



COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
THURSDAY, APRIL 11, 2019

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

April 11, 2019
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Approval of the Minutes of the March 18, 2019 College Council (attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (attachment B), **Pg. 5**
 - Mark Rivera is removed as a Higher Education Officer representative on the College Council, **Pg. 8**
 - Jared Herst is removed as the Executive Director for Human Resources on the Budget and Planning Committee, **Pg. 14**
 - Valerie Allen replaces Jonathan Gray as the elected representative of the English Department on the College Council, **Pg. 7**
 - Add Elena Beharry as a Higher Education Officer on the College-Wide Assessment Committee, **Pg. 20**
 - Remove Jennifer Rutledge as a full-time faculty member on the College-Wide Assessment Committee, **Pg. 20**
 - Remove Lucia Velotti as the chairperson on the College-Wide Assessment Committee, **Pg. 20**
 - Remove Denise Thompson as the co-chairperson on the College-Wide Assessment Committee, **Pg. 20**
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C9) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

- C1. Proposal for a New Dual Admission Accelerated Program Linking BA in Global History with the MA in Human Rights (approved by UCASC and CGS), **Pg. 21**
- C2. Proposal for a New Dual Admission Accelerated Program for BS/MA in Economics (approved by UCASC and CGS), **Pg. 31**
- C3. Proposal to Revise the Minor in Environmental Justice (again), **Pg. 39**

New Courses

- C4. AFR 2XX Social Entrepreneurship and Community Innovation, **Pg. 43**
- C5. EJS 2XX (277) Introduction to Experiential Learning: Environmental Justice, **Pg. 55**

Course Revisions

- | | |
|-------------|---|
| C6. GEN 205 | Gender and Justice, Pg. 69 |
| C7. GEN 350 | Feminist and Critical Methods, Pg. 71 |
| C8. GEN 401 | Senior Seminar in Gender Studies, Pg. 73 |
| C9. MUS 236 | Music Technology (CO: Com - mapping to GE outcomes),
Pg. 75 |

- V.** Report from the Committee on Graduate Studies (attachment D1-D3) – Interim Dean of Graduate Studies, Avram Bornstein

Program Revision

- D1. Change in the MA in International Crime & Justice, **Pg. 82**

New Course

- D2. FOS 737 Microscopy, Spectrometry and Diffraction with Electrons
in Forensic and Chemical Analysis, **Pg. 86**

Course Revision

- D3. PAD 771 Capstone Seminar, **Pg. 94**

- VI.** Proposal for Department name change for Latin American and Latina/o Studies (attachment E) – Provost Yi Li, **Pg. 96**
- VII.** Bylaw amendment: to add the Registrar as a member of the Undergraduate Curriculum and Academic Standards Committee (attachment F) – Legal Counsel Marjorie Singer, **Pg. 97**
- VIII.** Proposal from the Committee on Honors, Prizes and Awards (attachment G) – Vice President for Enrollment Management and Student Affairs, Lynette Cook-Francis, **Pg. 99**
- IX.** New Business
- X.** Administrative Announcements – President Karol Mason
- XI.** Announcements from the Student Council –President Jasmine Awad
- XII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XIII.** 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

Monday, March 18, 2019

The College Council held its sixth meeting of the 2018-2019 academic year on Monday, March 18, 2019. The meeting was called to order at 1:44 p.m. and the following members were present: Schevaletta (Chevy) Alford, Jasmine Awad, Andrea Balis, Elton Beckett, Warren (Ned) Benton, Andrew Berezhansky, Avram Bornstein, Michael Brownstein, Dara Byrne, Ronald Calvosa, Anthony Carpi, Melissa Ceren, Lynette Cook-Francis, Brian Coritijo, Sylvia Crespo-Lopez, Silvia Dapia, Sven Dietrich, Sandrine Dikambi, Artem Domashevskiy, Anila Duro*, Robert Garot*, Heath Grant, Amy Green, Karen Kaplowitz, Mahtab Khan, Louis Kontos, Thurai Kugan*, Musarrat Lamia, Yi Li, Karol Mason, Roblin Meeks, Mickey Melendez, Karen Okamoto, Vijay Sampath, Natalie Segev, Francis Sheehan, Charles Stone, Marta-Laura Suska, Ludy Thenor, Steven Titan, Kermina Tofek, Thalia Vrachopoulos, Rebecca Weiss, and Guoqi Zhang.

Absent: Nickolas Almodovar, Laura Bally-Mahabir*, Andrew Bandini, Rosemary Barberet, James (Jim) Cauthen, Marta Concheiro-Guisan, Lissette Delgado-Cruzata, Elijah Font, Joel Freiser, Tomas Garita, Jonathan Gray, Maria (Maki) Haberfeld, Veronica Hendrick, Sheeba John, Hunter Johnson, Erica King-Toler, Elza Kochueva, Thomas Kubic, Yue Ma, Vincent Maiorino, Joshua Mason, Brian Montes, Naomi Nwosu-Stewart, Jose Olivo, Frank Pezzella, Mark Rivera, Deandra Simon, Charlotte Walker-Said, Dante Tawfeeq*, and Hung-Lung Wei.

* Alternates

I. Adoption of the Agenda

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

II. Minutes of the February 13, 2019 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. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C7)

A motion was made to adopt a program marked "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." The motion was seconded and approved unanimously.

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

A motion was made to adopt new courses marked C3-C6 as a slate. The motion was seconded, but not approved. A motion was made to remove C3 from the slate. 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 a new course marked C3. “GEN 2XX (277) Introduction to Feminist Praxis.” The motion was seconded and approved unanimously.

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

C4. GEN 3XX (377)	Feminist Praxis: Internship
C5. HIS 3XX	History of Genocide, 500 C.E. to the Present
C6. ISP 2XX (277)	Experiential Learning in Social Justice: Field Preparation

The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “C7. PHI/ ANT/ PSY 224 Death and Dying.” The motion was seconded and approved unanimously.

