

COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
MONDAY, MARCH 18, 2019

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

March 18, 2019
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Approval of the Minutes of the February 13, 2019 College Council (attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (attachment B), **Pg. 6**
 - Joy Gonzales is a student representative on the Committee on Honors, Prizes and Awards, **Pg. 20**
 - Natalie Segev replaced Elisa Crespo as the at-large student representative on College Council and student representative on the Executive Committee, **Pg. 10**
 - Natalie Segev was removed as an alternate student representative, **Pg. 10**
 - Item 23 under the College Council membership should state “Mathematics & Computer Science,” **Pg. 8**

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C7) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

- C1. Proposal to Revise the BS in Latin American and Latina/o Studies, Three Minors in Latin American and Latina/o Studies, Latin American and Latina/o Studies Honors Minor, U.S. Latina/o Literature Minor and selected LLS Courses, **Pg. 22**
- C2. Proposal to Revise the Minor in Counseling, **Pg. 34**

New Courses

- C3. GEN 2XX (277) Introduction to Feminist Praxis, **Pg. 37**
- C4. GEN 3XX (377) Feminist Praxis: Internship, **Pg. 54**
- C5. HIS 3XX History of Genocide, 500 C.E. to the Present, **Pg. 70**
- C6. ISP 2XX (277) Experiential Learning in Social Justice: Field Preparation, **Pg. 79**

Course Revisions

- C7. PHI/ ANT/ PSY 224 Death and Dying, **Pg. 94**

- V. New Business
- VI. Administrative Announcements – President Karol Mason

- VII.** Announcements from the Student Council –President Jasmine Awad
- VIII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- IX.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Wednesday, February 13, 2019

The College Council held its fifth meeting of the 2018-2019 academic year on Wednesday, February 13, 2019. The meeting was called to order at 1:47 p.m. and the following members were present: Schevaletta (Chevy) Alford, Nickolas Almodovar, Jasmine Awad, Andrea Balis, Andrew Bandini, Rosemary Barberet, Elton Beckett, Warren (Ned) Benton, Avram Bornstein, Michael Brownstein, Dara Byrne, Ronald Calvosa, Anthony Carpi, James (Jim) Cauthen, Marta Concheiro-Guisan, Lynette Cook-Francis, Brian Coritijo, Sylvia Crespo-Lopez, Lissette Delgado-Cruzata, Sven Dietrich, Sandrine Dikambi, Joel Freiser, Tomas Garita, Robert Garot*, Heath Grant, Amy Green, Maria (Maki) Habersfeld, Karen Kaplowitz, Mahtab Khan, Erica King-Toler, Elza Kochueva, Musarrat Lamia, Yi Li, Yue Ma, Karol Mason, Roblin Meeks, Mickey Melendez, Naomi Nwosu-Stewart, Karen Okamoto, Jose Olivo, Frank Pezzella, Mark Rivera, Vijay Sampath, Natalie Segev*, Francis Sheehan, Deandra Simon, Charles Stone, Marta-Laura Suska, Ludy Thenor, Steven Titan, Kermina Tofek, Thalia Vrachopoulos, Charlotte Walker-Said, and Rebecca Weiss.

Absent: Laura Bally-Mahabir*, Andrew Berezhansky, Melissa Ceren, Elisa Crespo, Silvia Dapia, Artem Domashevskiy, Anila Duro*, Elijah Font, Jonathan Gray, Veronica Hendrick, Sheeba John, Hunter Johnson, Louis Kontos, Thomas Kubic, Thurai Kugan*, Vincent Maiorino, Joshua Mason, Brian Montes, Dante Tawfeeq*, Hung-Lung Wei, and Guoqi Zhang.

* Alternates

I. Adoption of the Agenda

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

- Ludy Thenor is a graduate student representative on the College Council
- Correction to Geert Dhondt's name
- Carmen Solis is replaced by Monika Son as the chairperson for the SEEK Department

The motion was seconded and approved unanimously.

II. Minutes of the December 11, 2018 College Council

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

III. Approval of the Membership for the College Council Committees (attachment B)

A motion was made to approve the membership with the following changes. The motion was seconded and approved unanimously.

- Ludy Thenor is a graduate student representative on the College Council
- Correction to Geert Dhondt's name

- Carmen Solis is replaced by Monika Son as the chairperson for the SEEK Department

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C10)

A motion was made to adopt a program marked “C1. Revision of the BS in Computer Science and Information Security and the Minor in Computer Science.” The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “C2. Revision of the Minor in Environmental Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “C3. New Certificate Program in Police Leadership.” The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C4-C6 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C4-C6.

- C4. LIT 2XX Rights, Wrongs and Literature in Action (Ind & Soc)
- C5. MAT 1XX Introduction to Data Analysis (Math & QR)
- C6. SCI 225 Science of Cosmetics (Sci World)

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C7-C9 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C7-C9.

- C7. ACC 308 Auditing
- C8. POL 318 Law and Politics of Sexual Orientation (already part of Justice Core II)
- C9. PSY 324 Perception

The motion was seconded and approved unanimously.

A motion was made to adopt a course marked “C10. MUS 211 Afro-Caribbean Music and Dance.” The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachment D1-D3)

A motion was made to adopt a program revision marked “D1. MA in Economics.” The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked D2-D3 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked D2-D3.

- D2. FOS 762 Current Trends in Forensic Pathology and Entomology
- D3. ICJ 750 Special Topics in International Crime and Justice

The motion was seconded and approved unanimously.

VI. Resolution to Revise the Faculty Personnel Process Guidelines, Section III.E (attachment E)

A motion was made to adopt the revised Faculty Personnel Process Guidelines, Section III.E with the following change:

- On page 131, capitalize Faculty Senate.

The motion was seconded and approved unanimously.

VII. Review of the 2019-2020 College Council Calendar

- There was no vote, however, the calendar was agreed on and confirmed.

The meeting was adjourned at 2:27 p.m.



**College Council
Membership
&
College Council
Committees
2018-2019**

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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:

- | | |
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| <ol style="list-style-type: none"> 1. President (Chairperson) 2. Provost and Vice President for Academic Affairs 3. Vice President for Finance and Administration 4. Vice President for Enrollment Management and Student Affairs 5. Interim Dean of Graduate Studies 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies 7. Associate Provost and Dean of Research 8. Interim Associate Provost for Strategic Initiative and Associate Dean of Graduate Studies | <p>Karol Mason
Yi Li
Steven Titan
Lynette Cook-Francis
Avram Bornstein</p> <p>Dara Byrne
Anthony Carpi
Roblin Meeks</p> |
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Faculty:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> a. Full-time faculty elected from each academic department: <ol style="list-style-type: none"> 9. Africana Studies 10. Anthropology 11. Art and Music 12. Communication and Theater Arts 13. Counseling and Human Services 14. Criminal Justice 15. Economics 16. English 17. Health and Physical Education 18. History 19. Interdisciplinary Studies Department 20. Latin America and Latina/o Studies 21. Law, Police Science, and Criminal Justice Administration 22. Library 23. Mathematics & Computer Science 24. Modern Languages and Literatures 25. Philosophy 26. Political Science 27. Psychology 28. Public Management 29. Security, Fire and Emergency Management 30. Sciences 31. SEEK 32. Sociology b. At-Large Adjunct representative of the Faculty Senate: | <p>Charlotte Walker-Said
Marta Laura Suska
Thalia Vrachopoulos
Elton Beckett
Mickey Melendez
Frank Pezzella
Joshua Mason
Jonathan Gray
Vincent Maiorino
Andrea Balis
Amy Green
Brian Montes
Yue Ma
Karen Okamoto
Hunter Johnson
Fall: Aida Martinez-Gomez
Spring: Silvia Dapia
Michael Brownstein
James Cauthen
Rebecca Weiss
Vijay Sampath
Hung-Lung Wei
Guoqi Zhang
Erica King-Toler
Rosemary Barberet</p> |
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33. Public Management

Joel Freiser

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

- 34. English Veronica Hendrick
- 35. English Karen Kaplowitz
- 36. Law, Police Science, and Criminal Justice Administration Heath Grant
- 37. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
- 38. Mathematics & Computer Science Sven Dietrich
- 39. Mathematics & Computer Science Jose Olivo
- 40. Mathematics & Computer Science Sheeba John-Johnson
- 41. Psychology Charles Stone
- 42. Public Management Warren (Ned) Benton
- 43. Public Management Ronald Calvosa
- 44. Sciences Marta Concheiro-Guisan
- 45. Sciences Lissette Delgado-Cruzata
- 46. Sciences Artem Domashevskiy
- 47. Sciences Thomas Kubic
- 48. Sciences Francis Sheehan
- 49. SEEK Schevaletta (Chevy) Alford
- 50. Sociology Louis Kontos

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

Robert Garot	Dante Tawfeeq
Thurai Kugan	VACANT
VACANT	VACANT
VACANT	VACANT

Higher Education Officers elected by Higher Education Officers Council:

- 51. Brian Cortijo (ex officio)
- 52. Sandrine Dikambi
- 53. Sylvia Lopez
- 54. Naomi Nwosu-Stewart
- 55. Mark Rivera

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.

Anila Duro

Students:

56. President of the Student Council	Jasmine Awad
57. Vice President of the Student Council	Elza Kochueva
58. Treasurer of the Student Council	Tomas Garita
59. Secretary of the Student Council	Andrew Bandini
60. Elected At-Large Representative	Natalie Segev
61. Elected graduate student representative	Elijah Font
62. Elected graduate student representative	Ludy Thenor
63. Elected senior class representative	Mahtab Khan
64. Elected senior class representative	Deandra Simon
65. Elected junior class representative	Musarrat Lamia
66. Elected junior class representative	Nickolas Almodovar
67. Elected sophomore class representative	Melissa Ceren
68. Elected sophomore class representative	Andrew Berezhansky
69. Freshman representative designated according to a method duly adopted by the Student Council.	Kermina Tofek

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

1. Laura Bally Mahabir	2. VACANT
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College Council Interim Executive Committee

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

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|----------------------------------------------------------------|----------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice-President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) other members of the Faculty Senate | |
| 1. Andrea Balis | |
| 2. Francis Sheehan | |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Vice-President of the Higher Education Officers Council | Jarrett Foster |
| • President of the Student Council | Jasmine Awad |
| • Vice-President of the Student Council | Elza Kochueva |

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Warren (Ned) Benton
 2. Karen Kaplowitz
 3. Francis Sheehan
 4. Schevaletta (Chevy) Alford
 5. Sven Dietrich
 6. Joel Freiser
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Mark Rivera
- Three (3) students
 1. Jasmine Awad
 2. Elza Kochueva
 3. Natalie Segev

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Assistant Dean of Undergraduate Studies Katherine Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.
 1. Africana Studies Crystal Endsley

- | | |
|---------------------------------------------|------------------------|
| 2. Anthropology | Ed Snajdr |
| 3. Art and Music | Erin Thompson |
| 4. Communication & Theater Arts | Bettina Murray |
| 5. Counseling and Human Services | Nancy Velasquez-Torres |
| 6. Criminal Justice | Gohar Petrossian |
| 7. Economics | Michelle Holder |
| 8. English | Karen Kaplowitz |
| 9. Health & Physical Education | Jane Katz |
| 10. History | Andrea Balis |
| 11. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 12. Library | Maria Kiriakova |
| 13. Latin American & Latina/o Studies | Suzanne Oboler |
| 14. Law, Police Science & CJA | Maria Haberfeld |
| 15. Mathematics & Computer Science | Michael Puls |
| 16. Modern languages & Literature | Maria Julia Rossi |
| 17. Philosophy | VACANT |
| 18. Political Science | Alex Moffett-Bateau |
| 19. Psychology | Brett Stoudt |
| 20. Public Management | Judy-Lynne Peters |
| 21. Sciences | Angelique Corthals |
| 22. Security, Fire & Emergency Management | Lucia Velotti |
| 23. SEEK | Virginia Diaz-Mendoza |
| 24. Sociology | Liza Steele |
- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
 1. Paula Caceres
 2. Fidel Osorio
 3. Mahtab Khan

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:

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| • Assistant Vice President and Dean of Students
(Chairperson) | Michael Sachs |
| • Director of Athletics | Carol Kashow |
| • Senior Director for Student Affairs | Danielle Officer |
| • Two (2) members of the faculty <ol style="list-style-type: none"> 1. Ellen Belcher 2. Nicole Elias | |
| • Six (6) students <ol style="list-style-type: none"> 1. Brianna Rojas 2. Solana Roman 3. Joy Gonzales 4. Melissa Ceren 5. Warren Adote 6. Raj Mohanty | |

Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
 1. Robert McCrie
 2. Yue Ma
 3. Peggilee Wupperman
- Two (2) full-time members of the faculty, as defined in of 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. Jamie Longazel
 2. Liliana Soto-Fernandez
 3. Thurai Kugan
 4. Margaret Escher
 5. **VACANT**
 6. **VACANT**
- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. **VACANT**
 2. Bianca Hayles
 3. Tasfia Arshad
 4. Luis Sanchez
 5. Warren Adote
 6. Raul Sanchez-Ortiz

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

Committee on Faculty Personnel

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

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
 - 1. Africana Studies Jessica Nembhard
 - 2. Anthropology Alisse Waterston
 - 3. Art and Music Ben Lapidus
 - 4. Communication and Theater Arts Seth Baumrin
 - 5. Counseling and Human Services Robert Delucia
 - 6. Criminal Justice Brian Lawton
 - 7. Economics Geert Dhondt
 - 8. English Jay Gates
 - 9. Health and Physical Education Davidson Umeh
 - 10. History David Munns
 - 11. Interdisciplinary Studies Department Katie Gentile
 - 12. Latin American and Latino/a Studies Jose L. Morin
 - 13. Law, Police Science, and Criminal Justice Administration Peter Moskos
 - 14. Library Larry Sullivan
 - 15. Mathematics and Computer Science Douglas Salane
 - 16. Modern Languages and Literatures Bettina Carbonell
 - 17. Philosophy Jonathan Jacobs
 - 18. Political Science James Cauthen
 - 19. Psychology Angela Crossman
 - 20. Public Management Warren Eller
 - 21. Sciences Shu Yuan Cheng
 - 22. Security, Fire and Emergency Management Robert Till
 - 23. SEEK Monika Son
 - 24. Sociology Robert Garot
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 - 1. Rosemary Barberet, Professor, Sociology
 - 2. Elise Champeil, Associate Professor, Sciences
 - 3. Michael Pfeifer, Professor, History
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.

1. Warren (Ned) Benton, Professor, Public Management
 2. Nicholas Petraco, Associate Professor, Sciences
 3. Aftab Ahmad, Associate Professor, Mathematics and Computer Science
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. **VACANT**
 2. **VACANT**

Budget and Planning Committee

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

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|-----------------------------------------------------------------------------------|------------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| • Associate Provost for Institutional Effectiveness | Erez Lenchner |
| • Executive Director for Human Resources | Jared Herst |
| • Interim, Dean of Graduate Studies | Avram Bornstein |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Finance | Mark Flower |
| • Vice President for Institutional Advancement | Robin Merle |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberfeld |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Erica King-Toler |
| • Chairperson of each academic department | |
| 1. Africana Studies | Jessica Nembhard |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Robert Delucia |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |

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| 9. Health and Physical Education | Davidson Umeh |
| 10. History | David Munns |
| 11. Interdisciplinary Studies Department | Katie Gentile |
| 12. Latin American and Latino/a Studies | Jose L. Morin |
| 13. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Bettina Carbonell |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Eller |
| 21. Sciences | Shu Yuan Cheng |
| 22. Security, Fire and Emergency Management | Robert Till |
| 23. SEEK | Monika Son |
| 24. Sociology | Robert Garot |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Two (2) higher education officer representative | |
| 1. Catherine Alves | |
| 2. Michael Scaduto | |
| • President of the Student Council or designee | Jasmine Awad |
| • Treasurer of the Student Council or designee | Tomas Garita |
| • One (1) additional student representative | VACANT |
| • Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees. | |
| 1. Anthony Chambers | |
| 2. VACANT | |

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

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|-----------------------------------------------------------------|------------------------|
| • Vice President of Finance and Administration
(Chairperson) | Steven Titan |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberfeld |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Karen Kaplowitz |
| • Chair of the Council of Chairs | Angela Crossman |
| • Vice Chair of the Council of Chairs | James Cauthen |
| • One (1) representative chosen by the Council of Chairs | Doug Salane |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • One (1) student representative | Elijah Font |

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

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

planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Associate Provost for Institutional Effectiveness Erez Lenchner
- Vice President of Finance and Administration Steven Titan
- President of the Faculty Senate Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate
 1. Karen Kaplowitz
 2. Erica King-Toler
- Chair of the Council of Chairs Angela Crossman
- Two (2) representatives chosen by the Council of Chairs
 1. Jay Gates
 2. Robert Till
- President of the Higher Education Officers Council Brian Cortijo
- One (1) student representative
 1. Elijah Font

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

Committee on Graduate Studies

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

- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Interim Dean of Graduate Studies (Chairperson) Avram Bornstein
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
 1. Criminal Justice Jeff Mellow
 2. Digital Forensics and Cybersecurity Doug Salane
 3. Economics Jay Hamilton
 4. Emergency Management MS Charles Jennings
 5. Forensic Mental Health Counseling James Wulach
 6. Forensic Psychology Diana Falkenbach
 7. Forensic Psychology BA/MA Program Jennifer Dysart
 8. Forensic Science Mechthild Prinz
 9. Human Rights Susan Kang
 10. International Crime and Justice Gohar Petrossian

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|-------------------------------------------|---------------------|
| 11. Protection Management | Robert McCrie |
| 12. MPA: Public Policy and Administration | Yi Lu |
| 13. MPA: Inspection and Oversight | William Pammer, Jr. |
| 14. Security Management MS program | Marie-Helen Maras |
| • Two (2) graduate students | |
| 1. Hana Chae | |
| 2. Lauren Stepinski | |

Committee on Student Evaluation of the Faculty

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

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

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

Provost Advisory Council

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

- | | |
|--------------------------------------------------------------------------------------|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Jessica Nembhard |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Robert DeLucia |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | David Munns |

