* Prep paper

*Description:* Context. In no more than 2 pages, describe the context for the events of the reading. Where do the events take place geographically? When do the events narrated take place? Who is involved in events (individuals or whole peoples)? Is there a dominant culture? Are there peoples or cultures in conflict? Are there notable features to the context, e.g. is this a fictional world or a real and recognizable one? Give concrete examples and quote from the text where it will help make clear your description.

4) Arthur the Destroyer of Saxons

*Reading: Arthur in Geoffrey of Monmouth* in RA, pp. 58–87

*Due:* Prep paper

*Analysis:* Character motivation. Up to this point you have simply identified features of texts and described them. However, to move toward analysis—reading the text for meaning—we need to think about why things are happening, why characters do the things they do. Select one or two characters and, in no more than 2 pages, explain their motivation for a particular action or set of actions. Try not to read too much into the character's back-story. Instead, focus on the evidence the text provides and extrapolate from textual clues, e.g. what is the the cultural context, what conflicts does a character face, what does a character have to gain or lose from their actions? How do you know what has motivated the character to these actions? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

The French Arthur

5) Arthur's origins

*Reading: Wace, Roman de Brut* (Merlin Episodes) in RA, pp. 88–99

*Due:* Prep paper

*Description:* Context. In no more than 2 pages, describe the context for the events of the reading. Where do the events take place geographically? When do the events narrated take place? Who is involved in events (individuals or whole peoples)? Is there a dominant culture? Are there peoples or cultures in conflict? Are there notable features to the context, e.g. is this a fictional world or a real and recognizable one? Give concrete examples and quote from the text where it will help make clear your description.



## 6) Arthur's Origins

*Reading:* Wace, *Roman de Brut* (The Birth and Rise of Arthur) in RA, pp. 88–99

*Due:* Prep paper

Description: Tradition and novelty. With this text, we can see a tradition developing around Arthurian narratives. On the one hand, tradition implies consistency and conservation. On the other, with the move to a new culture and a new language, the narratives focus on new things, emphasize different elements, concern themselves with different matters. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. Give concrete examples of both by quoting passages from the text.

## 7) Arthur Acquires Chivalry

*Reading:* Marie de France, *Lanval* in RA, pp. 294–95 and 298–314

*Due:* Prep paper

Description: Social values. Moving from one culture and language to another also implies that new social values will be inserted into the Arthurian tradition. In no more than 2 pages, describe which social values you see in the text. These may include matters such as gender expectations on individuals, gender relations, social class, and/or religion. Give concrete examples and quote from the text where it will help make clear your description.

## 8) Enter Lancelot

*Reading:* Chrétien de Troyes, *Lancelot or The Knight of the Cart* in RA, pp. 112–45

*Due:* Prep paper

Analysis: Values and motivation. What were the benefits and costs of the values the text presented for the characters? What lesson should a contemporary audience take away from the narrative (contemporary means the audience that the narrative was written for, not a modern audience)? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

## 9) Questing for the Queen

*Reading:* Chrétien de Troyes, *Lancelot or The Knight of the Cart* in RA, pp. 145–80

NO WRITTEN WORK DUE

## 10) A Different Kind of Quest

*Reading:* *The Quest for the Holy Grail* in RA, pp. 207–14

*Due:* Prep paper

Description: Tradition and novelty. With this text, we can see a tradition developing around Arthurian narratives. On the one hand, tradition implies consistency and conservation. On the other, with the move to a new culture and a new language, the narratives focus on new things, emphasize different elements, concern themselves with different matters. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. How does the tradition seem to be shifting? Give concrete examples of both by quoting passages from the text.

## 11) The Collapse of the Court

*Reading:* Chrétien de Troyes, *Perceval, or The Story of the Grail* in RA, pp. 181–92

*Due:* Paper 1

Analytical Paper: As we have read a number of texts in a developing Arthurian tradition, we have seen the introduction of new social values and social concerns. Characters have responded to different motivations across the texts. Choose one main text and focus on no more than 2 characters. In 5 pages (~1,500 words) make an argument about how the characters respond to social/cultural motivations and whether their responses are fundamentally driven by adherence to the narrative Arthurian tradition or if the Arthurian tradition is being adapted to suit the concerns of the contemporary audience. Give concrete examples by quoting passages and explaining how those passages support your argument.