The meeting was adjourned at 2:31 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:

- | | |
|---|----------------------|
| 1. President (Chairperson) | Karol Mason |
| 2. Provost and Vice President for Academic Affairs | Yi Li |
| 3. Vice President for Finance and Administration | Steven Titan |
| 4. Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| 5. Interim Dean of Graduate Studies | Avram Bornstein |
| 6. Associate Provost for Undergraduate Retention
and Dean of Undergraduate Studies | Dara Byrne |
| 7. Associate Provost and Dean of Research | Anthony Carpi |
| 8. Interim Associate Provost for Strategic Initiative and Associate
Dean of Graduate Studies | Roblin Meeks |

Faculty:

- | | |
|--|----------------------------------|
| a. Full-time faculty elected from each academic department: | |
| 9. Africana Studies | Charlotte Walker-Said |
| 10. Anthropology | Marta Laura Suska |
| 11. Art and Music | Thalia Vrachopoulos |
| 12. Communication and Theater Arts | Elton Beckett |
| 13. Counseling and Human Services | Mickey Melendez |
| 14. Criminal Justice | Frank Pezzella |
| 15. Economics | Joshua Mason |
| 16. English | Valerie Allen |
| 17. Health and Physical Education | Vincent Maiorino |
| 18. History | Andrea Balis |
| 19. Interdisciplinary Studies Department | Amy Green |
| 20. Latin America and Latina/o Studies | Brian Montes |
| 21. Law, Police Science, and Criminal Justice Administration | Yue Ma |
| 22. Library | Karen Okamoto |
| 23. Mathematics & Computer Science | Hunter Johnson |
| 24. Modern Languages and Literatures | Fall: Aida Martinez-Gomez |
| | Spring: Silvia Dapia |
| 25. Philosophy | Michael Brownstein |
| 26. Political Science | James Cauthen |
| 27. Psychology | Rebecca Weiss |
| 28. Public Management | Vijay Sampath |
| 29. Security, Fire and Emergency Management | Hung-Lung Wei |
| 30. Sciences | Guoqi Zhang |
| 31. SEEK | Erica King-Toler |
| 32. Sociology | Rosemary Barberet |
| b. At-Large Adjunct representative of the Faculty Senate: | |

33. Public Management

Joel Freiser

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

34. 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. **VACANT**

- 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:

- | | |
|--|----------------------|
| • 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
3. Art and Music
4. Communication & Theater Arts
5. Counseling and Human Services
6. Criminal Justice
7. Economics
8. English
9. Health & Physical Education
10. History
11. Interdisciplinary Studies Program (ISP)
12. Library
13. Latin American & Latina/o Studies
14. Law, Police Science & CJA
15. Mathematics & Computer Science
16. Modern languages & Literature
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire & Emergency Management
23. SEEK
24. Sociology

Ed Snajdr
 Erin Thompson
 Bettina Murray
 Nancy Velasquez-Torres
 Gohar Petrossian
 Michelle Holder
 Karen Kaplowitz
 Jane Katz
 Andrea Balis
 Nina Rose Fischer
 Maria Kiriakova
 Suzanne Oboler
 Maria Haberfeld
 Michael Puls
 Maria Julia Rossi
VACANT
 Alex Moffett-Bateau
 Brett Stoudt
 Judy-Lynne Peters
 Angelique Corthals
 Lucia Velotti
 Virginia Diaz-Mendoza
 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:

- 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
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students
 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:

- | | |
|---|------------------------|
| • 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 | VACANT |
| • Interim, Dean of Graduate Studies | Avram Bornstein |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Finance | Mark Flower |
| • Vice President for Institutional Advancement | Robin Merle |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • 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 |

- | | |
|--|-------------------|
| 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:

- | | |
|---|------------------------|
| • 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

- | | |
|--|--|
| <ul style="list-style-type: none"> 11. Protection Management 12. MPA: Public Policy and Administration 13. MPA: Inspection and Oversight 14. Security Management MS program <ul style="list-style-type: none"> • Two (2) graduate students <ul style="list-style-type: none"> 1. Hana Chae 2. Lauren Stepinski | <ul style="list-style-type: none"> Robert McCrie Yi Lu William Pammer, Jr. Marie-Helen Maras |
|--|--|

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Provost and Vice President for Academic Affairs (Chairperson) • Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost • President of the Faculty Senate • Vice President of the Faculty Senate • Chairperson of each academic department <ul style="list-style-type: none"> 1. Africana Studies 2. Anthropology 3. Art and Music 4. Communication and Theater Arts 5. Counseling and Human Services 6. Criminal Justice 7. Economics 8. English 9. Health and Physical Education 10. History | <ul style="list-style-type: none"> Yi Li Kinya Chandler Warren (Ned) Benton Karen Kaplowitz Jessica Nembhard Alisse Waterston Ben Lapidus Seth Baumrin Robert DeLucia Brian Lawton Geert Dhondt Jay Gates Davidson Umeh David Munns |
|--|---|

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

Katie Gentile
 Jose L. Morin
 Peter Moskos
 Larry Sullivan
 Douglas Salane
 Bettina Carbonell
 Jonathan Jacobs
 James Cauthen
 Angela Crossman
 Warren Eller
 Shu Yuan Cheng
 Robert Till
 Monika Son
 Robert Garot

Council of Undergraduate Program Coordinators

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

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

Dara Byrne

- Coordinators of Undergraduate Majors

1. Anthropology
2. Applied Mathematics: Data Science & Cryptography
3. Cell & Molecular Biology
4. Computer Science and Information Security
5. Criminal Justice (B.A.)
6. Criminal Justice (B.S.)
7. Criminal Justice Management
8. Criminology (B.A.)
9. Culture and Deviance Studies
10. Dispute Resolution
11. Economics
12. English
13. Emergency Services Administration
14. Fire Science
15. Forensic Psychology (B.A.)
16. Forensic Science (B.S.)
17. Fraud Examination and Financial Forensics
18. Gender Studies
19. Global History (B.A.)
20. Humanities and Justice
21. International Criminal Justice
22. Latin American and Latina/o Studies
23. Law and Society

Johanna Lessinger
 Samuel Graff
 Jason Rauceo
 Sven Dietrich
 Brian Lawton
 Serguei Cheloukhine
 Denise Thompson
VACANT
 Ed Snadjr
 Maria R. Volpe
 Geert Dhondt
 Olivera Jokic
 Glen Corbett
 Glen Corbett
Fall: Angela Crossman
Spring: Silvia Mazzula
 Nicholas Petraco
 David Shapiro
 Antonio Jay Pastrana
 James DeLorenzi
 Hyunhee Park
 Mangai Natarajan
 Brian Montes
 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.