11. Interdisciplinary Studies Department	Katie Gentile
12. Latin American and Latino/a Studies	Jose L. Morin
13. Law, Police Science, and Criminal Justice Administration	Peter Moskos
14. Library	Larry Sullivan
15. Mathematics and Computer Science	Douglas Salane
16. Modern Languages and Literatures	Bettina Carbonell
17. Philosophy	Jonathan Jacobs
18. Political Science	James Cauthen
19. Psychology	Angela Crossman
20. Public Management	Warren Eller
21. Sciences	Shu Yuan Cheng
22. Security, Fire and Emergency Management	Robert Till
23. SEEK	Monika Son
24. Sociology	Robert Garot

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne

- Coordinators of Undergraduate Majors

1. Anthropology	Johanna Lessinger
2. Applied Mathematics: Data Science & Cryptography	Samuel Graff
3. Cell & Molecular Biology	Jason Rauceo
4. Computer Science and Information Security	Sven Dietrich
5. Criminal Justice (B.A.)	Brian Lawton
6. Criminal Justice (B.S.)	Serguei Cheloukhine
7. Criminal Justice Management	Denise Thompson
8. Criminology (B.A.)	VACANT
9. Culture and Deviance Studies	Ed Snadjr
10. Dispute Resolution	Maria R. Volpe
11. Economics	Geert Dhondt
12. English	Olivera Jokic
13. Emergency Services Administration	Glen Corbett
14. Fire Science	Glen Corbett
15. Forensic Psychology (B.A.)	Fall: Angela Crossman
	Spring: Silvia Mazzula
16. Forensic Science (B.S.)	Nicholas Petraco
17. Fraud Examination and Financial Forensics	David Shapiro
18. Gender Studies	Antonio Jay Pastrana
19. Global History (B.A.)	James DeLorenzi
20. Humanities and Justice	Hyunhee Park
21. International Criminal Justice	Mangai Natarajan
22. Latin American and Latina/o Studies	Brian Montes
23. Law and Society	Jean Carmalt*
	Michael Yarbrough*

24. Library
 25. Philosophy
 26. Police Studies
 27. Political Science

28. Public Administration
 29. Security Management
 30. Sociology
 31. Spanish
 32. Toxicology

*Co-coordinators

Karen Okamoto
 Mary Ann McClure
 Joe Pollini
 Brian Arbour*
 Jennifer Rutledge*
 Elizabeth Nisbet
 Robert McCrie
 Antonio (Jay) Pastrana
 Aida Martinez-Gomez
 Shu-Yuan Cheng (Demi)

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)
Lynette Cook-Francis
- Assistant Vice President and Dean of Students
Michael Sachs
- Senior Director for Student Affairs
Danielle Officer

- Three (3) full-time members of the faculty
 1. Lauren Shapiro
 2. Kevin Wolff
 3. **VACANT**

- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
 1. Musarrat Lamia
 2. Joy Gonzales
 3. Fidel Osorio

College-Wide Grade Appeals Committee

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

1. Toy-Fung Tung
2. Thurai Kugan
3. Brian Montes
4. Melinda Powers
5. **VACANT**

College-Wide Assessment Committee

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

- | | |
|------------------------------------------------------------------|-----------------|
| • Chairperson | Lucia Velotti |
| • Co-Chairperson | Denise Thompson |
| • Director of Assessment | Dyanna Pooley |
| • Associate Provost for Institutional Effectiveness (ex officio) | Erez Lenchner |
| • Seven (7) Full-time Faculty Members | |
| 1. Mechthild Prinz | |
| 2. Jennifer Rutledge (Fall) | |
| 3. VACANT | |
| 4. VACANT | |
| 5. VACANT | |
| 6. VACANT | |
| 7. VACANT | |
| • Three (3) Higher Education Officers | |
| 1. Ritu Jajoo | |
| 2. Kristina Hardy | |
| 3. VACANT | |

Special Committee of the College Council

Committee on Faculty Elections

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

1. Maria Kiriakova
2. Ekaterina Korobkova
3. Schevaletta (Chevy) Alford
4. Hyunhee Park
5. **VACANT**

*José Luis Morín
Professor and Chairperson
Department of Latin American and Latina/o Studies*

*524 West 59th Street, Room 8.63.03NB
New York, NY 10019
T. 212.393.6481
F. 212.237.8664
jmorin@jjay.cuny.edu*

MEMORANDUM

To: Associate Provost and Dean of Undergraduate Studies Dara Byrne
and the Undergraduate Curriculum & Academic Standards Committee

From: Professor José Luis Morín, Chairperson, Department of Latin American
and Latina/o Studies

Re: Changes in nomenclature to “Latinx”

Date: February 11, 2019

This memorandum is to inform you and the Undergraduate Curriculum & Academic Standards Committee (UCASC) that Department of Latin American and Latina/o Studies has elected to replace the gender-specific Spanish markers (“a” and “o”) in Latina and Latino with “Latinx” for course titles and course descriptions in the major and the minor. Additionally, the department approved changing the name of the major and the minor to the Latin American and Latinx Studies Major and the Latin American and Latinx Studies Minor. By way of this memorandum, I am requesting that UCASC approve these changes and that your office assist in facilitating this change throughout the college curriculum.

Rationale: A gender inclusive term, the term “Latinx” has gained wide acceptance in recent years, particularly within academia. Many academic departments around the country have adopted “Latinx” in their course curricula and they have renamed their departments. Below are several examples:

- <https://www.amherst.edu/academiclife/departments/latinx-latin-american-studies>
- <http://www.ou.edu/cas/latinx>
- https://www.skidmore.edu/latin_american/
- <http://americanstudies.as.virginia.edu/minor-latinx-studies>
- <https://www.holycross.edu/academics/programs/latin-american-latinx-and-caribbean-studies>
- <https://www.emerson.edu/liberal-arts-interdisciplinary-studies/interdisciplinary-minors/latin-american-latinx-studies>

Moreover, faculty and students at John Jay College have been embracing the use of Latinx with increasing frequency, favoring its inclusivity as a term. Having acquired growing general acceptance and usage, "Latinx" can now be found in the Merriam-Webster Dictionary (see <https://www.merriam-webster.com/dictionary/Latinx>). Please note that our department will pursue simultaneously an official name change of the department to "Department of Latin American and Latinx Studies."

I thank you in advance for your cooperation and assistance with this matter.

cc: Katherine Killoran, Assistant Dean of Undergraduate Studies
Professor Suzanne Oboler, LLS Department Representative to UCASC

Latin American and Latina/o/x-Studies, Bachelor of Arts

The **Latin American and Latina/o/x Studies** major draws on various social science disciplines, such as sociology, political science, anthropology and economics, as well as on disciplines in the humanities, including history, literature and the arts. By integrating these varied disciplines in the LLS courses, this major is designed to ensure that students will have both a comprehensive foundational and interdisciplinary knowledge of Latin American and Latina/o/x Studies and a specialization in either Latin American or Latina/o/x Studies.

Learning outcomes. Students will:

- Understand the interdisciplinary nature of the study of Latin America and of Latina/o/x communities in the U.S.
- Integrate the fields of Latin American Studies and Latina/o/x Studies to develop a deep understanding of the relationship between the social, economic, cultural, and political processes of Latin America and the development in the U.S. of communities of persons of Latin American origin or descent.
- Grasp the relationship between the lives of individuals and the course of history, how one's life intersects with larger social, political, and economic forces.
- Appreciate the history of Latin America and that of **Latina/o/x people** in the U.S. as they struggle for justice and human dignity in the face of persistent structures of injustice, inequality, and the abuse of power.
- Think critically and evaluate contrasting texts, narratives, and discourses relevant to the diverse cultures of Latin America and U.S. Latina/o/x communities.
- Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Communicate research results in various formats, including written and oral presentation.
- Possess cultural competency, the ability to work successfully in a variety of culturally diverse settings and to analyze, contextualize and interpret culture/cultural behaviors and beliefs.

Credits Required.

Latin American and Latina/o/x Studies Major (depending on foreign language placement)	33-40
General Education	42
Electives	38-45
Total Credits Requires for B.A. Degree	120

Prerequisites. Depending on foreign language placement, students may have to complete the 101-102 (or 111-112) language sequence as prerequisites for the 200-level Spanish or Portuguese requirement. The 101 (or 111) course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) course satisfies the College Option: Communications category of the Gen Ed program.

Part One. Required Core Courses

Required.

- LLS 124 – **Latina/o/x People** in the U.S.
- LLS 130 – Introduction to Latin American History
- LLS 224/POL 242/HIS 242 – U.S. Foreign Policy in Latin America
- LLS 322 – Latina/o/x Struggles for Civil Rights & Social Justice

Part Two. Research Methods

Required.

LLS 315 – Research Methods in Latin American and Latina/~~es~~ Studies

Part Three. Study Abroad, Fieldwork, or Independent Research

Required, Select one option:

- A. Study Abroad in Latin America (3 credits will be earned from the course offered as part of the study abroad program)
- B. LLS 321 Puerto Rican/Latina/~~es~~ Community Fieldwork (4 credits)
- C. LLS 389 Independent Study Research Project (3 credits)

Part Four. Language Requirement

Students are required to take one 200-level course in Spanish or Portuguese.

Please note: *Students who have prior knowledge of Portuguese or Spanish can take a placement exam in the Modern Language Center, (212-484-1140, languagelab@jjay.cuny.edu).*

SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.

Part Five. Electives

Students must choose a track and select three courses. In the other track, students must select one course. At least six credits must be taken at the 300-level or above.

Track A: Latin America

LLS 110/MUS 110 – Popular Music in the Caribbean
 LLS 215 – Socio-Political Developments in Contemporary Puerto Rico
 LLS 220 – Human Rights and Law in Latin America
 LLS 223 – Revolution & Social Change in LA Lit & Arts
 LLS 227 – Indigenous Latin America
 LLS 232/AFR 232 – Comparative Perspectives on Crime in the Caribbean
 LLS 245 – Dominican Society and Identity
 LLS 250 – Drugs, Crime and Law in Latin America
 LLS 255 – Latin American Woman in Global Society
 LLS 260/HIS 260 – History of Contemporary Cuba
 LLS 262/HIS 262 – Revolution and Social Change in Contemporary Latin America
 LLS 263/AFR 263/HIS 263 – Blacks in Latin America (was African Heritage in Caribbean)
 LLS 341 – Immigrant Rights in the Americas
 LLS 343 – Race and Citizenship in the Americas
 LLS 356 – Terror and Transitional Justice in Latin America

Track B: U.S. Latina/~~es~~ People

LLS 217 – Theatre of Americas since 1960
 LLS 241 – Latina/~~es~~ **People** & the City
 LLS 247 – Growing Up Latina/~~es~~
 LLS 267/AFR 267/HIS 267 – History of Caribbean Migrations to the United States
 LLS 325 – Latina/~~es~~ Experience of Criminal Justice
 LLS 362 – Entangled Tongues: Bilingualism in U.S. Latino/~~es~~ Literature
 LIT 363 – Il-Legal Subjects: U.S. Latino/~~es~~ Lit & Law
 LLS 364 – Ethical Strains in U.S. Latino/~~es~~ Literature

LLS 401 – Seminar in Latina/o/x Issues: Gender, Race, Ethnicity and the Legal System

Part Six. Capstone Experience

Required

LLS 425 – Senior Seminar in Latin American and Latina/o/x Studies: Issues of Justice and Injustice

Part Seven. LLS Honors Option

Required to earn honors in Latin American and Latina/o/x Studies Major

LLS 487 – Independent Honors Project

***NOTE:** Students must qualify for Honors in the LLS major to enroll in LLS 487 Independent Honors Project, see the major coordinator.*

Latin American and Latina/o/x-Studies Minor

The Department of Latin American and Latina/o/x Studies offers a minor that engages students in the study of Latin America and the study of persons of Latin American descent (**Latina/o/x People**) in the United States. The minor exposes students to the political, historical, socioeconomic, and cultural possibilities and obstacles for achieving social justice and equity; cross-cultural and intercultural understanding; respect for human integrity and dignity; and awareness of political and human rights.

Requirements. Students must complete 18 credits (six courses) of which 6 are required and 12 are elective. A maximum of two courses can overlap with a student’s major, other minor or program.

Additional information. Students who enrolled for the first time at the College or selected this minor in September 2016 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained in the 2015–2016 Undergraduate Bulletin.

Part One. Required Core Courses

Required.

LLS 124 – **Latina/o/x People** in the U.S.

LLS 242/POL 242/HIS 242 – U.S. Foreign Policy in Latin America

Part Two. Distribution Requirements

Select two in each category

Category A: Latin America

LLS 101 – Poetry and Drama from the Mid-19th Century to Date

LLS 102 – Puerto Rican Narrative from the 1940s to the Present

LLS 104/HIS 104 – History of Puerto Rico

LLS 110/MUS 110 – Popular Music of the Caribbean

LLS 130 – Introduction to Latin American History

LLS 145 – Puerto Rican Culture and Folklore

LLS 166/AFR 166/HIS 166 – History of the Caribbean Islands

LLS 215 – Socio-Political Developments in Contemporary Puerto Rico

LLS 220 – Human Rights and Law in America

LLS 223 – Revolution & Social Change in LA Lit & Arts
 LLS 227 – Indigenous Latin America
 LLS 232/AFR 232 – Comparative Perspectives on Crime in the Caribbean
 LLS 245 – Dominican Society and Identity
 LLS 250 – Drugs, Crime and Law in Latin America
 LLS 255 – Latin American Woman in Global Society
 LLS 260/HIS 260 – History of Contemporary Cuba
 LLS 262/HIS 262 – Revolution and Social Change in Contemporary Latin America
 LLS 263/AFR 263/HIS 263 – Blacks in Latin America (was African Heritage in Caribbean)
 LLS 265/HIS 265 – Class, Race and Family in Latin American History
 LLS 267/AFR 267/HIS 267 – History of Caribbean Migrations in the United States
 LLS 280 – Selected Topics in Latin American and Latina/~~ox~~ Studies
 LLS 343 – Race and Citizenship in the Americas
 LLS 356 – Terror and Transitional Justice in Latin America

Category B: Latinas/~~ox~~ **People** in The United States

LIT 265 – Foundations of U.S. Latino/~~ax~~ Literature
 LIT 357 – Violence of Language: U.S. Latino/~~ax~~ Street Literature
 LIT 383 – Gender and Sexuality in U.S. Latino/~~ax~~ Street Literature
 LLS 100 – Latina/~~ox~~ **People** and Justice in New York: Freshman Year Seminar
 LLS 107 – Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama
 LLS 108 – Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel
 LLS 217 – Theatre of Americas since 1960
 LLS 241 – Latina/~~ox~~ **People** & the City
 LLS 247 – Growing Up Latina/~~ox~~
 LLS 280 – Selected Topics in Latin American and Latina/~~ox~~ Studies
 LLS 321 – Puerto Rican/Latina/~~ox~~ Community Fieldwork
 LLS 322 – Latina/~~ox~~ Struggles for Civil Rights and Social Justice
 LLS 325 – Latina/~~ox~~ Experience of Criminal Justice
 LLS 341 – Immigrant Rights in the Americas
 LLS 362 – Entangled Tongues: Bilingualism in U.S. Latino/~~ax~~ Literature
 LLS 363 – Il-Legal Subjects: U.S. Latino/~~ax~~ Lit & Law
 LLS 364 – Ethical Strains in U.S. Latino/~~ax~~ Literature

Latin American and Latina/~~ox~~-Studies Honors Minor

Description. The honors minor in Latin American and Latina/~~ox~~ Studies seeks to encourage and assist students to excel in all their courses by providing research and writing skills workshops, as well as workshops about graduate and law school studies. Coursework is centered on Latin America and and Latina/~~ox~~ **people** in the United States, as well as race and ethnicity generally in the United States.

Requirements.

- Completion of the coursework for a Minor in Latin American and Latina/~~ox~~ Studies with a minimum GPA of at least 3.3 (B+) or higher.
- Participation in and completion of at least one of the research and writing skills workshops offered by the Department of Latin American and Latina/~~ox~~ Studies.
- Participation in and completion of at least one graduate/law school career development workshop.
- Completion of an honors thesis written under the supervision of a member of the department faculty. The thesis must be a minimum of 10 pages, using the APA citation form, and of B+ quality or better.

- A maximum of two courses can overlap with a student's major, other minor or program.

TOTAL CREDIT HOURS: 18

Latina~~/e~~x Literature Minor

Description. This minor examines U.S. Latina~~/e~~x authors writing in English and focuses on the four major U.S. Latina~~/e~~x groups – Mexican, Puerto Rican, Cuban, and Dominican – as well as other significant U.S. Latina~~/e~~x populations – Colombian, Peruvian, Ecuadorian, Salvadoran, and Guatemalan. While applying literary criticism and taking an interdisciplinary approach, which may also include the study of music, religion, politics, film, and the visual arts, this minor provides a well-rounded understanding of the cultural elements that contribute to U.S. Latina~~/e~~x Literature. In addition, this minor will enable students to develop the critical reading and writing skills essential for graduate study and careers in the law, education, public policy, writing, and government. Among the broad issues this minor will address include the following: diaspora; bilingual aesthetics; street literature; criminal and social justice; border narratives, citizenship, and the law; experiences of exile; Afro-Latinidad; Latina feminisms; queer identities; orality; and ethnicity.

Learning Outcomes. Students will:

- Know U.S. Latina~~/e~~x literature and its role in expanding the American literary canon.
- Synthesize and incorporate dominant theoretical and historical perspectives on U.S. Latina~~/e~~x Literature.
- Evaluate principal concepts in U.S. Latina~~/e~~x Literature including identity, race, nationalism, diaspora, bilingualism, class, and gender.
- Analyze multiple ways U.S. Latina~~/e~~x literature addresses issues related to immigration, national borders, citizenship, crime, incarceration, law enforcement, and the justice system.
- Gain an overview of U.S. Latina~~/e~~x cultural production, with an emphasis on literature, and an interdisciplinary awareness of film, music, and visual art.
- Through written work and oral presentations, students will read a text closely and critically, demonstrating analysis at both the verbal and thematic level and acquire writing competence and specific skills in literary argumentation using textual evidence and critical sources.