## 12) In-class midterm exam

### English Arthur

#### 13) Enter Gawain

*Reading: The Rise of Gawain, Nephew of Arthur* in RA, pp. 377–408

Description: Character. Choose one character from the reading and, in no more than 2 pages, describe him or her. Describe the character's attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description.

#### 14) Heads Will Roll

*Reading: Sir Gawain and the Green Knight*, fitt 1 in RA

Due: Prep paper

Description: Character. Does this Gawain agree with the other Gawain we encountered in *The Rise of Gawain*? Identify attributes that they share in common and those that they do not. Give concrete examples and quote from the text where it will help make clear your description.

#### 15) Bulls, Boars, and Wodewos

*Reading: Sir Gawain and the Green Knight*, fitts 2–3 in RA

Due: Prep paper

Description: Character and symbolism—reading for foreshadowing. Often, we can anticipate later events by recognizing character attributes and symbols that are supposed to be descriptive of a character's state. Describe the symbols that are attached to Gawain and make some guesses about the kinds of things that could happen in relation to them later in the text. Give concrete examples and quote from the text where it will help make clear your description.

#### 16) The Green Chapel

*Reading: Sir Gawain and the Green Knight*, fitt 4 in RA

Analysis: Reliability of symbolism and ambiguity of interpretation. Having read the whole of the text now, how accurate were your guesses about how events would play out? Did you find that the symbolism surrounding Gawain was reliable? Explain how it was or was not. What effects did the symbolism early in the text have on your interpretation at the end? Give concrete examples, quote from the text, and explain how the quotations support your interpretation of the text.

#### 17) Arthur the Giant Killer

*Reading: The Alliterative Morte Arthure* in RA, pp. 501–41

Description: Character anticipation—reading for foreshadowing. Describe elements that you think suggest how things might play out later in the narrative. Obvious examples of these might include prophecies or dreams. Less obvious examples may involve crimes that must be punished, characters' statements about their intent, and various kinds of symbolism or metaphor. Although you do not need to identify all of the possible foreshadowing you may see, try to explain why you recognize at least one or two examples as foreshadowing and what you think they indicate.

#### 18) Arthur's Beginnings

*Reading:* Sir Thomas Malory, *Le Morte Darthur* (The Sword in the Stone) in RA, pp. 542–52

Description: Reading within/against traditions. With this text, we can again see a tradition developing around Arthurian narratives and the active use of and engagement with earlier texts. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. How does the tradition seem to be shifting? Does Malory's Arthur agree more with that of the French material or the English material? Give concrete examples of both by quoting passages from the text.

#### 19) Arthur's End

*Reading:* Sir Thomas Malory, *Le Morte Darthur* (The Death of Arthur) in RA, pp. 542–52

Analysis: Which tradition should we read Malory as participating in? Why? How does that affect how we interpret Malory's Arthur? In no more than 2 pages, discuss which tradition Malory relies on or borrows from more and what the effects of that are on interpreting the text. Give concrete examples by quoting the text and explain how they support your claims.

### Modern Arthur

#### 20) A New Kind of Hero(ine)

*Reading:* Tracy Deonn, *Legendborn* (New York: Simon & Schuster, 2020), pp. 1-84.

Description: Character. In no more than 2 pages, describe Bree and one other character with whom she interacts. Describe her appearance and personality, as well as her relationship with the other character you have chosen. Use quotes to keep your impressions grounded in the evidence of the text.

#### 21) History and Fiction

*Reading:* Tracy Deonn, *Legendborn* (New York: Simon & Schuster, 2020), pp. 85-223.

Analysis: Although *Legendborn* is entirely fictional, Bree's encounters start in grief and lead her on a journey of discovery of her matri-familial connections with slavery in the South. How does the book's magic realism bring history to life? Locate parts of the text that will help you answer this question in class.

#### 22) What Canon?

*Reading:* Tracy Deonn, *Legendborn* (New York: Simon & Schuster, 2020), pp. 225-371.