- Director of Assessment (ex officio) Dyanna Pooley
- Associate Provost for Institutional Effectiveness (ex officio) Erez Lenchner
- Seven (7) Full-time Faculty Members
 1. Mechthild Prinz
 2. **VACANT**
 3. **VACANT**
 4. **VACANT**
 5. **VACANT**
 6. **VACANT**
 7. **VACANT**
- Three (3) Higher Education Officers
 1. Ritu Boswell (acting chair)
 2. Kristina Hardy
 3. Elena Beharry

Special Committee of the College Council

Committee on Faculty Elections

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

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

Global History B.A./Human Rights M.A. (Dual Admission – Accelerated Program)

PROPOSAL

Prepared by

Department of History
MA Program in Human Rights

Fall 2018

Introduction and Overview

The joint BA/MA program in Global History and Human Rights will bring together two complementary fields of study, allowed eligible students to pursue undergraduate and graduate education concurrently within a five-year time frame. This joint degree program will allow outstanding undergraduate Global History majors interested in the field of Human Rights not only to obtain advanced knowledge and skills, but to accelerate their progress toward their career goals.

The new Human Rights MA program at John Jay College was designed to prepare students to engage in human rights-centered careers. The development of new fields of human rights, including fields such as public security, juvenile justice, prison reform, investigative journalism, and human rights litigation, has created a need for substantial expertise in documenting and analyzing human rights, and advocating for effective investigations, accountability, remedies, and reforms. Graduate coursework will address human rights in broad domestic, international, and criminal justice contexts, highlighting cultural, ethnic, and racial diversity of thought on human rights philosophies and praxis. The goal of the Human Rights MA is to prepare graduates to enrich organizations through their experiences as well as the skills gained from this program, including fact-finding, report writing, advocacy, media outreach, and litigation, which are critical when addressing human rights issues such as conflict, underdevelopment, crisis, law, and humanitarian necessity.

A parallel purpose of the new program is to promote diversification of the human rights profession. The program has integrated learning activities focusing on underrepresented groups, including Africana societies, Hispanic and Latinx societies, and Middle Eastern, South Asian, and East Asian societies, throughout the curricula. The program also seeks to recruit, train, and professionally empower students who are underrepresented in fields where human rights are debated and practiced, including nongovernmental organizations like Human Rights Watch and Amnesty International, multilateral institutions such as the United Nations and the World Bank, and humanitarian organizations such as CARE International, Oxfam, and the International Rescue Committee.

The Global History BA will provide a complementary preparation for John Jay students interested in pursuing the Human Rights MA. Global History is a robust liberal arts program designed to give students the skills required to excel in graduate studies and become valued employees for the government, not-for-profit organizations, or the private sector. It progressively takes students from the introductory surveys in global history, emphasizing connections and interactions among civilizations, through mid-level content courses as well as research methods courses that teach both the multitude of theoretical approaches to doing history and the varied skills required to do primary research in museums, archives, and libraries, and finally to the end stage of writing and presenting a piece of independent research. Along the way, students learn to acquire basic information, analyze that information and integrate it into existing theoretical structures, and independently assimilate evidence and use it to support arguments. Students who graduate with a degree in Global History from John Jay College are capable of thinking historically about the current shape of their world and the issues affecting global communities.

The proposed joint BA and MA program will meet the needs of students interested in pursuing careers in the field of human rights. Global History majors, with their background knowledge on development of the modern world, and their extensive reading comprehension, research, writing, and analytical skills, would be an asset to the Human Rights MA program. The joint degree program will encourage and direct motivated students to take a fast track in seeking jobs or further academic study. It provides the opportunity for academically advanced students to pursue, simultaneously, their baccalaureate and master's degrees. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of the major.

Learning Outcomes

Learning Outcomes for Human Rights MA

- HR1. Attain expertise in the key scholarly knowledge areas of human rights: a) Legal, philosophical, and theoretical origins of human rights; b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions; c) international, regional and domestic human rights organizations; d) transnational and local human rights advocacy, and e) legal and empirical research method and design
- HR2. Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers
- HR3. Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.
- HR4. Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.

Learning Outcomes for Global History BA

- GH1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
- GH2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
- GH3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
- GH4. Identify different theories and methods used in the historical profession.
- GH5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

The learning outcomes for the Global History BA align nicely with those for the Human Rights MA, which will ensure that students in the joint program will be well-prepared for their graduate-level coursework. Given the emphasis on justice in Global History courses, the study

of critical events, trends, and issues in history (GH1) will give students an excellent foundation for advanced study in the key scholarly areas of human rights (HR1). The Global History major trains students in research, analytical, critical thinking, and writing skills (GH2, GH3, and GH5), which will help prepare students to develop and apply the key professional skills in the human rights field (HR2 and HR4). Finally, exposure to the diverse methodologies and theoretical frameworks that scholars use to study the past (GH4) will aid students in developing and applying the multidisciplinary approaches to various human rights subfields (HR3).

Degree Requirements and Eligibility Criteria

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA). This is a minimum requirement for eligibility (a standard requirement for BA/MA programs and Dual Admission – Accelerated programs at John Jay) and does not guarantee acceptance into the program. Applicants must also submit a personal statement indicating why they are seeking admission, **two recommendations from faculty members**, and a writing sample that is representative of their research/writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Transfer students must first establish the 3.5 GPA, with 12 credits of BA courses for one semester at John Jay College prior to applying to the joint degree program.

Employment Outlook¹

The Human Rights MA program is grounded in a strong interdisciplinary core complemented by a required course in Human Rights advocacy and activism. In the culminating seminar, HR 750, students will work with external partners to research and to produce policy responses that serve the needs of those partners. This combination of field expertise and advocacy skills will prepare graduates well for positions in NGOs and other non-profits dedicated to human rights and related causes, including those organizations engaged in justice-related issues such as immigration. Examples of possible organizations include the following: larger NGOs such as Human Rights Watch, Oxfam, and Amnesty International; smaller NGOs with specializations or a regional focus, such as Asylum Access, Women's Refugee Commission, and Women for Women International; local organizations such as the American Civil Liberties Union; intergovernmental organizations such as the United Nations sub-organizations and the Inter-American Commission on Human Rights; charitable organizations such as the Social Accountability International, Ford Foundation, and Open Societies Foundation; and for-profit organizations such as Toyota or Target Corporation.