Rationale. The minor will expose students to a dynamic body of literature that, for the past fifty years, has gained national prominence and international acclaim. Latina and Latino/Latinx writers, poets, essayists, journalists, and playwrights have won major literary awards including the Pulitzer Prize in literature, drama, and poetry. U.S. Latina~~/e~~x writers come from varying racial, cultural, and geographic locations. These diverse backgrounds give birth to a rich literature whose expressive range and sensibilities significantly enlarge the field of American literature. As with all literature classes, Latina~~/e~~x literature classes will help develop student mastery of analytical reading, interpretation, and effective rhetorical skills. As one part of John Jay's overall rigorous curriculum, the Latina~~/e~~x Literature minor will help students develop effective written communication skills as well as formulate nuanced perspectives on cultural diversity that are necessary for success in personal and professional endeavors.

Credits required. 18

Requirements. A maximum of two courses can overlap with a student's major, other minor or program.

Part One. 200-Level Foundation Course

Required.

LIT 265 – Foundations of U.S. Latino/a/x Literature

Part Two. 300-Level Course Requirements

Select four courses.

LIT 357 – Violence of Language: U.S. Latino/a/x Street Literature

LIT 383 – Gender and Sexuality in U.S. Latino/a/x Literature

LLS 362 – Entangled Tongues: Bilingualism in U.S. Latino/a/x Literature

LLS 363 – Il-Legal Subjects: U.S. Latino/a/x Lit & Law

LLS 364 – Ethical Strains in U.S. Latino/a/x Literature

Part Three. 400-Level Course

Required.

LIT 409 – Seminar in U.S. Latino/a/x Literature

COURSES FROM UG BULLETIN, REVISED FOR 2019-20

LLS - LATIN AMERICAN AND LATINX STUDIES

Department of Latin American and Latinx Studies

LLS 100 – Latinx People and Justice in New York: Freshman Year Seminar (3)
3 hours

This course is an interdisciplinary and comparative study of Latinx people and their experiences of justice and injustice in New York City. The course will focus on the relationships between Latinx people in New York City (Puerto Ricans, Mexicans, Cubans, Dominicans, and other groups from Central and South America) and concepts that impact justice such as assimilation, discrimination, integration, pluralism, racism and segregation. Students will take field trips to various sites in which Latinx people experience in/justice, such as the courtroom, food banks, etc. Students will also develop an understanding of the college experience, academic processes and expectations.

Notes: This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program. This course is a First Year Seminar and is restricted to freshmen only

LLS 124 – Latinx People in the United States. (3)
3 hours

This course is an interdisciplinary introduction to the field of Latin American and Latinx studies focusing on the establishment and development of the diverse Latinx communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights and social justice movements.

Notes: This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

LLS 201 – Latinx People in the Correctional System (3)
3 hours

Latinx People in the Correctional System

Prerequisite: ENG 101.

LLS 217 - Theater of Americas since 1960 (3)
3 hours

This course is an introduction to theatre, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latinx peoples, Chicanx and Latin American theatre as aesthetic and sociocultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theatre relations to European theatre traditions, experimentation and absurdist theatre, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.

Prerequisite: ENG 101. Cross-Listed as: SPA 217 and DRA 217.

Notes: This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program. (Former title: Latino/a Theater in US).

LLS 241 – Latinx People & the City (3)
3 hours

This course seeks to analyze the sociological, economic, and political experiences of Latinx people in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latinx immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.

Prerequisite: ENG 101, and sophomore standing or above or permission of the instructor.

Notes: This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

LLS 247 - Growing Up **Latinx** (3)

3 hours

To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latinx novels, memoirs, essays, poetry and autobiographies to focus on the experience of growing up Latinx. The course explores the continuous creation and recreation of a "Latinx identity" from the 1940s until the present. We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinx people in different historical periods in U.S. society.

Prerequisite: ENG 201, and sophomore standing or permission of the instructor.

Notes: This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program. (Former title: Growing Up Latina/Latino).

LLS 267 History of Caribbean Migrations to the United States (3)

3 hours

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th century. Emphasis on the political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, **Latinx** and West Indian communities in the United States.

Prerequisites: ENG 201; and sophomore standing or above or permission of the section instructor.

Cross-listed as: AFR 267 and HIS 267

LLS 280 - Selected Topics in Latin American and **Latinx** Studies (3)

3 hours

This course will study a significant topic of interest in the field to be chosen by the instructor.

Prerequisite: ENG 101, sophomore standing or above or permission of the instructor.

LLS 315 - Research Methods in Latin American and **Latinx** Studies (3)

3 hours

This multidisciplinary course is designed to provide students with the tools necessary to critically evaluate and use the range of methodological approaches and data sources most commonly used to study Latin America and U.S. **Latinx** communities. The course includes both qualitative and quantitative approaches used in the social sciences, humanities, and the legal profession. The course will also guide the student through the process of conceptualizing and crafting a prospectus in his or her area of interest that will be used to conduct research during the Senior Seminar.

Prerequisite: ENG 201, LLS 124, LLS 130.

LLS 321 - Puerto Rican/**Latinx** Community Fieldwork (4)

6 hours: 2 hours lecture, 4 hours fieldwork

Community organization theory as it applies to the Puerto Rican communities in the United States. The study of Puerto Rican groups, agencies, organizations and movements. Students perform supervised community service and/or study one of the following areas: (1) work with community groups, agencies, organizations and movements organized to solve specific community problems; and (2) work in governmental rehabilitation and adjustment projects.

Prerequisite: ENG 201 and LLS 241.

LLS 322 - **Latinx** Struggles for Civil Rights & Social Justice (3)

3 hours

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other **Latinx** people during the Civil Rights period. It focuses on the **Latinx** social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of **Latinx people** and other racial minorities in the U.S. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; **Latinx** and African American alliance building; **Latinx** citizenship and the military, and gender values and sexuality.

Prerequisite: ENG 201 and junior standing or above.

Notes: This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

LLS 325 - **Latinx** Experience of Criminal Justice (3)

3 hours

This course analyzes the criminal justice system and its impact on the lives and communities of **Latinx** and other groups in the United States. Particular emphasis is placed on **Latinx** human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of **Latinx** people and racial minorities in the criminal justice system; law and police-community relations; racial profiling; stop and frisk policies; immigration status; detentions and deportations; **Latinx** youth; media representations; gangs; and access to education and employment and the school-to-prison-pipeline.

Prerequisite: ENG 201 and junior standing or above.

Notes: This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

LLS 343 - Race and Citizenship in the Americas (3)
3 hours

This course explores the relationship between citizenship and racial ideologies in the Americas. Framed by theoretical analyses of race and ethnicity, the course uses historical essays, biographies, novels and films to examine the lived experience of race and blackness in Latin America and the United States. Focusing on the different meanings attributed to blackness in the Americas, the course ultimately aims to compare the diverse racial, class and gendered experiences of U.S. **Latinx people** with those of ethnic and racialized groups in Latin America.

Prerequisite: ENG 201 and Junior standing or above.

Notes: This course satisfies the College Option: Justice in Global Perspective (300-level) area in the Gen Ed Program.

LLS 362 - Entangled Tongues: Bilingualism in U.S. **Latinx** Literature (3)
3 hours

This course will examine the ways in which U.S. **Latinx** writers use bilingualism or Spanglish to render, via fiction, **Latinx** experiences. In combining two languages, U.S. **Latinx** writers capture the rhythms of daily vernacular, and draw attention to an irresolvable split in identity. Spanglish, then, represents a thriving language practice that forms the basis for U.S. **Latinx** expressive life. In this course, students will closely read U.S. **Latinx** texts particularly preoccupied with bilingual expression. Students will also read critical essays on language, aesthetics and poetics.

Prerequisite: ENG 201.

LLS 363 - II-Legal Subjects: U.S. **Latinx Literature** & the Law (3)
3 hours

This course examines how the law shapes contemporary **Latinx** life in the United States. Students will examine the relationships between legal texts and literature. **Latinx** literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way **Latinx** literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.

Prerequisite: ENG 201 and junior standing or above.

Notes: This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

LLS 364 - Ethical Strains in U.S. **Latinx** Literature (3)
3 hours

This course will use **Latinx** literature to examine the beliefs that instruct individuals' moral judgments and actions. Through a range of literary texts students will discuss the social and political issues that confront **Latinx** communities: the psychological consequences of colonialism; the moral dilemmas surrounding immigration; the epistemological violence of racism and sexism; and the cultural norms that inform or constrain personal conduct. Specific topics will vary based on the instructor's specialization and will cover a range of theoretical approaches to the study of moral inquiry in **Latinx** literature.

Prerequisite: ENG 201 and junior standing or above.

Notes: This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

LLS 385 - Faculty Mentored Research Experience in Latin American and **Latinx** Studies (3)
3 hours

This course enables a small group of students to work with fulltime faculty on research projects. Students may be engaged in individual research projects or a single research project and must be conducting this research under the guidance and direction of the faculty member teaching the course. These may be major thesis projects, honors thesis projects, fieldwork projects, or

faculty research projects in which students participate in research activities which can include literature reviews, data collection, data analysis, research design and methods, etc. These activities can vary depending on the discipline and area of research. Faculty meet weekly with students as a group for a total of 15 hours over the course of the semester. Students will complete the remainder of class hours through their research activities and assignments.

Prerequisite: ENG 201 and permission of the instructor.

Notes: This course can be repeated twice. Students can participate in a maximum of two Faculty Mentored Research Experience courses for credit.

LLS 401 - Seminar in **Latinx** Issues: Gender, Race, Ethnicity and the Legal System (3)
3 hours

A senior seminar that will explore Hispanic issues through an in-depth study of areas including crime, race and ethnic disparities; gender, language and culture; policing, courts and **Latinx** litigants; urban politics, immigration laws and policies; legal representation, administrative policy and interest groups; criminal justice themes in literature; and analysis and evaluation of aspects most relevant to **Latinx** communities.

Prerequisite: ENG 201, and senior standing or permission of the section instructor.

LLS 425 - Senior Seminar in Latin American and **Latinx** Studies: Issues of Justice and Injustice (3)
3 hours

In this senior seminar, students will engage in an original research project that synthesizes the knowledge, central themes, and critical skills acquired in the major. Research projects will explore diverse topics in Latin America and **Latinx** studies, focusing on the recurring themes of justice and injustice found throughout the major. Students will demonstrate familiarity with relevant literature in the field; competence in research, research methods and forms of analysis; proficiency in written, oral, and critical thinking skills; and command of key concepts in the discipline.

Prerequisite: ENG 201, LLS 315.

LLS 487 - Independent Honors Project (3)
3 hours

This course number is used for students who are undertaking an independent study to pursue Honors in the Latin American and **Latinx** Studies Major. The topic of the independent study will be identified by the student and instructor.

Prerequisite: ENG 201 and permission of the instructor/department.

To: UCASC

From: Robert De Lucia, Chair, Department of Counseling and Human Services

Date: January 31, 2019

Re: Revision of Counseling Minor

The Counseling and Human Services Department formally requests a slight modification to its Counseling Minor.

We ask that the phrase “***at least one must be on the 300 level***” which appears under the Part 2. Electives section of the Minor is removed. Instead a note limiting students to one 100-level elective will be added.

A 300-level course, which is requisite of all minors, is currently required in Part 1 of the minor (CHS 310/formally 210), therefore there is no need to require a second. By removing this unnecessary requirement, we are allowing students more flexibility and choice, exposing them to a wider variety of educational opportunities. By limiting the 100-level courses in the electives will ensure students take two 200 or 300-level electives.

Thank you for your immediate attention to this issue.

Counseling Minor

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

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

Learning Outcomes. Students will:

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

Credits. 18

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

Additional information. Students who selected this minor in September 2019 ~~2018~~ or thereafter must complete the minor in the form presented here. Students who were in the Human Services Minor prior to that date may choose to declare the Counseling Minor or complete the earlier version of the Human Services Minor which can be found in the *Undergraduate Bulletin* 2018-19 ~~2017-18~~.

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

PART ONE: REQUIRED COURSES

(Subtotal: 9 credits)

CHS 150 Foundations of Human Services Counseling or
 CSL 150 – Foundations of Human Services Counseling

CSL 210 Peer Counseling Training or
 CHS 310 – Advanced Interpersonal Counseling Skills

PSY 101 – Introduction to Psychology

PART TWO: ELECTIVES

(Subtotal: 9 credits)

Select three courses, ~~at least one must be at the 300-level~~ **Only one 100-level course can satisfy Part Two.**

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

CHS 235 – Theories of Assessment and Intervention in Human Services OR CSL 235 – Theories and Interventions of Human Services Counseling

CHS 381 – Field Education in Human Services I OR CSL 381 – Fieldwork in Human Service

CSL 130 – Effective Parenting

CSL 220 – Leadership Skills

CSL 227 – Families: Stress, Resiliency and Support Systems

CSL 233 – Multicultural Issues in Human Services

CSL 260 – Gender & Work Life

CSL 280 – Selected Topics in Counseling and Human Services

CSL 211 – Peer Counseling Practicum OR CSL 311 – Field Education in College Community Outreach

CSL 342/PSY 342 – Introduction to Counseling Psychology

CSL 363 – Vocational Development and Social Justice in Human Services

CSL 385 – Faculty Mentored Research Experience in Counseling and Human Service

CSL 389 – Independent Study 300-Level

CSL 489 – Independent Study

PSY 161 – Chemical Dependency and the Dysfunctional Family

PSY 242 – Abnormal Psychology

PSY 268 – Therapeutic Interventions in Chemical Dependency

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

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

New Course Proposal Form

Date Submitted: 12/17/18

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

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

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

Name: Crystal Jackson

Email address(es) _crjackson@jjay.cuny.edu_____

Phone number(s) _____212-393-6410_____

2. a. **Title of the course: Introduction to Feminist Praxis**

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

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:

Through this pre-internship course, students will gain real-world insight into professionalized social justice settings in NYC and enhance their professional experiences with academic concepts and skills related to the professionalization of feminism and social justice in the workplace. This course is a recommended pre-requisite for the 300-level Feminist Praxis Internship course (the 300-level course is open to non-GEN students with GEN Director's permission), where students are placed at an internship site. The 200-level should be less independent than those earning academic credit at the 300- or 400-levels, allowing a safe academic environment for students to develop a sense of professionalism and career goals; while the 300-level praxis internship course should help students revise and refine those goals. As a result, this course provides significantly more guidance, instruction, and preparation in academic development and professional refinement than 300-level internship courses. As the sample syllabus illustrates, the course readings for the academic portion of this course are from scholarly articles and books, in addition to activist commentary, and scholar-activist analysis, along with news and media for analysis. Students are asked to summarize, engage, and apply feminist scholarly concepts to better understand feminist praxis and interning. The external and academic components of the

course are designed to build on introductory concepts covered at the 100-level, preparing students for the work in 300-level (and optional) internship course.

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

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.)

There is a growing need and demand for alternative learning environments that provide John Jay students with professional opportunities as well as rich academic experiences. This course presents students with what feminism looks like "in action," the idea of praxis, putting theory into action and letting experience and theory develop in tandem, different from the traditional classroom environment. This pre-internship course fulfills the need for experiential learning for Gender Studies majors and minors.

In 2017-2018, the Gender Studies Program underwent a review by external evaluators. The external evaluators indicated that the Gender Studies partnerships with the JJC Women's Center for Gender Justice and the JJC Center for Career and Professional Development were important because these spaces provide hands-on feminist professional development. This pre-internship course would embed experiences like these into the curriculum.

This pre-internship course would also parallel the GEN 140 First Year Experience. *GEN 140: Gender, Activism, and Social Change* is designed to orient students to John Jay and to being a college student. The pre-internship course applies the goals of the FYE to community outside JJC. Because of the limited capacity and lack of sufficient staffing and instructors in Gender Studies, we want to ensure that the 300-level Praxis Internship does not service mainly high-achieving students exclusively. In order to help students prepare for the demands of a placement site, this 200-level introduction to praxis course provides the skill-building and concept-building to help students be successful, translating what they learn in the classroom to "fierce advocacy" (JJC motto) experiences.

Please note that this is mirrored by the current internship offerings in other departments throughout the College, providing opportunities (at the very least) only to students who have advanced further in their academic careers.

The program's response to the external reviewers' recommendations include exploring the development of feminist internship opportunities at the 300-level, and providing students with an earlier experiential learning course to help start the process of professional development and refinement before the junior year. We are setting the minimum GPA requirement to 2.5 to allow more students to participate, hoping that a transformative learning experience earlier than the recommended college career path will help students academically, realizing that additional rewarding opportunities in the major and minor are present for students interested in careers in "fierce advocacy for justice" after graduation.

Exposing students to social justice-oriented career paths along with a strong academic component provides students with several opportunities that cannot be attained in

traditional classroom environments: (1) exploring multiple workplaces in NYC that center feminist ideals, issues, and goals, which may be relevant to revising their future occupational or academic careers; (2) challenging demands in professional as well as academic settings; and (3) completing academically rigorous work tied to the professional tasks and goals of feminist praxis. This internship will create a synergistic relationship and learning environment for our students, developing skills and gaining experience necessary for John Jay students to be competitive in a diverse global economy.

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 pre-internship course explores feminism-in-action, also known as praxis, in professionalized social justice settings. These settings may include the arts, education, non-profits, non-governmental agencies, or government agencies. Students will connect academic concepts with professional experiences in feminist advocacy and justice, with particular attention to how race, gender, sexuality, legal status, and class privileges and oppressions manifest in workplace and internship settings. The course examines major trends in feminist praxis in New York City based organizations.

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

ENG 101; any GEN course or ISP 145; and upper freshman standing or above, or permission of the instructor/department.

6. Number of:
- a. Class hours ___3___
 - b. Lab hours _____
 - c. Credits ___3___

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

No Yes. If yes, then please provide:

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

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

Students will be able to:

- 1) Identify the complexities of feminist professionalism through an intersectional lens that centers gender, sexuality, race, class, citizenship status, age, and other socially mediated categories of power and identity.
- 2) Connect personal understandings of professionalism with larger societal norms and expectations. Students will be able to articulate a working critique of professionalism grounded in social justice ideology.
- 3) Investigate, through readings, outings, and class discussion, how feminism has become professionalized in the U.S., and the challenges of maintaining a commitment to feminist principles in a professionalized setting.
- 4) Connect the concept of feminism to professionalism and professionalization.
- 5) Explain and describe feminist praxis, including the purpose and function of feminist praxis in a professional setting.
- 6) Organize thoughts and communicate arguments effectively in writing, and present material to an audience of your peers.