Analysis: As you have by now discovered, there is no pure original text about Arthur from which all other versions descend. Rather, he is an epicenter for multiple reimaginings and remixes. In no more than 2 pp., discuss who gets to have Arthurian adventures in Deonn's book. Who has the right to share in his story? Who gets to own their own story? Use quotes to keep your

impressions grounded in the evidence of the text.

### 23) Arthur in the Contact Zone

Reading: Ausma Zehanat Khan, “The Once and Future Qaadi,” and Waubeshig Rice, “Heartbeat,” in *Sword Stone Table* pp. 3-36 and 210-232.

Description: Updating Arthurian values. Moving from one culture and language to another also implies that new social values will be inserted into the Arthurian tradition. Today we read two radical reinterpretations of this material: Rice sets his story of cultural recovery among the people of the First Nations, while Khan gives us a sight of the court of Camelot through the eyes of an Islamic outsider. In no more than 2 pages, select one story and describe which social values you see as new or particular to this version of the myth. These may include matters such as gender expectations of individuals, gender relations, social class, and/or religion. Give concrete examples and quote from the text where it will help make clear your description.

### 24) Camp Arthur

Reading: Daniel M. Lavery, “Galehaut, the Knight of the Forfeit,” and Jessica Plummer, “Flat White,” in *Sword Stone Table* pp. 58-66 and 210-232.

Analysis: Lavery’s homoerotic story suggests that true knighthood, like true love, yearns for humiliation and defeat, while Plummer recasts Arthurian characters according to the fanfiction trope of the “Coffee-House Alternative Universe” so that we can savor all of the over-the-top drama. What were the benefits and costs to presenting the characters this way? What do these adaptations tell us about the gender dynamics of the source material, and what lessons should a contemporary audience take away from the narrative? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

### 25) Screening: *King Arthur*, dir. Antoine Fuqua (2004)

As we watch this film together in class, pay close attention to the choices that Fuqua makes in his adaptation. What are the boldest choices, and what is their significance? For example, what is the effect of making Arthur a half-British Roman commander who is sent on a police action to England, where he becomes disillusioned with the Roman way of life and takes up the cause of his mother’s people? How does this version reimagine the themes of conquest and imperialism that are latent in the Arthurian sources?

### 26) Screening: *King Arthur*, dir. Antoine Fuqua (2004)

As we watch the conclusion of this film, ask yourself, what makes this a 21st century Arthur? Is this an Arthur with 21st Century American values?

### 27) The ‘Archeology’ of *King Arthur*

Description: What are the concerns of the Arthur of the film? Are his concerns reminiscent of our modern concerns in some way? Is he especially historical in some sense? Is he romanticized in some sense? In no more than 2 pages, describe the character and any characteristics that you think speak to modern concerns. Do you find yourself addressed in this text? What lessons do you take away from the text about your own role and ethical decisions in society? Be sure to quote the text in support of your claims.

### 28) Conclusions: The end of ‘The Once and Future King’?

### Final Paper

We have seen many different Arthurs in very different worlds. We have seen Arthur as general, as giant-killer, as host to the chivalric ideal, as degenerate. We have seen them defending against invaders and conquering abroad, existing in magical and natural worlds. Choose one modern type of Arthur and compare them with at least one other type of Arthur from an earlier period. In 5 pages (~1,500 words), make an argument about how those particularly mark out the concerns of the historical contexts and societies that produced them. Consider how those two Arthurs speak to one another across the tradition and how we can better understand each by reading them against the other. Try to avoid writing a compare/contrast essay and think, instead, about how the two are in dialogue.

Final exam TBA

To: UCASC  
Regarding: Revision of Bulletin Information on Latin Honors  
Date: April 18, 2023

**Current Policy from UG Bulletin 2022-23:**

## **Latin Honors**

Baccalaureate students can qualify for three levels of Latin Honors awarded at graduation:

- Summa cum laude (with highest distinction), awarded to students whose cumulative grade point average is at least 3.9.
- Magna cum laude (with great distinction), awarded to students whose cumulative grade point average is at least 3.75.
- Cum laude (with distinction), awarded to students whose cumulative grade point average is at least 3.5.