The larger marketplace values these skills as well. John Jay graduates would be competitive for positions in public and media relations, fundraising, social science research, and legal support services. Broadly speaking, these employment categories have favorable to very favorable employment prospects over the next 10 years, both in New York state and nationally (see Tables 1 and 2 below).

¹ This information is taken from the original 2017 proposal to establish the Human Rights MA.

Table 1. National Employment Trends Related to Human Rights Master of Arts Program

2012 National Employment Matrix title and code	National										Job openings due to growth and replacements, 2012-22	Employment Prospects
	Employment Number		Percent distribution		Change, 2012-22		Percent		Percent			
	2012	2022	2012	2022	Number	Percent	Number	Percent	Number	Percent		
Public relations and fundraising managers 11-2031	62.1	70.1	0.0	0.0	8.0	12.9%			8.0	12.9%	21.3	Very Favorable
Social and community service managers 11-9151	132.9	160.6	0.1	0.1	27.7	20.8%			27.7	20.8%	55.1	Favorable
Fundraisers 13-1131	65.7	77.1	0.0	0.0	11.4	17.3%			11.4	17.3%	24.3	Very Favorable
Survey researchers 19-3022	18.0	21.2	0.0	0.0	3.2	17.6%			3.2	17.6%	5.6	Favorable
Social science research assistants 19-4061	29.6	34.0	0.0	0.0	4.4	15.0%			4.4	15.0%	16.1	Very Favorable
Social and human service assistants 21-1093	372.7	453.9	0.3	0.3	81.2	21.8%			81.2	21.8%	178.7	Very Favorable
Paralegals and legal assistants 23-2011	277.0	323.3	0.2	0.2	46.2	16.7%			46.2	16.7%	91.2	Very Favorable
Public relations specialists 27-3031	229.1	256.5	0.2	0.2	27.4	12.0%			27.4	12.0%	58.8	Very Favorable

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

Table 2. New York State Employment Trends Related to Human Rights Master of Arts Program

2012 National Employment Matrix title and code	New York State										Employment Prospects ⁴
	Employment Number		Change 2012-2022		Annual Wages (\$) - 2014 ¹			Experience ³			
	2012	2022	Net	Percent	Mean	Median	Entry ²	Experience ³	Experience ³		
Public relations and fundraising managers 11-2031	6,370	7,430	1,060	16.6%	\$146,640	\$135,560	\$87,450	\$176,230	\$176,230	Very Favorable	
Social and community service managers 11-9151	12,560	14,380	1,820	14.5%	\$79,250	\$75,940	\$53,210	\$92,270	\$92,270	Very Favorable	
Fundraisers 13-1131	6,420	7,980	1,560	24.3%	\$59,760	\$57,510	\$34,500	\$72,390	\$72,390	Very Favorable	
Survey researchers 19-3022	900	990	90	10.0%	\$69,430	\$72,590	\$43,620	\$82,330	\$82,330	Favorable	
Social science research assistants 19-4061	6,560	7,630	1,070	16.3%	\$31,710	\$22,950	\$16,890	\$39,120	\$39,120	Very Favorable	
Social and human service assistants 21-1093	32,780	37,120	4,340	13.2%	\$35,200	\$34,100	\$23,680	\$40,960	\$40,960	Very Favorable	
Paralegals and legal assistants 23-2011	25,120	29,100	3,980	15.8%	\$55,640	\$51,780	\$37,170	\$64,870	\$64,870	Very Favorable	
Public relations specialists 27-3031	23,010	26,910	3,900	16.9%	\$67,250	\$59,520	\$37,520	\$82,120	\$82,120	Very Favorable	

Source: New York State Department of Labor, Division of Research & Statistics

¹Employment and wage data by occupation are based on the Occupational Employment Statistics (OES) survey, which collects information from approximately 52,000 businesses. Data were collected in 2010, 2011, 2012 and 2013 and then updated to the first quarter of 2014 by making cost-of-living adjustments. These wage estimates reflect New York State's minimum wage of \$8.00, the minimum wage in effect at the time these estimates were prepared. Occupational employment and wages technical documentation is found at <http://labor.ny.gov/stats/stechoes.shtml>.

²Entry wage: The mean (average) of the bottom third of wages in an occupation.

³Experienced wage: The mean (average) of the top two-thirds of wages in an occupation.

⁴Employment Prospects technical documentation is found at - <http://labor.ny.gov/stats/stechedsc4.shtml>.

Expected Enrollment

Given the small number of current Global History majors and recent commencement of the Human Rights graduate program, we anticipate 2-3 students per year enrolling in the joint program. However, we believe this number will increase as we continue to build enrollment in the Global History BA program and the Human Rights MA program becomes more established.

Cost Assessment

Since the joint BA/MA program in Global History and Human Rights will simply be linking two existing programs, no additional costs are anticipated.

Curriculum Summary

Students will receive both the bachelor's and master's degrees upon completion of the requirements that are proposed for this program. The dual admission Global History BA/Human Rights MA Program will require the completion of 135 credits (which aligns with the majority of the existing BA/MA programs at the college). This total includes: 30 Global History BA credits, 36 Human Rights MA credits, 42 general education credits, and 27 general elective credits.

Students enrolled in this dual admission – accelerated program will be exempt from nine undergraduate credits normally required for the Global History BA: one course in the global history survey, and two 200-level history electives. However, they will be required to take HR 7xx (Topics in the History of Human Rights) as one of their graduate-level electives. Since the graduate course will be taught by a qualified member of the Department of History, it is proposed to not require additional undergraduate-level electives (although they remain as general elective options).

The program requirements and associated credit details are listed below, and a model plan of study follows.

Please note: this program must differ in several ways from our registered BA/MA programs to satisfy the requirements of the NYSDOE. When students earn their 120th credit, the Bachelor's degree will be conferred. HR 700, HR 701 & HR 702 will be used to satisfy the requirements of BA in Global History. For the purposes of this program, the residency requirement on the Master's side will be 12 credits. Once students are above 120 credits, they will pay graduate tuition.