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

_____No ___x___Yes

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

Gender Studies Major and Minor area electives

Category B: Socio-Political & Economic Systems and Gender & Sexuality

For both major and minors, students will be able to take this option to fulfill program requirements, but this is not a required course for completion of either program.

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

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

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

As the sample syllabus illustrates, these outcomes will be assessed through six course metrics: (1) weekly reading responses, which are intended to be 1 to 2 pages in length, as part of the Hybrid course structure; (2) a scaffolded assignment requiring an analysis of a feminist organization; (3) an ePortfolio including periodic reflections and responses to two outings; (4) attendance and participation (including any off campus site visits).

For the reading responses, students will be asked to summarize and assess the readings for the given week, integrating aspects of course discussion, and if relevant, off campus site visits; this is designed to assess outcomes #1, #2, and #3. The ePortfolio assignments will be used to assess learning outcomes #4 and #5, and the general presentation of the ePortfolio to assess learning outcome #6.

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

Yes ___ No

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

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

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

13. **Syllabus – see addendum at end of proposal form**

14. Date of **Department curriculum committee** approval:
Gender Studies Program Advisory Committee approval received 12/12/18

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

Per the Pre-Internship Development Initiative from the Associate Provost for Undergraduate Retention & Dean of Undergraduate Studies, Dara Bryne: a Professional-in-Residence (PIR) will teach the course, via approval of the Gender Studies Program Advisory Committee.

Please note: the Gender Studies Program believes in this course and its ability to significantly and substantially add to the growth and development of our students to compete in the growing non-profit sector, an in competitive governmental and non-governmental agencies, as well as diverse fields like education and the arts. We simply do not have enough faculty to provide this service to our students. Despite sharing our goal to make a successful 200-level introduction to praxis experience for John Jay students, the

Gender Studies Program cannot be expected to carry the entire administrative load of a pre-internship course. Praxis experiences are most successful when there are full-time faculty willing and able to devote time in fostering relationships with professional feminists working in NYC, mentoring students, and providing the institutional stability required for sustainability and success.

We also believe that an administrative office alone cannot and probably should not be responsible for staffing academic internship programs. Despite the initial success of UGR 277, the model is unsustainable without additional institutional support in terms of faculty.

Relationships will have to be fostered and maintained between the PIR and a Gender Studies Advisory Committee Representative, likely the Director, requiring a full-time faculty person to serve as the representative for the Department and the College. Without full-time faculty to teach these courses, adjuncts PIRs will be used. While well-intentioned, the burden will still fall on a full-time faculty member to mentor, train, and support the adjunct professor. This requirement (and a potential reliance on adjuncts to teach), however, will perpetuate a problem of undocumented workload without compensation. We are then left with the most painful of choices: do it because it is the right thing for our students regardless of being already overloaded OR not build it at all because the College and the University are unable or unwilling to support new initiatives and partnerships despite the mandate from the Governor for more experiential learning opportunities.

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.

Although many different programs and majors offer internship courses, this course will serve as an additional option for Gender Studies majors and minors. Given the level (200), approach (see above), and the course format, we believe it is an additional, unique experience for John Jay students who want to explore and eventually participate in social justice-oriented careers and jobs that reflect the JJC affirmation that our students are “fierce advocates for justice.”

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.

Informally, I have had a conversation with the Associate Provost for Undergraduate Retention & Dean of Undergraduate Studies regarding the need for courses like these. I have also consulted with Maxwell Mak in Political Science about the unique development

and implementation of a 200-level pre-internship styled course that centers the experiences of current professionalized feminists/people working at social justice-oriented jobs in the curriculum. His guidance, under directions from the Dean of UGS, has informed the goals and development of this course.

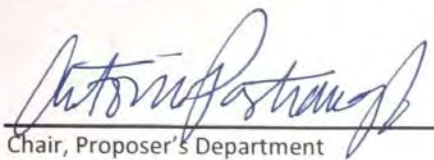
I also consulted with the Gender Studies Director who is also concurrently serving as the Sociology major/minor Advisor for the Department of Sociology.

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:



Chair, Proposer's Department

Major or Minor Coordinator (if necessary)

Chair or Major Coordinator, Affiliated Department (if necessary)

GEN 277: Introduction to Feminist Praxis

Semester, day and time	Instructor's Office/Meeting Area
Classroom	Instructor's work phone/adjunct area phone
Instructor's email	Office hours if applicable



Course Description

Prerequisites: ENG 101, and GEN 101 or any GEN 1xx course

This pre-internship course explores feminism-in-action, also known as praxis, in professionalized social justice settings. These settings may include the arts, education, non-profits, non-governmental agencies, or government agencies. Students will connect academic concepts with professional experiences in feminist advocacy and justice, with particular attention to how race, gender, sexuality, legal status, and class privileges and oppressions manifest in workplace and internship settings. The course examines major trends in feminist praxis in New York City based organizations.

- ✚ This is a Pre-Internship course focusing on feminism-in-action. There will be off-campus site visit requirements.
- ✚ This course is taught by a Professional-in-Residence (PIR). A PIR is a leader in the field with unique insights into professionalized social justice-oriented jobs and careers.
- ✚ Students will create a multi-media ePortfolio of some assignments in this course, using Digication.
- ✚ The readings for the course are available to students electronically. There is no text or book to purchase. There is no cost for outings except travel (see PIR and/or JJ Single Stop for assistance with subway travel costs).
- ✚ Digication, Blackboard, JJ email, and the JJ Library are used in this course.



ACCESSIBILITY SERVICES Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1L.66.00 in the New Building (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.

OTHER SERVICES: Student success can also be impacted by life events. Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

The John Jay Counseling Department offers free counseling for students, Room L.68.00, 212-237-8111. The John Jay Women's Center for Gender Justice (Room L.67.10NB) is available for a) LGBTQ+ students (Alison Kaslow for therapy or social support group, 212-877-6214), and b) primary and secondary victims of interpersonal violence (212-237-8184). "Single Stop" is also available to help with a range of social, financial, family, and other services, including a food pantry (www.jjay.cuny.edu/single-stop). JJC also provides support for undocumented--both non-DACA and DACA--immigrant students: www.jjay.cuny.edu/undocumentedstudents

COURSE REQUIREMENTS

Task	Percent of Course Grade	Frequency / Due Dates
Participation & attendance	10%	Participate each class session
Hybrid Thursday Reading Reflections	20 (2 pts per assignment)	Almost every week (12 total, 10 count)
Analysis of a feminist organization assignment	16	Weeks 6 & 7, paper due Week 8
← ← ← ← ← ePortfolio → → → → →		
Out-n-About Response Posts (to any two off campus experiences)	20	10 points each, schedule TBA
2 in-class eTurn ePortfolio workshops	4	Weeks 3 and 12 (2 pts each)
Customization (header tabs, welcome, use of media)	5	Ongoing, due by assigned finals time
Reflections every few weeks (one page)	15	Weeks 5, 10, & 14 (5 points each)
Final assessment & presentation	10	Week 15 & assigned finals time
Total	100% (100 points total)	

Participation & attendance (10%)

Participation: All students are expected to dialogue and actively participate in class. This includes active listening and encouraging peers to speak. Discussion can include personal perspectives and questions but should be grounded in information from the course. **STUDENTS ARE REQUIRED TO BRING THE**

READINGS TO CLASS EVERYDAY (a notes page is also acceptable and may be checked by the professor). Students are expected to point to specific quotes, concepts, and issues from the readings in class. If a student fails to bring the readings/notes page to class, the student will lose participation credit for the day.

You must use Blackboard, Digication, and your college email. Grades are conveyed via Blackboard. The Course ePortfolio hosts our readings, syllabus, assignment information, and more! Announcements are posted on Digication, and also posted on Blackboard. I encourage you to contact [DoIT for help](#) with any software related questions (or the self-service “Online Support Page”), or for help forwarding your college email to a more commonly used email. Even learn how to [access JJ email via your smartphone!](#) You can also download a Blackboard mobile app for your phone (estimated cost \$1.99 for a year access, \$5.99 for unlimited access).

Attendance: Attendance will be taken daily. YOU MAY MISS A MAXIMUM OF 2 CLASSES. If a student misses class more than two times, you may lose all participation points. It is your responsibility to make sure you sign in and, if required, sign out. Students who consistently come late or leave early will risk being counted absent for the entire class. Please notify the professor in advance if you intend to leave class early or come in late. It is your responsibility to contact me if you have missed a third class or if you miss an outing. *If extenuating circumstances should occur, make sure to discuss them with me [in advance](#) or as soon as possible.* College athletes & people observing religious holidays must give advanced notice of classes they expect to miss.

Hybrid Thursday reading reflections (20%): You will write a half-page response to provided prompts (250 word minimum) on Blackboard. Students may skip/drop TWO for a total of 10 required reflections (12 scheduled); students get two “free passes” if you miss a due date or did not do the readings for that week. Two points each. If the week included an outing, please follow the directions to respond to both the readings and outing. Feedback from the PIR will guide you on what to include on your Outing Responses on ePortfolio.

Midterm Analysis of a Feminist Organization (16%): This is a multi-step analysis assignment. The assignment will showcase your depth of understanding of professional feminism and provide you the opportunity to study gender justice in action. Further directions given in class.

ePortfolio (54%): You will create an ePortfolio over the course of the semester. Periodic checks throughout the semester. There will be two in-class workshops (2 pts each). Your ePortfolio will consist of a welcome page plus any personalization and customization (5 pts), three reflections (5 pts each), & a final presentation and assessment (10 pts), in addition to the following:

Two Out & About Response ePortfolio Posts (20%) (2 pts attending, 8 pts per post): The class will visit the PIR workplace/setting and visit at least one other professional/ized activist setting. You will write a 550-word minimum response that incorporates at least one assigned reading (one quote minimum), to be posted to your ePortfolio page within 2 weeks of the visit. You must do this for two visits this semester (10 pts each).

OVERALL COURSE GRADE is calculated according to the following JJC [scale](#):

A 93—100	B- 82.9—80	C 77—73	D- 62.9—60
A- 92.9—90	B 87—83.0	C- 72.9—70	D 67—63
B+ 89.9—87.1	C+ 79.9—77.1	D+ 69.9—67.1	F below 60

Helpful resources are available to you as you write

- I suggest signing up for DropBox, Google Docs, or similar free cloud storage. This is helpful in case assignments are accidentally deleted or need to be re-submitted or accessed elsewhere.
- Online resources: [JJC Writing Center](#) and [JJC Library](#) have great online resources & in-person help! **The JJC Writing Center also offers free tutoring, free workshops, and free assistance with written assignments like papers and essays.** The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it often. The Writing Center is in Room 1.68NB, in the main tutoring area. All tutoring and workshop appointments are made here. You may call 212-237-8569 to speak with someone. Workshops are scheduled in Room 1.120.

If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. *Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.* **Plagiarism may be intentional or unintentional.** Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, see [Chapter IV Academic Standards](#)). A student who plagiarizes on any assignment will **receive a failing grade for the assignment** and will risk failing the entire course and being reported to the university channels for class misconduct.



Grade Dispute Policy: If you do not understand the reason why you received a certain grade, I encourage you to talk to me. Often a brief conversation will clear things up. If, after this, you believe a grade should be reconsidered, please review the following instructions:

1. Wait at least 24 hours but no longer than three days to contact me to set up a meeting for the week following the receipt of your grade.
2. Provide your reasons—which you must specify—in a written memo (no longer than 2 pages).
3. The original evaluation and assignment must be included with your memo.
4. There is no guarantee that a reconsideration of your work will yield a higher grade.

Extra Credit: I *may* offer extra credit at my discretion, to the entire class (not to one student or group of students as make-up or for any other reason).



Class Conduct

Students are expected to be respectful during lecture, site visits, and discussions. Students are not allowed to interrupt the professor or other classmates while they are speaking.

Use of electronic devices for anything other than class work is generally prohibited, including text messaging. Students will be docked participation points for inappropriate use of electronic devices in class.

Use of laptops, e-readers, or other devices are allowed only once an agreement between the student and professor has been reached. You must have express permission from the professor.

You may not record (in any audio or visual form) lecture or discussion.



*feminist scholar
bell hooks*

RESPECT FOR OTHERS: This course may occasionally delve into issues that may be uncomfortable and/or controversial for some of us to discuss. I ask that everyone be respectful of one another's viewpoints and that everyone adheres to the university's expectation for student conduct.

This course is designed to help all of us become more aware of social constructs and how they affect us, as well as to gain an open mind toward individual differences. Ethnic slurs, anti-immigrant, classist, sexist or homophobic remarks, and religious diatribes/hate speech, are not acceptable commentary for this course. We will talk about how and why this language is so common in our society, and how language helps maintain categories of oppression and discrimination.

NAMES: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they use, and with the proper pronunciation, by all members of the classroom community - professor and other students. I will honor your request to address you by the name you go by, and the gender pronouns that correspond to your gender identity. Please advise me of your name's proper pronunciation, and any name or pronouns not reflected by CUNYFirst. Students are expected to use the appropriate names and pronouns of their classmates and professor.

Course Schedule

Note that the schedule & readings are subject to change. I expect the readings to be completed by the xxx of that week, so you are ready to discuss them that day in class. Some readings are linked to the JJ Library. You will be prompted to log on to the library website or log on first & then click on the link.

INTRODUCTION to PROFESSIONALIZING FEMINISM (WKS 1 - 5)

What does feminism mean? What does feminism look like in the workplace? How can "fierce advocates for justice," the JJC motto, find careers that emphasize social justice and social change? Get familiar with concepts for the course, including internship, feminism, LGBTQ+, oppressions, and privileges.

Week 1 FEMINIST INTRODUCTION AND WELCOME

date

Professional in Residence (PIR) will introduce themselves, their workplace, and their personal definition of feminism and feminism in the workplace.

PIR-facilitated ice-breaker.

In class viewings: Differences between empathy and sympathy. Empathy as a tool in the fierce advocates for justice toolbox.

"RSA Shorts - The Power of Empathy" and "STANDING UP: What is calling in versus calling out?"

Week 2 INTRODUCTION TO PROFESSIONALIZING & PROFESSIONALISM

date

How do myths about the work ethic of college student interns and workers impact you? What does it mean to both be professional but also critique the norms and oppressions embedded in professionalism?

Jacobson, Jenna & Leslie Regan Shade. 2018. "Stringtern: springboarding or stringing along young interns' careers?" *Journal of Education and Work* 31(3): 320-337.

"15 Communication Etiquette Rules Every Professional Needs To Know"

"What Do U.S. College Graduates Lack? Professionalism"

In class activity: Explore professional feminism on campus! Break into groups and visit the Women's Center for Gender Justice, the Urban Male Initiative, or the Immigrant Student Success Center and complete the worksheet.

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 3 IN CLASS EPORTFOLIO WORKSHOP. COMPUTER LAB ROOM TBD.

date

Strobel, Leah L. "Feminism." *Encyclopedia of Race and Racism*, edited by Patrick L. Mason, 2nd ed., vol. 2, Macmillan Reference USA, 2013, pp. 167-174.

Read and watch "Feminism 101: A Crash Course in Vocabulary" on *Everyday Feminism*.

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 4 HOW-TO BE A PROFESSIONAL ACTIVIST & KEEP YOUR SOUL**date**

Boyd, Nan Alamilla and Jillian Sandell. 2012. "Unpaid and Critically Engaged: Feminist Interns in the Nonprofit Industrial Complex." *Feminist Teacher* Vol. 22(3): 251-265.

Youth Activist's Toolkit. Published by *Advocates for Youth*, p 1-28.

In class: In groups, use one or more of the *Youth Activist's Toolkit* worksheets (p 32-39) to analyze a feminist organization or feminist issue.

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 5 A CITY-LEVEL CASE STUDY IN TRANSGENDER RIGHTS**date**

What does fierce advocacy look like in a professionalized setting? And what do activist wins mean for professional settings and workplaces?

"NYC Commission on Human Rights Announces Strong Protections for City's Transgender and Gender Non-Conforming Communities in Housing, Employment and Public Spaces"

Restroom advocacy campaign by the city and JJ's restrooms and restroom policy

NYC Commission on Human Rights Initiatives & Partners

In class group exercise: Analyze recent, relevant job ads and identify education requirements and experience requirements. Then talk with your peers: What do you think you would actually *do* at this job?

In class: PIR presents two upcoming dates for class outing to their workplace. Finalize date with students.

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Homework: ePortfolio Reflection on Weeks 1-5 due on your ePortfolio (5 pts) by Sunday at midnight.

PROFESSIONALIZING FEMINISM? (Weeks 6 - 10)

Professionalizing feminism refers to how feminism moves from the streets to non-profits and workplaces. Professionalism refers to the expectations & norms of a workplace. We explore how & why feminists critique the race, gender, class, citizenship, sexuality, age, & ability inequalities embedded in calls for professionalism.

Week 6 THE EMOTIONAL IMPACT OF PROFESSIONALISM**date**

Hochschild, Arlie. 2008. "feeling around the world." *Feeling Around the World. Contexts* 7(2): 80.

Ross, Katherine W., and Jackie Eller. 2009. "Emotion Work." *Encyclopedia of Gender and Society*, edited by Jodi O'Brien, SAGE Publications Volume 1: pp. 250-253.

Silva, Jennifer M. 2014. "working class growing pains." *Contexts* 13(2): 26–31.

In class: Review requirements for the midterm: Finalize the organization you will analyze (1 pt).

Hybrid Thursday Journal on weekly readings or PIR workplace visit due on BB by Sunday at midnight.

Week 7 DISAPPEARING ENTRY LEVEL JOBS: THE RISE OF THE INTERN **date**

Scholarly reading: Perlin, Ross. 2012. "Cheerleaders on Campus." p. 83-98 in *Intern Nation*. Verso.

In class: Prep for the midterm: finalize worksheet and create outline (2 pts).

Hybrid Thursday Journal on weekly readings or PIR workplace visit due on BB by Sunday at midnight.