This distinction will be noted on the student's transcript. To be eligible for graduation with honors, a student must complete at least 56 credits at the College. Students who entered the College with an associate degree qualify for these honors with a minimum of 52 credits earned at the College. All courses and earned grades obtained at John Jay and elsewhere enter into the computation of the GPA.

The eligibility of students who transfer into John Jay from other college(s) for such important academic recognition as Latin Honors (summa, magna, cum laude), valedictorian and salutatorian status, and other graduation awards shall include their cumulative GPA at their previous college(s), which shall be averaged in with the grades they have earned at John Jay.

**Proposed Revision:**

## **Latin Honors**

Baccalaureate students can qualify for three levels of Latin Honors awarded at graduation:

- Summa cum laude (with highest distinction), awarded to students whose cumulative grade point average is at least 3.9.
- Magna cum laude (with great distinction), awarded to students whose cumulative grade point average is at least 3.75.

- Cum laude (with distinction), awarded to students whose cumulative grade point average is at least 3.5.

This distinction will be noted on the student's transcript. To be eligible for graduation with honors, a student must complete at least 56 credits at the College. Students who entered the College with an associate degree qualify for these honors with a minimum of 52 credits earned at the College. All courses and earned grades obtained at John Jay and elsewhere enter into the computation of the GPA. **College credits earned while a student was in High School can be excluded from the Latin Honors computation. To notify the Degree Audit team in the Registrar's Office, please email [registraraudit@jjay.cuny.edu](mailto:registraraudit@jjay.cuny.edu) .**

The eligibility of students who transfer into John Jay from other college(s) for such important academic recognition as Latin Honors (summa, magna, cum laude), valedictorian and salutatorian status, and other graduation awards shall include their cumulative GPA at their previous college(s), which shall be averaged in with the grades they have earned at John Jay.

### **Rationale:**

This is the current practice of the Registrar's Office, but students would not know about this practice unless they raised a question. This will also help bring these credits to the attention of the degree auditors in the Registrar's Office. The proposed revision will make this practice more transparent for students.

**Effective date:** Immediately. The UG Bulletin will be updated for 2023-24 with this information once approved by the College Council.

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

**College Council Calendar 2023-2024**

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

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Friday, August 18, 2023	Wednesday, August 30, 2023	Monday, September 18, 2023
Friday, September 15, 2023	Wednesday, September 27, 2023	Thursday, October 12, 2023
Friday, October 13, 2023	Thursday, October 26, 2023	Tuesday, November 7, 2023
Friday, November 10, 2023	Tuesday, November 21, 2023	Wednesday, December 6, 2023
Friday, January 19, 2024	Tuesday, January 30, 2024	Tuesday, February 13, 2024
Friday, February 16, 2024	Thursday, February 29, 2024	Monday, March 11, 2024
Friday, March 15, 2024	Wednesday, March 27, 2024	Tuesday, April 9, 2024
Friday, April 12, 2024	Thursday, April 18, 2024	Wednesday May 1, 2024

**Additional Meetings If Needed:**

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Monday, November 27, 2023	Thursday, December 7, 2023	Monday, December 11, 2023
Friday, April 19, 2024	Tuesday, May 7, 2024	Thursday, May 9, 2024



To: College Council  
From: Faculty Senate  
Date: April 4, 2023

**Amend Section I.1 of the College Council Bylaws by adding the following:**

xv. For the governance bodies and committees listed below, a positive vote by a majority of the membership, including vacancies, of the governance body or committee is required to pass a motion or to fill positions by election. A greater proportion can be required pursuant to approved bylaws.

- College Council
- College Council Executive Committee
- Committee on Undergraduate Curriculum and Academic Standards
- Committee on Faculty Personnel
- Budget and Planning Committee
- Committee on Graduate Studies
- Academic departments, graduate programs, non-departmental academic programs, for elections, curricular proposals, and for revisions of bylaws.

**Rationale:** This aligns college voting practices with expectations since 2004. The effect is to ensure that elections and motions reflect the positive votes of a majority of the membership of a committee including vacancies. The expectation promotes collegial consensus.