Global History-Human Rights BA/MA Program

Combined degree- BA Global History/MA Human Rights 135 credits

Students must complete all core GEN Ed. Requirements 42 credits

Global History Survey 6 credits

Any two:

HIS 203	The Ancient World
HIS 204	The Medieval World
HIS 205	The Modern World

*When students take HR 700, it will count here for BA degree purposes

Global History Core Curriculum 12 credits

HIS 240	Historiography
HIS 2xx	Doing History (currently HIS 150)
HIS 300	Research Methods
HIS 425	Senior Seminar

Global History Elective Courses 12 credits

Any four (with the following requirements):

- At least two courses at the 300-level
- At least one course from the US category
- At least one course from the non-US category
- At least one course from the premodern category
- A maximum of one 100-level Course

US

HIS 100	Criminal Justice and Popular Culture
HIS 106	Historical Perspectives on Justice and Inequality
HIS 127	Microhistories: A Lens into the Past
HIS 131	Topics in the History of Science, Technology, and Medicine
HIS 144	Reacting to the Past
HIS 150	Doing History
HIS 201	American Civilization - From Colonial Times Through the Civil War
HIS 202	American Civilization – From 1865 to the Present
HIS 206/MUS 206	Orchestral Music and the World Wars
HIS 208	Exploring Global History
HIS 214	Immigration and Ethnicity in the United States
HIS 217	History of NYC
HIS 219	Violence and Social Change in America

HIS 224 A History of Crime in New York City
 HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America
 HIS 277 American Legal History
HIS 3xx Topics in US History
 HIS 320 Topics in the History of Crime and Punishment in the U.S.
 HIS 323 History of Lynching and Collective Violence
 HIS 340 Modern Military History from Eighteenth Century to the Present
 HIS 352 History and Justice in the Wider World
 HIS 381 The Social History of Catholicism in the Modern World
 HIS 383 History of Terrorism
 MUS 310 Comparative History of African American Musics

NON- US

AFR 150 Origins of Contemporary Africa
 ART 222 Body Politics and Art in Global & Historical Perspectives
 HIS 106 Historical Perspectives on Justice and Inequality
 HIS 127 Microhistories: A Lens into the Past
 HIS 131 Topics in the History of Science, Technology, and Medicine
 HIS 144 Reacting to the Past
 HIS 150 Doing History
 HIS 206/MUS 206 Orchestral Music and the World Wars
 HIS 208 Exploring Global History
 HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America
 HIS 252 Warfare in the Ancient Near East and Egypt
 HIS 254 History of Ancient Greece and Rome
 HIS 256 The History of Muslim Societies and Communities
 HIS 260/LLS 260 History of Contemporary Cuba
 HIS 264 China to 1650
 HIS 265/LLS 265 Class, Race and Family in Latin American History
 HIS 269 History of World Slavery (to 1650 CE)
 HIS 270 Marriage in Medieval Europe
 HIS 274 China: 1650 – Present
 HIS 281 Imperialism in Africa, South Asia, and the Middle East
 HIS 323 History of Lynching and Collective Violence
 HIS 325 Criminal Justice in European Society, 1750 to the Present
 HIS 340 Modern Military History from Eighteenth Century to the Present
 HIS 352 History and Justice in the Wider World
 HIS 354 Law and Society in Ancient Athens and Rome
 HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies
 HIS 359 History of Islamic Law
 HIS 362 History of Science and Medicine: Prehistory to 1650
 HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650
 HIS 366 Religions of the Ancient World
 HIS 368 Law and Society in the Ancient Near East
 HIS 370 Ancient Egypt
 HIS 374 Premodern Punishment

HIS 375 Female Felons in the Premodern World
 HIS 381 The Social History of Catholicism in the Modern World
 HIS 383 History of Terrorism
 LLS 130 Introduction to Latin American History
 MUS 310 Comparative History of African American Musics

Premodern

AFR 150 Origins of Contemporary Africa

HIS 106 Historical Perspectives on Justice and Inequality
 HIS 127 Microhistories: A Lens into the Past
 HIS 131 Topics in the History of Science, Technology, and Medicine
 HIS 144 Reacting to the Past
 HIS 201 American Civilization - From Colonial Times Through the Civil War
 HIS 208 Exploring Global History
 HIS 252 Warfare in the Ancient Near East and Egypt
 HIS 254 History of Ancient Greece and Rome
 HIS 256 The History of Muslim Societies and Communities
 HIS 264 China to 1650
 HIS 269 History of World Slavery (to 1650 CE)
 HIS 270 Marriage in Medieval Europe
 HIS 323 History of Lynching and Collective Violence
 HIS 354 Law and Society in Ancient Athens and Rome
 HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies
 HIS 359 History of Islamic Law
 HIS 362 History of Science and Medicine: Prehistory to 1650
 HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650
 HIS 366 Religions of the Ancient World
 HIS 368 Law and Society in the Ancient Near East
 HIS 370 Ancient Egypt
 HIS 374 Premodern Punishment
 HIS 375 Female Felons in the Premodern World
 LLS 130 Introduction to Latin American History

*HR 701 and HR 702 will be applied here to complete the BA in Global History requirements

General Undergraduate Electives

27 credits

The remaining 36 credits should be applied to courses taken in the Master's degree program, which is outlined below. Students in this accelerated program must take HIS7xx as one of their graduate electives. If a student decides to leave the BA/MA program or fails to meet the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor's Degree.