Week 8 DISAPPEARING ENTRY LEVEL JOBS: THE RISE OF THE INTERN **date**

Scholarly readings: "Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act" from the U.S. Department of Labor

"Women Of Color In The United States" from Catalyst.org

News readings: "The college trap that keeps people poor" and "Are internships just another tool for capitalist exploitation?"

DUE NEXT CLASS: Feminist Organization Analysis Midterm (13 pts)

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 9 CRITIQUING PROFESSIONALIZATION **date**

How can we evaluate the pros and cons of professionalized feminism as a career choice?

Scholarly readings: Smith, Andrea. 2007. "Introduction." Edited by INCITE: Women of Color Against Violence. P. 1-20 in *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Cambridge, MA: Duke University Press.

This is authored by an activist-academic group called INCITE: Women of Color Against Violence. Learn more about INCITE and the background for this book in the following two readings: "The Revolution Will Not Be Funded" and "Beyond the Non-Profit Industrial Complex."

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 10 CULTIVATING YOUR FEMINIST IDEALS **date**

Ayvazian, Andrea. 1995. "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change." P. Rothenberg & S. Munshi (Eds.), *Race, Class, and Gender in the United States: An Integrated Study* (pp. 629-635). New York, NY: Worth Publishers.

_"So You Call Yourself an Ally: 10 Things All 'Allies' Need to Know" on EverydayFeminism.com

Hybrid Thursday Journal on readings or an activity for the week due on BB by Sunday at midnight.

HOMEWORK: ePortfolio Reflection on WKS 6-10 due on Sunday by midnight, on your personal ePortfolio (5 pts).

YOU ARE A FIERCE ADVOCATE FOR GENDER JUSTICE! (Weeks 10 - 14)

What does feminism look like in a professional setting? How can self-care be a critical part of both surviving the inequalities of the workplace and recharging your commitment to fierce advocacy? What does self-care look like in an unfair and oppressive social world?

Week 11 SELF CARE: YOU ARE YOUR GREATEST SOURCE OF POWER date

Scholarly reading: Feminist scholar Sara Ahmed writes about "Selfcare as Warfare" on her Feminist Killjoys blog.

Activist reading: "Breaking Isolation: Self Care and Community Care Tools for Our People," on The Audre Lorde Project organization's website.

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 12 Second in-class ePortfolio workshop. Computer lab room TBA. date

Week 13 SELF CARE: YOU ARE YOUR GREATEST SOURCE OF POWER date

Activist reading and action: Complete two "Project Implicit: Social Attitudes" tests from the Harvard University project from this list: Race IAT, Skin-tone IAT, Sexuality IAT, Weight IAT, Age IAT, or Gender-Career IAT. Go to <https://implicit.harvard.edu> and click "go" on bottom left, then follow the directions. Print your results and bring them to class to share and discuss.

Activist readings: Explore the Microaggressions tumblr

"Hell Yeah, Self-Care!" Zine, by Meg-John Barker

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

Week 14 THE MACRO IMPACTS OF MICROAGGRESSIONS date

Scholarly readings: "Black women often suffer microaggressions at work," London School of Economics blog

Nadal, Kevin. 2014. "A Guide to Responding to Microaggressions." *CUNY Forum* 2(1): 71-76.

Activist readings: "Students See Many Slight as Racial 'Microaggressions'" in the *New York Times*

"6 Ways to Respond to Sexist Microaggressions in Everyday Conversations" on EverydayFeminism.com

Hybrid Thursday Journal on weekly readings & any activities due on BB by Sunday at midnight.

ePortfolio Reflection on Weeks 11-14 due on your personal ePortfolio (5 pts) due by Sunday at midnight.

Week 15/Finals Week EPORTFOLIO PRESENTATIONS

date

To view the full JJ Finals Schedule, click [here](#).

**Learning Outcomes**

Students will:

- Identify the complexities of feminist professionalism through an intersectional lens that centers gender, sexuality, race, class, citizenship status, age, and other socially mediated categories of power and identity.
- Connect personal understandings of professionalism with larger societal norms and expectations. Students will be able to articulate a working critique of professionalism grounded in social justice ideology.
- Investigate, through readings, outings, and class discussion, how feminism has become professionalized in the U.S., and the challenges of maintaining a commitment to feminism principles in a professionalized setting.
- Connect the concept of feminism to professionalism and professionalization.
- Explain and describe feminist praxis, including the purpose and function of feminist praxis in a professional setting.
- Organize thoughts and communicate arguments effectively in writing, and present material to an audience of your peers.

ADDITIONAL INFORMATION

Late Assignments: Assignments may be dropped one grade for every day that they are late and will not be accepted any later than 3 days after it is due unless you speak with the teacher.

-No make-up assignments can be turned in after the last day of class (before finals week begins).

-If you have a unique situation and will not be able to turn an assignment in on time, speak with the teacher ahead of time.

Incomplete Grades: I, as a general rule, **do not issue incompletes**. An “Incomplete” is only offered in the case of an extreme emergency, and only if the student has completed over 75% of the course and would pass the course if they were to satisfactorily complete course requirements. A student with a low or failing grade will not be granted an incomplete no matter the circumstances. The incomplete work must be completed no later than the end of the third week of the following semester (either fall or spring).

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

New Course Proposal Form

Date Submitted: 12/17/18

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

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

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

Name: Crystal Jackson

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

Phone number(s) 212-393-6410

2. a. **Title of the course: Feminist Praxis: Internship**

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

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

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

Through this internship course, students will gain real-world experience at a placement site, and enhance their professional experiences with academic concepts and skills related to their feminist praxis placements. Gender Studies as a discipline emphasizes feminist praxis: the ways in which theory and action inform each other to best address issues of social justice and social change. Each placement site requires excellent writing and interpersonal skills as well as an introductory knowledge of feminist action and advocacy. As the sample syllabus illustrates, the course readings are academically rigorous and critically engaging. The course requires students to summarize, engage, and critically assess these materials. The praxis (internship) components and academic components are designed to build on introductory and foundational concepts covered at the 100- and 200-levels.

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

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).

There is a growing need and demand for alternative learning environments that provide John Jay students with professional opportunities as well as rich academic experiences. This course presents students with the opportunity to practice feminism "in action." In so doing, students will develop interpersonal and scholarly connections with the idea of praxis: putting theory into action and letting experience and theory development in tandem, different from the traditional classroom environment. This praxis internship course fulfills the need for experiential learning for Gender Studies majors and minors. It builds off the pre-internship 200-level pre-internship course.

In 2017-2018, the Gender Studies Program underwent a review by external evaluators. The external evaluators indicated that the Gender Studies partnerships with the JJC Women's Center for Gender Justice and the JJC Center for Career and Professional Development were important because these spaces provide hands-on feminist professional development. This Praxis Course would embed experiences like these into the curriculum.

Because of the limited capacity and lack of sufficient staffing and instructors in Gender Studies, we want to ensure that the 300-level Praxis Internship does not service mainly high-achieving students exclusively. In order to help students prepare for the demands of a placement site, a recommended 200-level Introduction to Praxis course provides the skill-building and concept-building to help students be successful translating what they learn in the classroom to "fierce advocacy" (JJC motto) experiences.

Please note that this is mirrored by the current internship offerings in other departments throughout the College, providing opportunities (at the very least) only to students who have advanced further in their academic careers.

The program's response to the external reviewers' recommendations included exploring the development of feminist internship opportunities at the 300-level. We are setting the minimum GPA requirement to 2.5 to allow a range of students to participate, hoping that a transformative learning experience will help students academically, realizing that additional rewarding opportunities in the major and minor are present for students interested in careers in "fierce advocacy for justice" after graduation. Placements will focus on feminist issues such as gender equity, domestic violence, and LGBTQ+ rights. Students will connect academic concepts with professional experiences in gender advocacy and justice, with particular attention to how gender, race, sexuality, citizenship status, and class privileges and oppressions manifest in workplace and internship settings.

Exposing students to social justice-oriented career paths and a strong academic component provides students with several opportunities that cannot be attained in traditional classroom environments: (1) gaining in-depth praxis experience at a NYC placement that center feminist ideals, issues, and goals, which may be relevant to revising their future occupational or academic careers; (2) challenging demands in professional as well as academic settings; and (3) completing academically rigorous work tied to the professional tasks and goals of feminist praxis. This praxis internship will create a synergistic relationship and learning environment for our students, developing skills and gaining experience necessary for John Jay students to be competitive in a diverse global economy.

Students will go through the Center for Career and Professional Development to formalize the praxis site placement and track hours. This course will be three credits, where students will work approximately 96 hours at their placement sites.

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.)

Students will engage in feminist praxis--the practice of putting theory into action and a concurrent analysis of those actions--by completing at least 96 hours in a professionalized feminist or intersectional social justice placement site. In addition, students will complete a minimum of 15 hours of course instruction.

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

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

ENG 201; any GEN course or ISP 145; junior standing or above; and permission of the instructor/department.

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

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

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

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

Students will be able to:

- 1) Demonstrate knowledge of feminism, feminist issues, and feminist praxis in relationship to the complexities of a praxis placement experience.

- 2) Analyze professionalism through an intersectional lens that centers gender, sexuality, race, class, citizenship status, age, and other socially mediated categories of power and identity.
- 3) Connect personal understandings of professionalism with larger societal norms and expectations. Students will be able to articulate a working critique of professionalism from a feminist perspective.
- 4) Articulate the challenges and advantages of maintaining a commitment to feminist principles in a professionalized social justice setting.
- 5) Organize thoughts and communicate arguments effectively in writing, and present material to an audience of your peers.

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

_____ No xx Yes

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

Gender Studies Major and Minor area electives
Category B: Socio-Political and Economic Systems and Gender and Sexuality

For both major and minors, students will be able to take this option to fulfill program requirements, but this is not a required course for completion of either program.

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

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

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

As the sample syllabus illustrates, these outcomes will be assessed through three course metrics: (1) in class written responses to the readings which guides the Seminar Reflection assignments to be completed after each Seminar meeting day; (2) an ePortfolio including periodic reflections on their Praxis experience; (3) attendance and participation during Seminars, and (4) satisfactory participation and completion of the feminist praxis placement agreement.

For the scaffolded reading responses, students will first be asked to think through their reading comprehension process for the readings for the Seminar and, after the Seminar, then summarize the readings, and integrate aspects of course discussion and their praxis experience; this is designed to assess outcomes #1, #2, and #4. The ePortfolio Praxis Reflection assignments will be used to assess learning outcomes #3 and the Seminar Reflection assignments will be used to variably assess #1, #2, and #4; and the general presentation of the ePortfolio to assess learning outcome #6.

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

Yes ___ No x ___

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

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

13. **Syllabus:** See addendum at end of course proposal.

14. Date of **Department curriculum committee** approval:
Gender Studies Program Advisory Committee approval received 12/12/18

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

A full-time Gender Studies faculty member (tenure track or tenured) or a member of the Gender Studies Program Advisory Committee, such as Crystal Jackson. Affiliated Gender Studies faculty may teach the course upon approval from the Gender Studies Program Advisory Committee.

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

x 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.

Although many different programs and majors offer internship courses, this course will serve as an additional option for Gender Studies majors and minors. Given the level (300), approach (see above), and the course format, we believe it is an additional, unique experience for John Jay students who want to explore social justice-oriented careers and jobs that reflect the JJ affirmation that our students are "fierce advocates for justice."

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 have had a conversation with the Associate Provost for Undergraduate Retention & Dean of Undergraduate Studies regarding the need for Pre-Internship and Internship courses like these. I have also consulted with Maxwell Mak in Political Science about the unique development, implementation, and scaffolding of a 200-level pre-internship styled course that prepares students for the rigor of a feminist praxis placement at the 300 level. His guidance, under directions from the Dean of UGS, has informed the goals and development of this course.

I consulted with the current director of Gender Studies who is concurrently serving as the Sociology Major/Minor Coordinator in the Department of Sociology.

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:



Chair, Proposer's Department

Major or Minor Coordinator (if necessary)

Chair or Major Coordinator, Affiliated Department (if necessary)

GEN 377: Feminist Praxis Internship

Professor's name

Semester, day and time	Professor's Office
Classroom	Professor's phone
Professor's email	Office hours

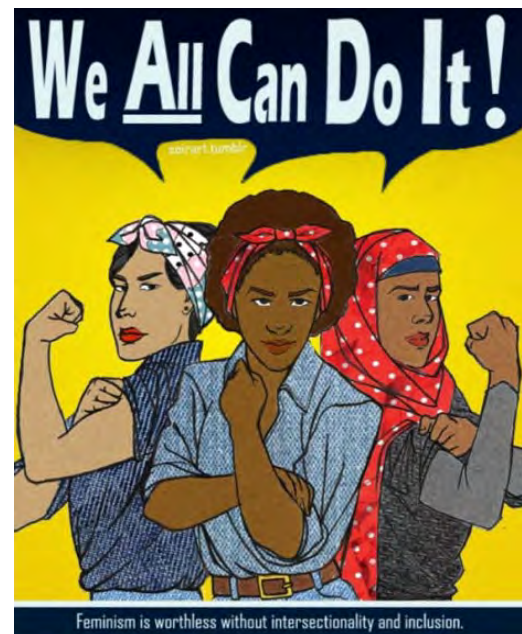


Course Description

Prerequisites: ENG 201, any GEN 1xx course, junior standing or above as a Gender Studies major or minor, and either GEN 277 or with permission of the Gender Studies Director

Students will engage in feminist praxis--the practice of putting theory into action and a concurrent analysis of those actions--by completing hours in a professionalized feminist or intersectional social justice setting. Students will connect academic concepts with professional experiences in gender advocacy and justice, with particular attention to how gender, race, sexuality, legal status, and class privileges and oppressions manifest in workplace and internship settings. Placements focus on feminist issues such as gender equity, domestic violence, and LGBTQ+

- ✚ This is a unique course because of the external experience aspect of course requirements. Class meets during scheduled Friday seminars once or twice a month while you spend 10-12 hours a week at your placement site.
- ✚ Students will create a multi-media ePortfolio of some assignments in this course, using Digication.
- ✚ The readings for the course are available to students electronically. There is no text or book to purchase. There is no cost for outings except travel (see professor and/or JJ Single Stop for assistance with subway travel costs).
- ✚ Digication, Blackboard, JJ email, and the JJ Library are used in this course.
- ✚ Students must maintain hours with the Center for Career and Professional Development (CCPD).



NOTE An internship contract signed by the student and the placement site supervisor or a representative must be submitted to the internship office, as well as time sheets. Students may not change their placement without approval of the CCPD. If you drop the course, you must do so officially, through the Registrar's Office. Otherwise, the student will receive a failing grade or an "withdrawn unofficially" (WU) for the course.

ACCESSIBILITY SERVICES Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1L.66.00 in the New Building (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 professor.

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

The John Jay Counseling Department offers free counseling for students, Room L.68.00, 212-237-8111. The John Jay Women's Center for Gender Justice (Room L.67.10NB) is available for a) LGBTQ+ students (Alison Kaslow for therapy or social support group, 212-877-6214), and b) primary and secondary victims of interpersonal violence (212-237-8184). "Single Stop" is also available to help with a range of social, financial, family, and other services, including a food pantry (www.jjay.cuny.edu/single-stop). JJC also provides support for undocumented--both non-DACA and DACA--immigrant students: www.jjay.cuny.edu/undocumentedstudents

COURSE REQUIREMENTS

In fulfillment of the academic requirements for the internship course, students are required to:

- ✚ **Spend a total of 96 hours working at the agency.** This translates into 10-12 hours per week, over the semester. Students are expected to receive a satisfactory evaluation from their supervisor.
- ✚ **Attend 15 hours of classroom seminars.**
 - There will be a total of six meetings (a mandatory general orientation meeting hosted by CCPD and five seminars with the faculty advisor). Each in-class seminar meeting will be about two and a half hours, except for a shortened final seminar.
 - Attendance will be taken for each meeting. **YOU CANNOT MISS A SEMINAR.** If you miss a seminar, you will lose all five points for the day plus any in-class work (e.g., the metacog logs worth 3 pts each). You will sign in and sign out of the seminar. It is your responsibility to sign in and out.
 - *If extenuating circumstances should occur, make sure to discuss them with the instructor in advance.* College athletes and people observing religious holidays must give the professor advanced notice of classes they expect to miss.
- ✚ **Submit all course work assignments and complete in-class assignments,** including written work, group work, and presentations.

Students must attend the seminars, which are scheduled on the following days:

General orientation, DATE TBD. The purpose of this meeting is to help students become acquainted with the program, sign contracts and other required forms, and meet the professor. This meeting is facilitated by the JJC Center for Career & Professional Development.

Five other seminars with your professor will be held from 10:50 to 1:30 on the following Fridays: 1xx, 2xxx, 3xxx, and 4xxx, and a shortened e-Portfolio presentation seminar on xxx. These meetings will be held in ROOM #, unless otherwise announced.

These meetings will be seminar-type sessions led by a Gender Studies professor, who acts as your faculty advisor. The seminars, in addition to your praxis experience, will improve relevant personal, professional, and academic skills. During our seminars, students will share knowledge about their feminist praxis experience to help each other understand the challenges and rewards of interning in various professional settings.

Students must complete all six sessions. We have relatively few class hours, so any absence will negatively impact your grade. Please put all class meeting dates in your calendar. Punctuality is also important: our seminars start on time, and tardiness is disrespectful to your professor and your classmates. Being late or leaving early will result in lost points.

In order to avoid any conflicts between seminar meetings and fieldwork schedules, students are encouraged to advise their supervisors of their academic requirements. The students must contact the faculty advisor in case of any problems.

Grade Requirements

I. Praxis placement performance (40%) assessed as the following: Oral and written evaluation by the supervisor in charge at your placement. Upon completion of your hours, complete your timesheet with the CCPD. CCPD has an evaluation form which the supervisors will receive once you do so. The form is to be completed as part of an exit interview with you and you should see it. The CCPD internship office sends the timesheet & evaluation to the professor. These documents are the input for this part of your grade.