MA in Human Rights Core Curriculum

24 credits

HR 700	Introduction to Human Rights
HR 701	International Human Rights Organizations and Institutions

HR 702	Human Rights: International and Domestic Legal Frameworks
ICJ 703	International Criminal Law
HR 705	Philosophy of Human Rights
HR 706	Human Rights Advocacy and Activism
ICJ 715	Research Methods in International Crime and Justice
HR 750	Advanced Seminar in Human Rights

Accelerated Program Required Course**3 credits**

HR 7XX	Topics in the History of Human Rights
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Human Rights Electives**9 credits**

HR 711	Human Rights and Humanitarianism
HR 712	Civil and Political Rights and Civil Liberties
HR 713	Economic, Social and Cultural Rights
HR 714	Human Rights and Corporate Social Responsibility
HR 718	Health as a Human Right
PAD 718	International Public Policy and Administration
ICJ 730	Human Trafficking
PAD 732	The Independent Sector: Contemporary Issues in Non-profits and Philanthropy
CRJ 765	Social Movements, Revolution, and Terrorism
CRJ 778	Victimology
PSY 705	Victimology
CRJ/PAD 754	Investigative Techniques
FOS 761	Forensic Anthropology: Osteological & Genetic Identification
HR 780	Human Rights Internship Course (6 credits)
HR 791	Thesis (6 credits)

Please note: for the purpose of this program, students will earn residency in the MA with 12 credits.

General Education Credits: 42
Global History, BA Credits: 30
General Elective Credits: 27
Human Rights, MA Credits: 36
Total Credits for BA/MA: 135

BS in Economics /MA in Economics

Proposal for a Dual Admission/ Accelerated Program

Prepared by

Assistant Professor Geert Dhondt

Major/Minor Coordinator Assistant

Professor Ian Seda

Deputy Chair and MA Admissions Coordinator

Assistant Professor Jay Hamilton

Chair and Interim Graduate Program Director

Department of Economics

Approved by Economics Undergraduate and MA Governance Committees,
Economics Department, March 27, 2018

Introduction and Overview of Economics (BS/MA)

This proposal is for establishing a BS/MA dual admission, accelerated program based on two of our existing programs, the BS in Economics and the MA in Economics, which will enable our Economics majors to pursue undergraduate and graduate education concurrently within a five-year time frame. This dual admission program in economics is intended to provide an opportunity for outstanding and determined undergraduate economics majors not only to obtain advanced knowledge and skills, but accelerate obtaining their masters degree and to advance their career goals.

John Jay College introduced the BS in Economics in 2009 and the MA in Economics in 2017. The BS program in Economics is designed to offer students an interdisciplinary approach to the understanding and analysis of economic issues. Economics follows human beings as they strive to fulfill their aspirations within different social and physical environments, notably via the production of commodities, their distribution and consumption, and their elaborations of institutions to organize these three processes. Courses in economics enable students to improve their writing, analytical, and research skill. John Jay economics majors learn not only mainstream economics, but also alternative theoretical perspectives. The economics major at John Jay equips students to critically evaluate how society and government policies affect their daily lives. The economics major helps develop students' critical thinking, communication, and quantitative skills to give them an advantage in the workforce, or continuing their education. The Master of Arts degree in Economics at John Jay College is a graduate program providing both practical skills for work in economic policy, and a foundation for study at the PhD level. Located in the heart of Manhattan, it is one of a handful of graduate programs in the country that emphasizes heterodox economics, with alternative perspectives a core part of the curriculum. This is a program for people who want a deep and rigorous study of economics for their academic, professional or personal goals, but who have been frustrated by the narrowness of the field, and by its disengagement from politics and the real world. Students at John Jay will study the history of economic thought, Marxian and Post Keynesian theory, economic history, the economics of gender, environmental sustainability, and global inequalities of income and wealth; as well as learning the core technical skills they need for a profession or further academic work in economics.

Economists who are critical thinkers with good quantitative skills are in high demand locally, nationally, and globally. A master's degree is often a minimum preferred or

required degree for economist jobs. Many local, state, federal, governmental or non-profit jobs as well as financial institutions prefer or require at a minimum a master's degree.

The BS/MA economics program will prepare students quicker and better for the job market.

John Jay's 2017 Fall enrollment data in the BS in Economics shows a total of 268 students, of which 53 had a 3.5 or above GPA. Furthermore, 10 Economics students had a GPA above 3.9, 17 above 3.8, and 38 above 3.6. The 2018 Spring enrollment data shows a total of 245 economics majors with 51 students above the 3.5 GPA threshold. Furthermore, 6 economics students had a GPA above 3.9, 14 above 3.8, and 37 above 3.6.

Over the last year the new Masters program has created a buzz among our undergraduate students. Economics professors get approached constantly about enrolling in the program, and students are excited about the possibility of doing a BS/MA accelerated program. Currently, about 20% of our students would be eligible for the BS/MA program and we think a fair number of them are interested and expect between 10 and 20 students to be accepted into the BS/MA program each year in the first five years of the program.

The BS/MA economics program will provide an opportunity for academically bright and hard working student to simultaneously pursue their baccalaureate and master's degrees. This will encourage motivated students to take a fast track in seeking jobs or academic careers with improved prospects. We have eligible undergraduate students who are eager to pursue this option. The number of undergraduate electives and courses in the major are reduced to enable motivated student to begin graduate courses in their junior years. Graduate courses will fulfill certain similar disciplinary area which makes some undergraduate courses not necessary.

Key Post Graduate Outcomes

Master's Learning Outcomes

Upon completion of this program students will be able to:

1. Conduct applied research suitable for government and nonprofit advocacy organizations
2. Critically evaluate public policies from multiple economic perspectives
3. Produce effective formal and informal communications

Baccalaureate Learning outcomes

1. Conduct applied economic research suitable for government and nonprofit advocacy organizations
 - a) demonstrate ability to find, evaluate and manage data sets
 - b) demonstrate ability to produce descriptive statistics
 - c) demonstrate ability to produce analytical statistics and regression analysis

2. Critically evaluate policies from multiple economic perspectives
 - a) determine the costs and benefits of a particular public policy from a perspective that includes implicit as well as explicit costs
 - b) determine the economic and social equity implications of applied policies
 - c) determine the effect of policy on demographic and other diversity issues
 - d) detect methodological errors in policy making and offering an alternative analysis

3. Produce effective communications
 - a) writing for the appropriate audience
 - b) peer review and editing
 - c) able to understand and incorporate editing advise on his/her own work
 - d) engage in sophisticated oral debate

Degree Requirements and Eligibility Criteria*Eligibility and Admissions Process*

According the Undergraduate Bulletin and John Jay Policy, to be eligible for admission, students must complete 60 credits, including completion of the college general education requirements, and have earned a 3.5 or better grade point average (GPA). This is the minimum requirement for eligibility and does not guarantee acceptance into the program. Prospective BS Economics students must also submit a personal statement indicating why they are seeking admission and two recommendations from faculty members. Students must also submit a writing sample that is representative of their research and writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Transfer students must first establish the

3.5 GPA, with 12 credits of BS courses for one semester at John Jay College prior to applying to the Economics BS/MA Program. However, students transferring from colleges with an articulation agreement with John Jay College will be considered for admission to the Economics BS/MA Program based on their GPA at the home college.

Students are required to maintain the 3.5 GPA to remain in the BA/MA Program. It should be noted that students whose GPAs fall below the 3.5 level will not be able to receive the graduate degree as part of the accelerated program even if they have completed sufficient credits. Those students can complete the Economics baccalaureate major and use completed graduate courses in lieu of undergraduate major requirements in consultation with the major coordinator. Students must complete the entire undergraduate major to earn the BS. Students may then apply for acceptance to the MA program if desired to proceed to the Master's degree.

Earning the BS degree

When students reach 120 credits, they will be awarded the BS degree in Economics. A note below specifies which graduate-level courses will count towards the bachelor's degree. Students seamlessly continue on to the Master's and must complete a total of at least six credits of residency at the graduate level.

Anticipated Enrollment

We anticipate that ten to twenty students will be accepted to the BS/MA each year.

Resources needed for the program

Due to extra seat capacity in the graduate portion of the dual degree program we do not anticipate this program will cause an impact on the section demand at this time, though more faculty capacity is needed for both programs. We are currently operating with over 75% of courses in the undergraduate portion taught by adjuncts and 40% of our graduate courses are taught by adjuncts. We hope to continue working with the Provost to add more economics faculty.

Curriculum Summary

The dual admission, accelerated BS/MA Program in Economics will require the completion of 134 credits which is consistent with the majority of the existing BA/MA programs at the college. This includes: 24-30 credits of Economics BS, 36 credits of

Economics MA degree requirements, 42 general education credits, 0-6 other required courses (Calculus I and II), and 17-32 credits in general electives. The required courses and associated credit details are listed below.

Credits Required	134
General Education	42
Economics BS	30
Other Required Courses	0-9
Undergraduate Electives	17-26
Economics MA	36

General Education Requirements Subtotal: 42

Economics BS Requirements Subtotal: 30

Economics Foundation Courses: Subtotal: 21

ECO 101: Introduction to Economics and Global Capitalism*

ECO 105: Understanding the US through Economic Data*

ECO 213: Political Economy

ECO 220: Intermediate Macroeconomics

ECO 225: Intermediate Microeconomics

ECO 255: Statistics for Economists

ECO 310: Economics in Historical Perspectives

*Advisors note: ECO 101 and ECO 105 can be taken as part of the General Education Requirements in the Flexible Core: Individual and Society and the U.S. Experience in Its Diversity areas.

Advanced Economics Electives: Subtotal: 9

Choose any three courses (with at least two at the 300 level)

ECO 231: Global Economic Development

ECO 235: Finance for Forensic Economics

ECO 245: International Economics

ECO 260: Environmental Economics, Regulation and Policy

ECO 265: Introduction to Public Sector Economics

ECO 270: Urban Economics

ECO 280: Economics of Labor

ECO 283: Selected Topics in Economics

ECO/ PSC 315: Economic Analysis of Crime

ECO 324: Money and Banking

ECO 327: Political Economy of Gender
 ECO 330: Econometrics
 ECO 333: Sustainability
 ECO/ SOC 360: Corporate and White-Collar Crime
 ECO 389: Independent Study
 AFR 250: Political Economy of Race
 AFR 322: Inequality and Wealth

Note: Students substitute two graduate level courses (ECO 713 and ECO 750) to fulfill the BS elective requirements in Economics.

Other Required Undergraduate Courses

Subtotal: 0-9

Depending on mathematics placement may have to take these courses

MAT 141: Pre-Calculus
 MAT 241: Calculus I
 MAT 242: Calculus II

Students must complete these courses as part of the undergraduate portion of the program.
 Advisors note: Mat 141, Mat 241, Mat 242 can satisfy the Required Core: Math & Quantitative Reasoning area of the General Education Requirements

Undergraduate Electives

Subtotal: 17-26

Students must complete 17-26 credits of electives to fulfill the undergraduate portion of the degree program. Students have free choice of electives. Students can also choose to complete a minor.

Economics MA Program

Subtotal: 36

The Master of Arts in Economics requires a total of 36 credits of coursework consisting of 8 required courses and 4 electives.

Required Core Courses:

Subtotal: 24

ECO 713: Political Economy
 ECO 750: Mathematics for Economists
 ECO 720: Macroeconomics
 ECO 751: Research Methods I
 ECO 752: Research Methods II
 ECO 725: Microeconomics
 ECO 740: Community Economic Development
 ECO 799: Seminar in Economics

Economics Electives Courses:

Subtotal: 12

Choose any four courses

ECO 710: History of Economic Thought

ECO 711: Economic History

ECO 715: Contending Economic Theories

ECO 724: Global Capitalism, Gender, and Debt

ECO 760: Political Economy of the Environment

ECO 745: International Trade

ECO 746: International Finance

ECO 780: Global Political Economy of Work and Social Welfare

Total Credits for BS/MA: 134 credits

*Alexander Schlutz
Associate Professor
Dept. of English*

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New York City, NY 10019
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aschlutz@jjay.cuny.edu*

03-12-2019

Re: adding ECO 231 and ICJ 101 to the list of electives for the Environmental Justice minor

Dear Members of UCASC;

The Environmental Justice and Sustainability Program would like to add ECO 231: Global Economic Development and Crime and ICJ 101: Introduction to International Criminal Justice to the list of electives for the Environmental Justice minor.

Rationale for inclusion: ECO 231 is a perfect fit for the minor and should have been part of the electives from the beginning. Here is the course description: “This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with particular attention to the role of crime. General topics include economic theory, sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, and international trade.” The course will provide important complements to the global perspectives on sustainability and environmental justice offered in the two core courses of the minor EJS 200: Earth Justice and EJS 300: Environmental Justice. Through the specific attention to issues of global crime, the course will also provide important synergies with the program’s Environmental Crime course, EJS 240.