II. Academic performance (60%) assessed as the following:

- Participation and attendance (25%) (five seminars, 5 points each. Orientation is mandatory.)
- e-Portfolio (23%): Module Reflections, Feminist Praxis Reflections
- Metacognition logs (12%) (completed in class, no make-up if class missed or come in late)

Task	Percent of Course Grade	Frequency / Due Dates
Feminist praxis internship placement	40% (40 points)	Weekly, at site. Maintain hours.
Participation and attendance	25%	Five seminars, 5 pts each.
In-class metacognition logs	12%	Seminars # 1, 2, 3, & 4 (3 pts each)

← ← ← ← ← ← <i>ePortfolio</i> → → → → → → 23		
Feminist Praxis Reflections	6%	15 th of Oct and 30 th of Nov (3 pts each)
Seminar Reflections after seminar mtg	12%	Due Monday after Seminars, your choice of three out of four possible (4 pts each)
Final assessment & presentation (writings, customization, welcome)	5%	Assigned finals time
Total	100% (100 points total)	

Break down of academic requirements

Seminar Participation & Attendance (25%): All students are expected to dialogue and actively participate in class. Participation includes active listening, joining discussion, and various in class and group work exercises. All students should have time/opportunity to participate, rather than having the same students participate all the time. STUDENTS ARE REQUIRED TO BRING READINGS TO CLASS. A notes page is also acceptable and will be checked by the professor. If a student fails to bring materials to the seminar, the student may lose part of their participation credit for the day. Each student is expected to be prepared to give a two-to-three-minute presentation on their praxis experience when we meet.

You must use Blackboard, Digication, and your college email. Grades, assignments, and announcements are conveyed via Blackboard. Announcements are emailed to you. I encourage you to contact DoIT for help forwarding your college email to a more commonly used email or access it via your smartphone (<http://johnjay.jjay.cuny.edu/mobile/emailinstructions/>). Note that you can also download a Blackboard app to a smartphone (\$1.99 for a year access, \$5.99 for unlimited access).

The CCPD Orientation is mandatory (you cannot pass the course without it). The five faculty-led seminars are worth 5 participation points each. If you are late or leave early, you will lose 1 to 4 points. You earn 1 to 5 points based on participation, broadly defined. If you are absent for one class, you will lose all 5 points plus any missed in-class assignments.

Metacognition logs (12%): Four worksheets with guiding prompts will be completed in class, 3 pts each.

ePortfolio (23%): You will create an ePortfolio using Digication over the course of the semester. Periodic checks throughout the semester. There will be two in-class workshops. The requirements are as follows:

Feminist Praxis Reflections (6%): Twice during the semester, answer questions (to be provided) about your experience in the field. The first one will ask you to include the mission statement and description of your praxis site (3 pts each).

Module Reflections (12%): After the Friday seminar, answer questions to provided prompts about the content and implications of the readings and class discussion. Complete by the following Monday. Your choice of three seminars from Seminars #1, 2, 3, and 4 (four available, three required, four points each).

Final presentation & assessment (5%): Each student will present their ePortfolio on the last day of class.

OVERALL COURSE GRADE is calculated according to the following JJC [scale](#):

A 93—100	B- 82.9—80	C 77—73	D- 62.9—60
A- 92.9—90	B 87—83.0	C- 72.9—70	D 67—63
B+ 89.9—87.1	C+ 79.9—77.1	D+ 69.9—67.1	F below 60

Helpful resources available to you as you write

- ✚ I suggest signing up for DropBox, Google Docs, or similar free cloud storage. This is helpful in case an assignment is accidentally deleted on a computer, or needs to be re-submitted or accessed elsewhere.
- ✚ Online resources: [JJC Writing Center](#) and [JJC Library](#) have great online and in-person resources! **The JJC Writing Center offers free tutoring, free workshops, and free assistance with written assignments like papers and essays.** The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it often. The Writing Center is in Room 1.68NB, in the main tutoring area. All tutoring and workshop appointments are made here. You may call 212-237-8569 to speak with someone. Workshops are scheduled in Room 1.120.

If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. *Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.* **Plagiarism may be intentional or unintentional.** Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how & when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards). A student who plagiarizes on any assignment will receive a failing grade for the assignment and will risk failing the entire course and being reported to the university channels for class misconduct.

Centering feminist praxis in our spaces

RESPECT FOR OTHERS: This course may occasionally delve into issues that are uncomfortable and/or controversial for some of us to discuss. I ask that everyone be respectful of one another's viewpoints and that everyone adheres to the university's expectation for student conduct. This course is designed to help all of us become more aware of social constructs and how they affect us, as well as to gain an open mind toward individual differences. Ethnic slurs, anti-immigrant, classist, sexist and homophobic remarks, and religious diatribes/hate speech, are not acceptable commentary for this course. We will talk about how and why this language is so common in our society, and how language helps maintain categories of oppression and discrimination.

NAMES: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they use, and with

the proper pronunciation, by all members of the classroom community - professor and other students. I will honor your request to address you by the name you go by, and the gender pronouns that correspond to your gender identity. Please advise me of any name or pronouns not reflected by CUNYFirst. Students are expected to use the appropriate names and pronouns of their classmates and professor.

Course Learning Outcomes

Students will:

- Demonstrate knowledge of feminism, feminist issues, and feminist praxis in relationship to the complexities of a praxis placement experience.
- Analyze professionalism through an intersectional lens that centers gender, sexuality, race, class, citizenship status, age, and other socially mediated categories of power and identity.
- Connect personal understandings of professionalism with larger societal norms and expectations. Students will be able to articulate a working critique of professionalism from a feminist perspective.
- Be able to articulate the challenges and advantages of maintaining a commitment to feminist principles in a professionalized social justice setting.
- Organize thoughts and communicate arguments effectively in writing, and present material to an audience of your peers.



Class Conduct

Students are expected to be respectful during lecture and discussions. Students are not allowed to interrupt the professor or other classmates while they are speaking.

Use of electronic devices for anything other than class work is generally prohibited, including text messaging. Students will be docked participation points for inappropriate use of electronic devices in class.

Use of laptops, e-readers, or other devices are allowed only once an agreement between the student and professor has been reached. You must have express permission from the professor.

You may not record (in any audio or visual form) lecture or discussion.

Course Schedule

Note that the schedule & readings are subject to change. I expect the readings to be completed by the date of the Seminar, so you are ready to discuss them that day in class. Some readings are linked to the JJ Library. You will be prompted to log on to JJ's library website if you are not already logged on.

ORIENTATION

DATE TBA

Students will meet with the Professor during Orientation to go over course expectations, engage in an ice-breaker, and receive the syllabus. If there is time, we will discuss the legality of internship and the Professor will provide students with the federal government Fair Labor Standards Act (FLSA) fact sheet.

Scholarly reading: "Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act" from the U.S. Department of Labor <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

SEMINAR ONE: INTRODUCTION to FEMINIST PRAXIS

DATE

What does feminism mean? And what does it mean when feminism professionalizes, and is used both to defend and critique professionalism? How can "fierce advocacy for justice," the JJC motto, translate into a career for social justice and social change? Get familiar with concepts for the course, including internship, feminism, professionalism, professionalization, oppressions, and privileges.

Today we will:

- complete short writing assignment on the readings (Metacognition Log worth 3 points)
- ePortfolio workshop in computer lab during the second half of class
- Create support groups/pairs, exchange contact information that you are comfortable sharing

To read before coming to class:

"Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act" from the U.S. Department of Labor <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

Perlin, Ross. 2012. "Cheerleaders on Campus." p. 83-98 in *Intern Nation*. Verso.

Goodwin, Jeff and James M. Jasper. "[How Are Movements Organized?](#)" P. 3-8 in *The Social Movements Reader: Cases and Concepts, 3rd Edition*, Eds. J. Goodwin and J. Jasper. UK: Wiley-Blackwell Publishing.

No author. "[Activism, Social and Political](#)." 2007. *Encyclopedia of Activism and Social Justice, Vol. 1*, edited by Gary L. Anderson and Kathryn G. Herr. SAGE Reference: pp. 19-27.

Douglas, Priscilla H. 2008. "Affinity groups: Catalyst for inclusive organizations." *Employment Relations Today* 34: 11-18. *Via JJ Library website.*

Freire, Paolo. 1970. "Chapter 2." P. 71-86 in *Pedagogy of the Oppressed*. London: Penguin.

"[What Do U.S. College Graduates Lack? Professionalism](#)" news piece on Bloomberg on a study of employers

"[You Call It Professionalism; I Call It Oppression in a Three-Piece Suit](#)" EverydayFeminism.com editorial

View in class: "[RSA Shorts - The Power of Empathy](#)" "[STANDING UP: What is calling in versus calling out?](#)"

SEMINAR TWO: INEQUALITIES**DATE**

Today we will -share and discuss Project Implicit results

-complete short writing assignment on the readings (Metacognition Log worth 3 points)

-Complete group work for participation credit: In groups, use one or more of the *Youth Activist's Toolkit* worksheets (p 32-39) to analyze a feminist organization or feminist issue.

To complete before coming to class:

Complete two "Project Implicit: Social Attitudes" tests from the Harvard University project **from this list:** Race IAT, Skin-tone IAT, Sexuality IAT, Weight IAT, Age IAT, or Gender-Career IAT. Go to <https://implicit.harvard.edu> and follow the directions. Print your results & bring them to class to share.

Nadal, Kevin. 2014. "[A Guide to Responding to Microaggressions.](#)" *CUNY Forum* 2(1): 71-76.

"[A Workplace Divided: Understanding the Climate for LGBTQ Workers Nationwide.](#)" *HRC Foundation.*

Explore the interactive [Microaggressions](#) website

"[Students See Many Slights as Racial 'Microaggressions'](#)" from the NYTimes online

"[6 Ways to Respond to Sexist Microaggressions in Everyday Conversations](#)" from everydayfeminism.com

"[Why I'm Genderqueer, Professional and Unafraid](#)" editorial reflection on HuffPost

"[How One Young Professional Deals With Ageism](#)" blog entry by a college aged professional

SEMINAR THREE: FEMINIST PRAXIS INTERVENTIONS INTO PROFESSIONALISM & PROFESSIONALIZATION**DATE**

Today we will:

-complete short writing assignment on the readings (Metacognition Log worth 3 points)

-group work: analyze the mission statement & goals of your site; compare and contrast with your peers.

To complete before coming to class:

Hanson, Lindsey. 2014. "[Nonprofit Organizations.](#)" In L. K. Hanson & T. J. Essenburg (Eds.), P. 639-648 in *The New Faces of American Poverty: A Reference Guide to the Great Recession*. Santa Barbara: ABC-CLIO.

Mananzala, Rickke and Dean Spade. 2008. "[The Nonprofit Industrial Complex and Trans Resistance.](#)" *Sexuality Research and Social Policy* 5(1): 53-71.

Bierria, Alisa. 2007. "[Pursuing a Radical Antiviolence Agenda Inside/Outside a Non-Profit Structure.](#)" P. 151-164 in *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Ed. INCITE! Women of Color against Violence. Cambridge, Mass.: South End Press.

Optional reading: Martin, N. 2012. "[There Is Abuse Everywhere": Migrant Nonprofit Organizations and the Problem of Precarious Work.](#)" *Urban Affairs Review* 48(3): 389-416.

SEMINAR FOUR: EXPLORING FEMINIST PRAXIS

DATE

Today we will:

- complete short writing assignment on the readings (Metacognition Log worth 3 points)
- ePortfolio workshop in computer lab during the second half of class

To complete before coming to class:

Arnold, Gretchen, & Jami Ake. 2013. "[Reframing the Narrative of the Battered Women's Movement](#)." *Violence Against Women* 19(5): 557–578.

Naples, Nancy and Manisha Desai. 2002. "[Women's Local and Translocal Response](#)." In *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*. Ed. Nancy A. Naples and Manisha Desai. New York: Routledge: 15–33.

Naples, Nancy. 2002. "[The Challenges and Possibilities of Transnational Feminist Praxis](#)." In *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*. Ed. Nancy A. Naples and Manisha Desai. New York: Routledge: 263-277.

Nemec, Mari. 2018. "Berkeley Law Students Peacefully Protest the "Gay Blood Ban." *The LGBT Bar Online*. <https://lgbtbar.org/bar-news/berkeley-law-students-peacefully-protest-the-gay-blood-ban/>
 → Also read "[Twitter halts office blood drives over ban on gay donors](#)" *CBS News*
 → View short video from the organization Blood Equality on their Twitter [here](#)

SEMINAR FIVE: THEORIES IN THE FLESH

DATE

Today, you will each present your ePortfolio on your personal feminist praxis experience (5 pts). We will engage in short workshop on How to Be a Supportive Audience Member before we begin.

Optional readings for today in support of your presentation: Feminist scholar Sara Ahmed writes about "[Selfcare as Warfare](#)" on her Feminist Killjoys blog.

"Hell Yeah, Self Care!" Zine, by Meg-John Barker

To view the full JJ Finals Schedule, click [here](#).



ADDITIONAL INFORMATION

Late Assignments: Assignments may be dropped one grade for every day that they are late and will not be accepted any later than 3 days after it is due unless you speak with the teacher.

-No make-up assignments can be turned in after the last day of class (before finals week begins).

-If you have a unique situation and will not be able to turn an assignment in on time, speak with the teacher ahead of time.

Grade Dispute Policy: If you do not understand the reason why you received a certain grade, I encourage you to talk to me. Often a brief conversation will clear things up. If, after this, you believe a grade should be reconsidered, please review the following instructions:

1. Wait at least 24 hours but no longer than three days to contact me to set up a meeting time for the week following the receipt of your grade.
2. Provide your reasons—which you must specify—in a written memo (no longer than 2 pages).
3. The original evaluation and assignment must be included with your memo.
4. There is no guarantee that a reconsideration of your work will yield a higher grade.

I do not entertain grade disputes via email. If you have a concern about a grade, please make an appointment to see me.

Incomplete grades: I, as a general rule, **do not issue incompletes**. Considering this is an internship class, it is your responsibility to ensure you complete your hours and attend class. An “Incomplete” will only be granted in the case of an extreme emergency, and only if the student has completed over 75% of the course and would pass the course if they were to satisfactorily complete course requirements. This is contingent on the internship site and the CCPD, as well. A student with a low or failing grade will not be granted an incomplete no matter the circumstances. The incomplete work must be completed no later than the end of the third week of the following semester (either fall or spring).

Extra Credit: I do not offer extra credit in this course.

Required equipment per JJC guidelines: Students are expected to be able to access the internet to complete assignments. Below are general software requirements:

- A Digication account, a College email, and Blackboard access (all provided via the college)
 - Productivity software (e.g., Microsoft Office, Adobe Acrobat, online storage)
 - A Web browser compatible with the Digication system (e.g., Chrome or Firefox (most compatible))
 - Relevant plug-ins (e.g., Flash player, RealPlayer)
-

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

New Course Proposal Form

Date Submitted April, 2017

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

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

b. **Name** and contact information of proposer(s) Allison Kavey; Edward Paulino

Email address(es): akavey@jjay.cuny.edu; epaulino@jjay.cuny.edu

Phone number(s): 845 269-2030

2. a. **Title of the course:** History of Genocide, 500 C.E. to the present

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) History of Genocide

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

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

In order to fully participate in this course, students should be familiar with major events and themes in world history and have experience reading and synthesizing historiography. In addition students will need research skills, which do not need to be history specific, but students will need familiarity with sources, data bases etc.

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

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

This course demonstrates the ways in which the humanities provide important academic tools for understanding and analysis of social crises. Genocide is among the oldest and most horrible human acts. Students like ours, who seek to understand justice, will understand the historical roots of the ways in which of justice have been manipulated to justify genocidal acts. Students will also learn about the efforts that have been made in the name of justice to end genocide. There may be no more important subject to approach in a global history major than genocide: it is a global problem that has occurred since the beginning of recorded history and speaks directly to ideas of justice, citizenship, nationhood, and alienation that are central to our current world.. Our students come from different parts of the world and they have had vastly different experiences, particularly in relation to the issue of genocide. This class permits students to

understand these varied histories and their relationship mass murder, migration, identity, and the meaning of home to name a few topics. Moreover this History of Genocide course affects and is in conversation with other courses at the school including, not just our but new Human Rights minor but is equally relevant to ICJ, Humanities and Justice, Gender Studies, Latin American and Latina/o Studies, and Africana Studies.

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 history of genocide from 500 C.E. to the present and provides a conceptual and historical overview of genocide from a broad interdisciplinary perspective. Students will learn about the relationship of genocide with imperialism, war, and social revolution through a range of case studies. Students will analyze themes of memory, denial, and justice through the lens of international law and human rights organizations and their contributions to genocide studies. Students will grapple with the reasons societies have failed to acknowledge and take responsibility for genocidal acts. The class may participate in on-site visits to non-governmental organizations and other institutions engaged in documenting, remembering and following acts of genocides that might be taking place at the moment.

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

ENG 201; and any HIS course or HJS 250 or permission of the instructor

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

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

 No x Yes. If yes, then please provide:

- Semester(s) and year(s): Fall 2013, Spring 2014
- Teacher(s): Edward Paulino
- Enrollment(s): full (36)
- Prerequisites(s): HIS 204 or 205

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

Students will:

- Identify and discuss major historical events of genocide from 500 to the present.
- Demonstrate orally and in writing their ability to identify the international legal bodies and interventions put in place to prevent and police genocide

- Discuss and write about major themes and schools of thought in historical genocide research.
- Combine primary sources and existing historiography in their written work to contextualize and explain the major themes in Genocide research

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

_____No x Yes

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

Elective for the Global History major, History Minor, and Humanities and Justice Major and Minor. Permission for adding to HJS was given by the Major/Minor Coordinator, Prof. Hyunhee Park.

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

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

11 . How will you assess student learning?

Students will write two short historiographic papers, an annotated bibliography for their research papers, short analyses of major primary sources, and a final paper of 10-15 pages.

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

Yes X No _____

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

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

13. **Syllabus – see attached**

14. **Date of Department curriculum committee approval:** 11/17/16
15. **Faculty** - Who will be assigned to teach this course? Edward Paulino
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

No

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

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

Not applicable

No

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

Andrea Balis and I reviewed the JJ college catalogue and confirmed that no department or program at JJ offers an identical or similar course.

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

No

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

19. Approvals:

Allison Kavey, PhD

Chair, History Department

History of Genocide, 500 C.E. to the Present
HIS352
Office: 8.65.13NB, Phone: 212-237-8852
Office Hours: TBA
CUNY/John Jay College
Professor Edward Paulino, Ph.D.
NY, NY 10019

Course Prerequisite: ENG 201, any HIS course or HJS 250 or permission of instructor

Course Description:

This course examines the history of genocide from 500 C.E. to the present and provides a conceptual and historical overview of genocide from a broad interdisciplinary perspective. Students will learn about the relationship between genocide and imperialism, war, and social revolution through a range of case studies. Students will analyze themes of memory, denial, and justice through the lens of international law and human rights organizations and their contributions to genocide studies. Students will grapple with the reasons societies have failed to acknowledge and take responsibility for genocidal acts. The class may participate in on-site visits to non-governmental organizations and other institutions engaged in documenting, remembering and following acts of genocides that might be taking place at the moment.

Learning Objectives: Students will:

- Identify and discuss major historical events of genocide from 500 to the present.
- Demonstrate orally and in writing their ability to identify the international legal bodies and interventions put in place to prevent and police genocide
- Discuss and write about major themes and schools of thought in historical genocide research.
- Combine primary sources and existing historiography in their written work to contextualize and explain the major themes in Genocide research

Required Texts:

- 1) Adam Jones, *Genocide: A Comprehensive Introduction, 3rd ed.* (NY: Routledge, 2017)
- 2) Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003).

(Note for College Council: This memoir will change each semester depending on the specific cases of genocide included by the specific faculty member)

- 3) Thea Halo, *Not Even My Name: From a Death March in Turkey to a New Home in America, a Young Girl's True Story of Genocide and Survival* (NY: Picador, 2000).

Policy on Attendance, Etiquette, and Participation:

- 1) You must attend class having completed all reading assignments. You will also be expected to engage fully in class discussions.
- 2) If a student becomes “extremely hostile, belligerent, and/or out of control, causing a crisis situation in class,” you may will be asked to step out of the classroom and, if need be, will request assistance from Security if you refuse, I will report the matter to Dean of Students.
- 3) Attendance as well as being on time is extremely important. Each lateness counts as half an absence. Please come to class on time. Do not eat or drink in class.
- 4) Quizzes: These will be unannounced, and always on the assigned reading for the day. Quizzes will test your basic knowledge of the assigned reading. Some quizzes may take the form of short response papers.
- 5) Classroom etiquette: Please turn off all cell-phones and other electronic devices before class begins. NO eating or drinking in class. If you do not comply with this mandate you will be asked to leave the class and marked absent. Do not leave the room while class is in session. Take care of all your personal needs before arriving to class. No eating in class. No disruptive behavior in class. This includes personal discussions while class is in session. Lastly, John Jay rules dictate that no children may be brought to class.

Statement of College Policy on Plagiarism

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

Assessment:

- 3 papers (2-4 pages): 30%
- Annotated bibliography (7 annotations of sources): 25%
- Presentation of research findings: 15%
- Final paper (includes Annotated Bibliography): 30%

COURSE SCHEDULE

Part One: Genocide in Historical Context

Week 1

Required readings:

- (1) Jones, *Genocide: A Comprehensive Introduction*, Introduction & Chapter 1 The Origins of Genocide pp. xviii-38.
- (2) Robert Gellately and Ben Kiernan, "The Study of Mass Murder and Genocide," ch. 1 in Gellately and Kiernan, eds., *The Specter of Genocide*, pp. 3-28.

Week 2

The Origins of Genocide (cont'd.)

Gender and Gendercide and Rape as a weapon of war

Chap. 2 Jones, Jones, *Genocide: A Comprehensive Introduction*, pp. 39-63.

Chap. 2 in Gellately and Kiernan, eds., *The Specter of Genocide*, pp. 29-52.

Week 3

Imperialism, War, and Social Revolution

Required readings:

- (1) Chap. 3, Jones, *Genocide: A Comprehensive Introduction*, Box text 3a, pp. 67-100.
- (2) Chap. 3 in Gellately and Kiernan, eds., *The Specter of Genocide*, pp. 53-74.
- (3) Chap. 4 in Gellately and Kiernan, eds., *The Specter of Genocide*, pp. 75-96.

First essay due: please write 2-3 pages demonstrating areas of agreement and contradiction in the scholarly approaches taken in Jones and the authors in the edited collection by Gellately and Kiernan.

Part Two: Cases of Genocide

Week 4

Genocides of Indigenous Peoples; Tibet under Chinese Rule

Required readings:

- (1) Chap. 4, Jones, *Genocide: A Comprehensive Introduction*, pp.149-179.
- (2) Ch 6, 7, and 16 in Gellately and Kiernan, eds., *The Specter of Genocide*, Chap. 6, pp. 117-40; Chap. 7, pp. 141-62; and Chap. 16, pp. 339-52.

DUE: Topic for your research paper

Week 5

The Armenian Genocide, 1915-17; The Anfal Campaign against the Kurds; Stalin's Terror; Chechnya

Required readings:

- (1) Chap. 5, Jones, *Genocide: A Comprehensive Introduction*, ppg. 188-226.

- (2) Ch 9 and 10 in Gellately and Kiernan, eds., *The Specter of Genocide* Chap. 9 ppg. 189-214 and Chap. 10, ppg. 215-240.

Week 6

The Jewish Holocaust

Required readings:

- (1) Chap. 6, Jones, *Genocide: A Comprehensive Introduction*, pp. 147-68.
- (2) Chap. 11 Robert Gellately, "The Third Reich, the Holocaust, and Visions of Serial Genocide," in Gellately & Kiernan, eds., *The Specter of Genocide* pp. 241-64.

First draft workshop in crafting an Annotated Bibliography

Week 7

The Nazis' Other Victims; The Question of Holocaust "Uniqueness"

Required readings:

- 1) Chap. 6, Jones, *Genocide: A Comprehensive Introduction*, box text 6a, pp. 168-84.
- Lecture on Adorno and Horkheimer's *Dialectic of Enlightenment*.

Second paper due: 3-4 pages of synthesis and comparison of approaches and methodologies in the readings from weeks 4-7.

Week 8

Cambodia and the Khmer Rouge; East Timor; Bosnia & Kosovo; Bangladesh

Required readings:

- (1) Chap.7 and 8, Jones, *Genocide: A Comprehensive Introduction*, box texts 7a & 8a, pp. 185-231.
- (2) Chap. 8, 14, and 17 in Gellately and Kiernan, eds., *The Specter of Genocide*, Chap. 8, pp. 163-88; Chap. 14, pp. 307-24; and Chap. 17, ppg. pp. 353-72.

Due: Annotated Bibliography of 7 annotated sources (at least two primary sources; at least two of your secondary sources must be books) for your research paper.

Week 9

Rwanda; Congo & Darfur

Required readings:

- (1) Chap. 9, Jones, *Genocide: A Comprehensive Introduction*, box text 9a, pp. 232-57.
- (2) Chap. 15 in Gellately and Kiernan, eds., *The Specter of Genocide*, pp. pp. 325-38.

Part Three: Memory, Denial, Reframing

Week 10

Psychological Perspectives; The Sociology and Anthropology of Genocide

Required readings:

- (1) Chap. 10 and 11, Jones, *Genocide: A Comprehensive Introduction*, pp. 261-306; and Chap. 3 and 5 in Gellately and Kiernan, eds., *The Specter of Genocide*, Chap. 3, pp. 53-74 and Chap. 5, ppg. 97-116.

DUE: revisions of your annotations and 5 more annotations secondary sources (2 must be books)

Week 11**Gender and Genocide; Memory, Forgetting, and Denial**

Required readings:

(1) Chap. 13 and 14, Jones, *Genocide: A Comprehensive Introduction*, pp. 464-526.

(2) Chap. 12, Gellately and Kiernan, eds., *The Specter of Genocide*, pp. 265-88.

Draft of your research paper due (This draft also includes your annotated bibliography)

Week 12

Individual meetings with me about your drafts, revisions, and presentations

Week 13**Genocide Intervention and Prevention**

(1) Chap. 16, Jones, *Genocide: A Comprehensive Introduction*, chapter 16, 567-602.

(2) Conclusion, Robert Gellately and Ben Kiernan, "Investigating Genocide," in Gellately and Kiernan, eds., *The Specter of Genocide*, pp. 373-80.

Due: Third essay on the approaches, methodologies, and conclusions weeks 8-13

Week 14

Presentations

Week 15

Final papers (including your annotated bibliography) will be due at the date and time assigned by the college for your final examination.

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

New Course Proposal Form

Date Submitted_ Nov 13, 2018

1.
 - a. **Department(s) or program(s)** proposing this course Interdisciplinary Studies
 - b. **Name** and contact information of proposer(s)_ Nina Rose Fischer
 Email address(es)_ nfischer@jjay.cuny.edu
 Phone number(s)_ 718-775-4485
 - a. **Title of the course: Experiential Learning in Social Justice: Field Preparation**
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _EXP LEARN SOCIAL JUSTICE
 - c. **Level** of this course 100 Level XX 200 Level 300 Level 400 Level

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

This class is offered at the 200-level because it is intended to expose students to experiential learning practices that allow the student to develop academic and professional skills. The goals are to help students refine career and academic goals through an innovative learning environment earlier in their academic journeys and to make students more competitive for advanced internships, fellowships, and research assistantships offered at the 300- and 400-levels. Students will have exposure to a field experience in research, practice or policy and have weekly class time to apply theory to practice through an inter-disciplinary lens. The course will be based on the Freiran¹ concept of praxis: reflective action. Students will connect academic theories and experiential learning opportunities in social justice. Parallel practice pedagogy will be used to model experiential learning in the classroom so students understand how to be professionals in the community. Students will learn to apply critical race, gender and class theory to analyze and address social justice issues identified in the field. The emphasis of the course is a synthesis of the students' classwork, mentoring by professionals in residence, and guided experiences at a placement site(s), reflecting a dual focus on exposing students to academic and professional development. Students

¹ Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

engage in experiential learning opportunities and complete regular writing assignments as well as a final presentation and project. Fieldwork experiences may vary by semester.

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

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

There is a growing need and demand for experiential learning environments that provide John Jay students with professional opportunities as well as rich academic experiences to successfully prepare our students for successful careers in social justice.

Experiential learning is intrinsic to ISP's teaching pedagogy. The Interdisciplinary Studies Program (ISP) models experiential learning at John Jay. Every course has an experiential learning component. Classes in ISP are often taught by an academic and a professional to demonstrate to students the dynamic interplay between theory and practice. Thus, ISP is a natural home for a field preparation course that exposes students to the world of social justice through interdisciplinary perspectives in the classroom. As ISP and the Department of Interdisciplinary Studies grow, it is critical to meet the needs of the students to provide substantive opportunities to connect to the field and future careers in social justice.

The experiential learning field prep course will teach critical theory for the purpose of analyzing field experiences to hone the skills necessary to identify and succeed in a social justice career: (1) introduction and exposure to experience in a social justice research, policy or practice placement; (2) skills building and role play in the class room to prepare for the challenging demands in professional as well as academic settings; and (3) academically rigorous work that provides a critical lens to analyze the professional tasks and goals of the placement site in the context of a career in social justice. This field preparation pre-internship will employ the dynamic interplay between theory and practice so our students develop skills and gain experiences necessary to be successful in internships, fellowships and future careers in social justice.

This course will be 3-credits, where students will engage in a mixture of traditional and experiential learning modalities. Assignments will be catered to each instructor's area of expertise and content area.

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 pre-internship course prepares students for a social justice field experience in research, practice or policy. Students apply theory to practice through an interdisciplinary lens. Students learn to employ critical race, gender and class theory to analyze and address social justice issues identified in the field. The course is a synthesis of the students' classwork, mentoring by professionals in residence, and guided

curricular and co-curricular experiences, reflecting a dual focus on exposing students to academic and professional development.

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

ENG 101 ISP 101, upper freshman standing.

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

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

XX__ No

_____ *Yes. If yes, then please provide:

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

*Please note: While this course has not been taught before, this class represents a field preparation course for potentially two existing courses in ISP: ISP 390 Vera Fellowship Social Justice Seminar and ISP 392/393 Undergraduate Internship Housing and Community Problem Solving.

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

Students will be able to do the following:

- (1) Examine and analyze governmental and non-governmental (non-profits) mission statements in the context of a significant social justice issue;
- (2) Identify and analyze gaps in the field through the application of social work and social justice theories;
- (3) Develop skills to act as effective team members and advocates in pursuit of a social justice objective;
- (4) Learn how to be participant observers in the field, which includes learning how to write ethnographic field notes, as well as prepare oral presentations. A final multi-media group presentation will be included as part of the class final;
- (5) Present knowledge, skills, and experiences effectively to potential employers; and

- (6) Form and express cogent arguments through an interdisciplinary lens as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.

These outcomes will be accomplished through fieldwork assignments, journal entries, oral presentations, expository writing, Opinion Editorials, and various in-class and online activities and assignments.

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

No

Yes

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

Interdisciplinary Studies minor

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

As the sample syllabus illustrates, these outcomes will be assessed through four course metrics: (1) participation and attendance; (2) reading assignments and papers, 2-3 pages and final paper 5-7 pages; (3) journal entries, field observations which are intended to be 1 to 2 pages in length and final group presentations 10 minutes; and (4) placement experience assessment.

1. **Active In Class Participation** is required for all class sessions and worth 45% of the grade. Each absence results in a 25% deduction in your participation grade. You will automatically earn an F in the course if you miss 3 in-person classes regardless of the reason. Students are expected to be active participants in the class initiating and actively participating in discussions about the materials assigned and the field placement experience.
2. **Read Assigned Articles** in preparation for each class meeting. Copies will be available via hyperlink, sent to you by e-mail, or posted on Blackboard for you to download. If you want additional readings or supplemental readings regarding the course's topics, please feel free to contact the Professor. **Writing Assignments** are worth 25% of the final grade. Students will complete assignments identifying, analyzing and addressing social justice issues that emerge from the field. Students will write Opinion Editorials and expository writing pieces. Students will also prepare for a specific internship or fellowship for the following semester. Students will also develop and/or revise current academic and professional action plans throughout the course of the semester.
3. **Journals, Field Assignments and Presentations** are worth a total of 30% of the final grade. Students will learn how to be participant observers in the field, which includes learning how to write ethnographic field notes. Instructions can be found on Blackboard. Journal entries will ask you to engage in certain activities before writing the actual entry. Individual instructions can be found on Blackboard and the ePortfolio; the purpose of these assignments is to engage students to link current events and course

themes to guided observations/visitations. Students will complete written responses documenting experiences and thoughts as well as prepare oral presentations. A final multi-media group presentation will be included as part of the class final.

4. **Assessment from the Field** will be conducted by the Professional Professor in Residence based on the requirements of the field introduction and exposure, as well as the student, to self-evaluate strengths and challenges in the field to prepare for the next experiential endeavor.

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

Yes_ _ No___

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

The library catalog, CUNY+ (*particularly, the collection of career books for criminal justice, law and law enforcement*)

EBSCOhost Academic Search Complete

– Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)

LexisNexis Universe

Criminal Justice Abstracts

Public Administration Abstracts

PsycINFO

Sociological Abstracts

Business Source Complete

JSTOR

– SCOPUS

– Other (please

name) <http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922405>

<http://guides.lib.jjay.cuny.edu/c.php?g=288353&p=1922780>

12. **Syllabus – see included below**

13. Date of **Department curriculum committee** approval ___11/9/18_____

14. **Faculty** - Who will be assigned to teach this course? ___ Professionals in Residence (adjunct faculty who are recruited leaders in their professions and areas of expertise) and/or ISP faculty.

Interdisciplinary Studies regularly employs professionals in residence to teach courses to ensure a substantive experiential learning component. Past faculty have included but

are not exclusive to Michael German ex- FBI agent and current policy maker at the Brennan Center for Justice; Dr. Jules Netherland Director of Academic Partnerships at the Drug Policy Alliance; and Susan Shah esq. COO at Vera Institute for Justice.

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

No

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

*ISP has two experiential learning /internship courses: Vera and Housing. This course is unique because it is a field preparation course that introduces, prepares, and exposes students to the field of social justice.

16. 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 am part of a team headed by Dr. Maxwell Mak and Dean Byrne to develop “pre-internship” courses in social justice as part of an initiative to enhance social justice and experiential learning at John Jay. Dr. Crystal Jackson (Gender Studies and Sociology) and Dr. Jennifer Rutledge (Political Science) are also part of our team. Dr. Jackson developed and ran sociology’s successful internship program and Dr. Rutledge runs the sustainability minor. Dr. Mak developed the political science internship and has been integral with Dr. Byrne at establishing the infrastructure to support the professionals in residence to teach the “pre-internship” courses that have been piloted with the ACE students (UGR 277).

I have also been the co-director of the Vera Fellows Program, the first fellowship at John Jay, for four years where we place students in social justice agencies for 96 hours a semester and teach a rigorous social justice seminar 2 ½ hours per week. My job in ISP entails constant cultivation of innovative experiential learning pedagogy and curriculum. I work directly with colleagues that are experts in experiential learning. In particular we are fortunate to have ISP’s Dr. Sondra Leftoff consulting on this course development. She has been teaching the ISP 392/393 Undergraduate Internship Housing and Community Problem Solving very successfully for years.

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

No

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

18. Name of Chair

Katie Gentile, Chair of the Department of Interdisciplinary Studies

ISP 2XX: Experiential Learning in Social Justice: Field Preparation
Instructor Name

Section XX

Day: Time

Location

Phone: (XXX) XXX-XXXX

Email: XXXX@jjay.cuny.edu

Office: Location

Office Hours: Time

Course Description

This course prepares students for fieldwork in social justice in research, practice or policy. Students will begin to apply theory to practice through an inter-disciplinary lens. Students will begin to learn to employ critical race, gender and class theory to analyze and address social justice issues identified in the field. The course is a synthesis of the students' classwork, mentoring by professionals in residence, and guided curricular and co-curricular experiences. This field preparation pre-internship will employ the dynamic interplay between theory and practice so our students develop skills and gain experiences necessary to be successful in internships, fellowships and future careers in social justice.

Learning Outcomes

Students will be able to do the following:

- (1) Examine and analyze governmental and non-governmental (non-profits) mission statements in the context of a significant social justice issue;
- (2) Identify and analyze gaps in the field through the application of social work and social justice theories;
- (3) Develop skills to act as effective team members and advocates in pursuit of a social justice objective;
- (4) Learn how to be participant observers in the field, which includes learning how to write ethnographic field notes, as well as prepare oral presentations. A final multi-media group presentation will be included as part of the class final;
- (5) Present knowledge, skills, and experiences effectively to potential employers; and
- (6) Form and express cogent arguments through an interdisciplinary lens as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.

These outcomes will be accomplished through fieldwork assignments, journal entries, oral presentations, expository writing, Opinion Editorials, and various in-class and online activities and assignments.

Course Format and Policies

Students are to complete the assigned readings before class, where we will engage in discussions linking the readings to their professional, academic, and personal goals. Through a series of weekly online, supplemental assignments in their e-portfolios, students will continue to apply concepts and ideas (from the readings and class) to their experiences as well as other real-world settings. Please note that both components (face-to-face and ePortfolios) are equally important for a successful course experience.

This class will be a seminar, where student preparation and answers will drive the discussion. Participation will be expected in discussion of all readings, which are to be read prior to the class. You are expected to attend every class. Class participation is a vital component to this course. Each absence

results in a 25% deduction in the participation grade. You will automatically earn an F in the course if you miss 3 in-person classes regardless of the reason.

Silence any electronic devices (cell phones, etc.) and engage in class discussions. ***Students are held responsible for checking their college email and ePortfolios daily.*** Incompletes and extensions will only be given in the most extreme of circumstances and requires proper and appropriate documentation. All assignments turned in on time will be graded within one week of submission.

If students are having difficulty with the course materials, assignments or attendance, contact the professor during office hours or schedule an appointment as soon as possible. Office hours are there to answer any questions and offer any assistance or guidance.

Grading

Journal Entries Field Assignments and Presentations	30%
Writing Assignments	25%
In-Class Participation and Attendance	45%

Please note that this course is letter graded. Although the majority of the grade will be determined by the evaluation from placement site and the final paper, you will be graded on ***all*** aspects of this pre internship experience.

Your final grade for the course will be determined as follows:

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	0-59.9

Course Requirements

- In Class Participation and Field Placement Attendance** is required for all sessions and worth 45% of the grade. Each absence results in a 25% deduction in your participation grade. You will automatically earn an F in the course if you miss 3 in-person classes regardless of the reason. Students are expected to be active participants in the class initiating and actively participating in discussions about the materials assigned and the field placement experience.
- Read Assigned Articles and complete Writing Assignments** in preparation for each meeting. Copies will be available via hyperlink, sent to you by e-mail, or posted on Blackboard for you to download. If you want additional readings or supplemental readings regarding the course's topics, please feel free to contact Professor. Writing assignment are worth 25% of the final grade. Students will complete assignments identifying, analyzing and addressing social justice issues that emerge from the field. Students will write Opinion Editorials and expository writing pieces. Students will also prepare for a specific internship or fellowship for the following semester. Students will also develop and/or revise current academic and professional action plans throughout the course of the semester. A final paper of 5-7 pages will be due as part of the final.
- Journals, Field Assignments and Presentations** are worth a total of 30% of your final grade. Students will learn how to be participant observers in the field, which includes learning how to write ethnographic field notes. Instructions can be found on Blackboard. Journal entries will ask you to engage in certain activities before writing the actual entry. Individual instructions can be found on Blackboard and the ePortfolio; the purpose of these assignments is to engage students to link current events and course themes to guided observations/visitations. Students will complete written responses

documenting experiences and thoughts as well as prepare oral presentations. A multi-media group presentation is due at the end of semester as part of the final.

Statement of the College Policy on Plagiarism

Each student must be accountable for all submitted work. Representing another person's work as your own is plagiarism. Students are encouraged to work together but each student is responsible for their own work. Any suspected instance of plagiarism will be reported to the Academic Judiciary. The College takes plagiarism very seriously. *There is a handout regarding plagiarism posted on the course's Blackboard site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a zero for the course.* The following is from the John Jay College Undergraduate Bulletin: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

College Services

This class has a writing requirement. If you need help in this area, please visit the Writing Center in Room 1.69 in the New Building. If you need help with writing because English is not your native language, please visit the Center for English Language Support (CELS) in L2.75 in the New Building.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Office of Accessibility Services (OAS) in Room L.66.00 in the New Building (212-237-8031). The office provides support services and counseling for students who are physically challenged, have learning disabilities and/or have medical conditions which affect their performance in the classroom setting. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by OAS. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which again is located at L.66.00 in the New Building or by phone at 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.

Course Outline

Week 1 (Context): Introductions, Background and Goals

OBJECTIVE

To learn about the concepts of praxis and parallel practice and how they relate to social justice professions.

Insert Date: In-Class Meeting

1. Class Norms and Expectations

2. Paulo Freire close reading *Pedagogy of the Oppressed* excerpt (Professor Chooses Excerpt) <http://www.historyisaweapon.com/defcon2/pedagogy/index.html>.
 - a. What is praxis? Taking action (i.e. in the field experience) then critical reflection of that action (i.e. applying theory to the experience in the class room)
 - b. What is parallel process? Doing and learning in the class room to practice what will happen in the field, like role playing scenarios students will encounter in the field
3. What is Experiential Learning and how does it apply to professions in social justice?
 - a. Experiential learning description
 - b. Experiential learning norms/expectations
4. What is a valid source of information? Introduction to databases and library services.

Assignments Due

1. Student must attend an ePortfolio workshop session and complete their individual profiles before the in-person class on Week 3. The ePortfolio Lab will be providing multiple sessions throughout the week, allowing you to attend the one that best fits your schedule. Please remember that there are at least 6 other classes worth of students trying to complete this requirement this semester. So, please attend one as soon as possible to avoid last minute complications of being unable to complete this requirement.

Week 2 (Context): Theories and Problems: Applying Eco-Systems Theory to Social Justice Issues

OBJECTIVE

To comprehend ecosystems theory and learn how to apply it to field experiences in social justice professions.

Insert Date: In-Class Meeting

Assigned Readings

1. Bronfenbrenner, U. (1994). "Ecological Models of Human Development" in *International Encyclopedia of Education, Vol 3, 2nd ed.*
2. Instructor will identify case study for eco-mapping (a map of the systems from micro to macro that affect our development as people) i.e. Cyntoia the 15-year-old killer a documentary about a young woman in the youth justice system. How did she receive a life sentence? What could have been changed in her eco-systems to prevent the sentence?
3. Students do eco-maps to understand how personal experience informs understanding of how to address their view of social justice in the field

Assignments Due

1. Journal Entry 1 applying eco-systems theory to case example
2. Student statement of Social Justice issue: this is a non-graded diagnostic assessment so the instructor understands the student writing level and comprehension of social justice

Week 3 (Context): Theories and Problems: Intersectionality and Social Justice Issues

OBJECTIVE

To understand the concept of intersectionality and how it applies to social justice issues in the field

Insert Date: In-Class Meeting

Assigned Readings

1. Kimberlé Crenshaw
http://socialdifference.columbia.edu/files/socialdiff/projects/Article_Mapping_the_Margins_by_Kimblere_Crenshaw.pdf. This is the seminal article about intersectionality where

- Crenshaw, a lawyer, shows how the concept can be used in sexual harassment cases to point out the harms caused not only by sexism but also by racism, which compounds sexism. **This article applies intersectionality to the field of social justice.**
2. Patricia Collins <http://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-073014-112142>. Collins spells out concrete definitions of intersectionality and shows how it applies to academia.
 3. Video <https://www.youtube.com/watch?v=AlMYGGgHNjg>. This is a TED talk where Crenshaw discusses how intersectionality works in the real world to better understand social justice.

Assignments Due

1. Expository writing piece about What is Intersectionality? Use the readings and video. Using the articles write how it can apply to a social justice field setting? Three pages max. APA style 12-point font double spaces times new roman.

Week 4: Purpose, Mission, History and Development: Charity and Justice

OBJECTIVE

To analyze the difference between social justice, social service and charity? Is one better? Is one right?

Insert Date: In-Class Meeting

Assigned Readings

1. **Social Justice/Charity** David Hilfiker, “Justice and the Limits of Charity” <http://www.davidhilfiker.com/docs/Justice/Justice%20&%20Charity.htm>
2. Paul Farmer: “Three Stories, three paradigms, and a critique of social entrepreneurship.” Innovations/Skoll World Forum, 2009, pp. 19-27.
3. David Kortava: “Why the Peace Corps is an Affront to the Poor” <http://www.themorningsidepost.com/2011/10/04/why-the-peace-corps-is-an-affront-to-the-poor/>, October 4, 2011.

Assignments Due

1. Using the OpEdProject <https://www.theopedproject.org/> write a 750-word OpEd about the difference between social justice, social service and charity, and your opinion about how to have social justice. Choose a social justice issue to focus on.

Week 4: Professional Development Parallel Process

OBJECTIVE

To experience the concept of parallel process: learning by doing.

Insert Date: In-Class Meeting with Role-Plays

Assigned Readings

1. Sallyanne Miller (2004) What's going on? Parallel process and reflective practice in teaching, Reflective Practice, 5:3, 383-393, DOI: 10.1080/1462394042000270682
2. Use previous theories and case studies to identify issues that may come up in the field: Case studies for this class will be chosen based on experiential learning site. Here is an example of substance use cases: <https://www.cnsproductions.com/pdf/casestudies.pdf>.
 - a. Role-Play how to resolve conflicts in the field
 - b. Do the role-play as a fish bowl and have students watching outside identify ways to intervene

Assignments Due

1. Identify possible internship sites students would want to apply for and schedule an informational interview after interview write an ethnographic field note about the experience (next class)
 - a. Socialservice.com, idealist.org
 - b. John Jay Career Center
 - i. Vera Fellows program
 - ii. Pinkerton,
 - iii. Art and Justice
 - iv. Immigration
 - c. BEST NYC SOCIAL JUSTICE INTERNSHIPS
 - d. <https://www.simplyhired.com/search?q=social+justice+internships&l=new+york%2C+ny&job=JHK6KCPM7BY7Rhz5zEtUJRbZ48BEBNISJTxCjSMUozUnRK5Lb4pXgg>

Week 5: Field Work or Observations

OBJECTIVE

To learn how to write field notes, a critical research tool in the social justice field.

Insert Date: In-Class Meeting

Assigned Readings

1. Ethnographic Field Notes
2. http://www.pgrieve.org/PDF/How_to_write_Field_Notes.pdf
3. R.M. Emerson, R.I Fretz & L.L. Shaw, Writing Ethnographic Fieldnotes. (1995). Chicago: University of Chicago Press.
https://people.ucsc.edu/~gwells/Files/Courses_Folder/documents/Fieldnotes.pdf

Assignments Due

1. Use guide and article to write an ethnographic field note in your journal about an agency of your choice.

Week 6: Welcome to Field Work or Observations: Advocacy

OBJECTIVE

To apply field work observation in different types of agencies

Insert Date: In-Field Meeting

Assigned Readings

1. https://mffh.org/wordpress/wp-content/uploads/2016/04/AFJ_what-is-advocacy.pdf
2. Domestic Violence: [https://www.lemosandcrane.co.uk/bluesalmon/resources/Home Office - Tackling domestic violence.pdf](https://www.lemosandcrane.co.uk/bluesalmon/resources/Home_Office_-_Tackling_domestic_violence.pdf)
3. Immigration: <https://www.nycic.org/>
4. Black Lives Matter: https://www.aspenideas.org/session/civil-rights-movement-21st-century-black-lives-matter?gclid=Cj0KCCQiAIIxfBRCPARIsAKvManx_HVP-y2twYfc1OhxV27kCOSIU6pOLvYJUgwybiBhGKHQnxKsDDsaAmuhEALw_wcB

Assignments Due

1. 2 page expository paper: What is Advocacy? Identify an issue that the placement advocates for or an issue that stems from the placement you think needs advocacy. Write what advocacy is and how it looks or could look at your agency. Use the readings and three external sources you identify. They can be from advocacy organization websites and journal articles (John Jay databases)

Week 7: Field Work or Observations Vision, Mission & Organizational Structure**OBJECTIVE**

To identify which social justice organization you would like to work with, and how social justice organizations are developed and structured.

Insert Date: In-Field Meeting

Assigned Readings

1. How to develop an effective vision and mission <https://topnonprofits.com/examples/vision-statements/> and <https://donorbox.org/nonprofit-blog/nonprofit-mission-statement/>
2. Organizational structure: Flat and Vertical hierarchies; Cooperative and Hierarchical organizations <https://nonprofitquarterly.org/2017/03/31/future-nonprofit-leadership/> Mary Tschirhart, M. & Bielefeld, M. Organizational Structure. 2016. Wiley.
3. Which types of organizations are most appealing to you and why? Group Discussion.

Assignments Due

1. Two-page paper analyzing the vision, mission and organizational structure of the field placement using the below interview, readings and the theoretical lenses learned thus far where they apply. Include which type of organization you would like to work with and why.
2. Conduct ethnographic interview with someone at the field placement about 1) their vision of social justice; 2) how their vision is reflected in their work; and 3) where the gaps are between their vision and what's actually happening in the field.

Week 8: Field Work or Observations Client Contact**OBJECTIVE**

To comprehend ways of conducting client contact, direct service in social justice organizations

Insert Date: In-Field Class Meeting

Assigned Readings

1. Motivational Interviewing: <https://www.ncbi.nlm.nih.gov/books/NBK64964/>
2. Client Centered Approach: <https://positivepsychologyprogram.com/client-centered-therapy/>
3. Which types of organizations are most appealing to you and why? Group Discussion.

Assignments Due

1. Ethnographic Field Note and Journal about the client contact observed at field placement. How could the readings/approaches inform what is happening at the agency? How do they inform what type of agency you are interested in working with?

Week 9: Field Work or Observations Needs Assessment**OBJECTIVE**

To learn about and how to conduct assessments in social justice agencies.

Insert Date: In-Field Meeting

Assigned Readings

1. Strengths Based Assessment <https://www.scie.org.uk/strengths-based-approaches/guidance>
<http://hiv.rutgers.edu/wp-content/uploads/2016/05/Strengths-Assessment-Form-and-Instructions.pdf>
2. Deficit/Risk Based Assessment <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/tls-dntf-rsk-rprt/index-en.aspx>
3. Millen, J. Curtis, Lisa Morris, and Michael Sherraden. 2004. Ending social work's grudge match: Problems versus strengths. *Families in Society* 85.3: 317–325.

Assignments Due

1. Journal: write the types of assessment used at the agency. What are the goals of the assessment? How do they reflect the mission and vision of the agency? Are they strengths or deficit based? Are they effective? Why and why not?

Week 10: Class Discussions, Group Work, and Final Project Workshops

OBJECTIVE

To prepare for final projects.

1. Insert Date: In-Class Meeting
2. Get into groups to start the development of final multimedia presentations including perspectives from each final paper and a role-play demonstrating how to address a conflict that emerges in the field. 10 min max.
3. Review Library Resources including on-line databases
4. Conduct role plays addressing conflict in the field
5. Reflect on field experience and include how the field experience influenced social justice career path: Self-Evaluation

Assignments Due

1. OUTLINE final Expository writing. Apply theories learned in class to a social justice issue, agency, or profession addressed through the field experience 5-7 pages APA Style double spaces 12-point font times new roman.

Week 11: Professional Development and Final Project Workshops

OBJECTIVE

To prepare for final projects.

Insert Date: In-Class Meeting

1. Peer Review in pairs of DRAFT papers
2. Present Outlines of final presentations
3. Discussion: What makes an effective presentation in class and in the field?

Assignments Due

1. Outlines for final multimedia presentations including perspectives from each final paper and a role-play demonstrating how to address a conflict that emerges in the field.
2. DRAFT final Expository writing applying theories learned in class to a social justice issue addressed through the field experience 5-7 pages APA Style double spaces 12-point font times new roman.

Week 12: Professional Development and Final Project Workshops

OBJECTIVE

To support and evaluate each other's final projects. Students will learn a research method of giving each other feedback on the presentations before they begin.

Insert Date: In-Class Meeting

1. FINAL PRESENTATIONS
2. Discuss next step experiential learning endeavors and identity applications for a social justice internship or fellowship to be filled out for next week

Assignments Due

1. Complete an application and bring field note from interviews at identified Fellowship/Internship possibilities
 - a. Socialservice.com, idealist.org
 - b. John Jay Career Center
 - i. Vera Fellows program
 - ii. Pinkerton,
 - iii. Art and Justice
 - iv. Immigration
 - c. BEST NYC SOCIAL JUSTICE INTERNSHIPS
<https://www.simplyhired.com/search?q=social+justice+internships&l=new+york%2C+ny&job=JHK6KCPM7BY7RhZ5zEtUJRbZ48BEBNISJTxCjSMUozUnRK5Lb4pXgg>

Week 13: Professional Development and Final Project Workshops**OBJECTIVE**

To support and evaluate each other's final projects.

Insert Date: In-Class Meeting

1. FINAL PRESENTATIONS

Assignments Due

1. FINAL PAPERS DUE

Week 14: Preparing for the Next Steps**OBJECTIVE**

To support and evaluate each other's final projects.

Insert Date: In-Class Meeting

1. FINAL PRESENTATIONS
2. Peer review final applications for next step fellowships/internships

Assignments Due

1. Applications and preparation for next semester internships and/or fellowships

Finals Week: Revision Sessions, Final Meetings, Interviews with Prospective Internship Sites

To: UCASC

From: John Pittman, Department of Philosophy

Date: January 28, 2019

Re: Drop PHI Cross-listing for Death and Dying

I'm writing on behalf of the PHI curriculum committee and department to request that we be delisted from the ANT/PHI/PSY 224: *Death and Dying* course, effective immediately.

We take this step because we have encountered difficulties both scheduling sections of the course in its cross-listed form and because we want to develop a course on philosophical issues of life and death that will more adequately cover the philosophical questions that arise in considering the round of life and death.

The department curriculum committee voted to take this step after extensive discussion by the entire full-time faculty of the department.