ICJ 101 in turn will provide students in the minor interested in issues of global environmental and wildlife crime important grounding by offering “an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system.” With the addition of ICJ 101, minor students will be able to take a three-course block in their elective selections if they so choose: ICJ 101, EJS 240: Environmental Crime, and CJB 367: Wildlife Crime. The addition of a 100-level course to the minor electives (there are currently only three: SCI 112: Environmental Science, ISP 110: When Nature Roars, and ART 122: Eco-Art and Design) will also provide an important additional entryway to the minor that can help build a cohort of students focusing on international environmental and wildlife crime.

Finally, both courses are required courses in the ICJ major, and their addition to the minor electives will allow for strong synergies between the ICJ major and the EJS minor. ICJ counts both EJS 300 and EJS 240 towards the major electives, and the additions should make minoring in

Environmental Justice a natural fit for ICJ majors. Overall, this will be an important way to grow the minor and to build a strong cohort of students at the College working in international crime and environmental justice. In addition, adding ECO 231 will further strengthen the minor's existing connection to the Economics major (ECO 260: Environmental Economics and ECO 333: Sustainability: Preserving the Future Habitat are already electives in the minor), with similar benefits to the growth of the minor cohort.

With many thanks for your consideration,

Alexander Schlutz (program coordinator)

Environmental Justice Minor

The Environmental Justice minor educates students about the need to provide for human well-being while conserving the natural resources and ecological balance necessary to meet the needs of current and future generations. Using an interdisciplinary framework, the minor introduces students to the interdependent problems of sustainability such as climate change, social, economic and environmental inequalities, pollution and public health concerns that are affecting our city, society, and planet today. Students of the minor will learn the importance of working towards sustainable development and the equitable distribution of environmental benefits and harms that constitutes environmental justice. Through the minor's interdisciplinary approach, students will develop an understanding of the intricate networks that link together people, cultures, societies, and environments. In the process, they will build the critical thinking and communication skills necessary to share their understanding of the complexities of sustainability, to enter the increasing number of careers and graduate programs requiring these multidisciplinary skills, and to become more effective contributors to society.

Learning Outcomes. Students will:

- Understand the basic concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice.
- Understand how different academic disciplines approach and contribute knowledge to topics related to Sustainability and Environmental Justice, such as environmental political and economic initiatives, social movements, chemical processes, urban planning, artistic works, and ethical considerations of policies and behaviors.
- Apply such analytical skills as qualitative and quantitative reasoning and critical thinking to interpret a broad array of problems and conditions effecting the environment and human habitats.
- Think critically about sustainability and environmental justice issues in society, such as global climate change, pollution, environmental racism, the scarcity of natural resources, and public health concerns resulting from environmental conditions.
- Analyze best practices and policies for sustainability, reflect on how to use them in their everyday lives, and understand their implications for various communities and groups (racial, ethnic, national, class, gender, etc.)

Rationale. The world around us seems to be changing faster and faster, and in ways that are becoming more and more unpredictable and difficult to understand. Among the many phenomena that people in academia, government, the health industry, private business, and other fields are trying to make sense of is our environment and the limits of sustainability. The majority of scientists are attributing strange weather patterns to global warming, while other researchers are identifying how social, political, and economic inequalities are leading to disparities in such environmental matters as water and air quality. Some citizens are forming social movements to correct injustices occurring in society and to create “sustainable” ways of living, while others investigate environmental crimes and search for alternative sources of energy. Through an approach that uses multiple disciplines, the Sustainability and Environmental Justice minor aims to provide students with an understanding of these and other important issues affecting our world. Since issues of sustainability and environmental problems are increasingly becoming a part of our daily lives, the legal and health industries, law enforcement, government, and the non-profit and private sectors are all restructuring and expanding to address these concerns. The minor in Sustainability and Environmental Justice will complement and enrich students' studies at the College by informing them about the diverse frameworks employed to discuss and analyze these problems, and, thus better prepare them for a world in which changing environment is a fundamental aspect of everyday life.

Credits required. 18

Minor coordinator. Professor Alexander Schlutz, Department of English (212-237-8597, aschlutz@jjay.cuny.edu)

Requirements. Students take two required courses and four elective courses to complete the minor. A maximum of two courses can overlap with a student's major, other minors or programs.

Part One. Required Courses

EJS 200 – Earth Justice: Intro to Sustainability Studies
OR
SUS 200 – Introduction to Sustainability Studies

EJS 300 – Environmental Justice
OR
SUS 300 – Environmental Justice

Note: SUS 200 Earth Justice is now EJS 200. SUS 300 Environmental Justice is now EJS 300.

Part Two. Electives

Select four

AFR 227 – Community-based Approaches to Justice
AFR 317 – Environmental Racism
ART 122 – Eco Art and Design
CJBA 367 - Wildlife Crime: Issues and Prevention
ECO 231 – Global Economics Development and Crime
ECO 260 – Environmental Economics, Regulation and Policy
ECO 333 – Sustainability: Preserving the Earth as Human Habitat
EJS 240 – Environmental Crime
EJS 280 – Selected Topics in Sustainability and Environmental Justice
ICJ 101 – Introduction to International Criminal Justice
ISP 110 – When Nature Roars: Global Catastrophe & Responsibility
LIT 348 – Native American Literature
LIT 366 – Writing Nature: Literature and Ecology
PHI 214 – Environmental Ethics
SCI 112 – Environmental Science: A Focus on Sustainability
SCI 222 – Ecology of the Five Boroughs
SOC 252 – Environmental Sociology
SOC 364 – Food Justice
SUS 240 – Environmental Crime
SUS 280 – Selected Topics in Sustainability and Environmental Justice

SUS 240 Environmental Crime is now EJS 240. SUS 280 Selected Topics in Sustainability and Environmental Justice is now EJS 280.

TOTAL CREDIT HOURS: 18

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

New Course Proposal Form

Date Submitted 3/1/2019

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

1. a. **Department(s) or program(s)** proposing this course Africana Studies
- b. **Name** and contact information of proposer(s) Charlotte Walker-Said
 Email address(es) cwalker-said@jjay.cuny.edu
 Phone number(s) 212-237-8758
2. a. **Title of the course** Social Entrepreneurship and Community Innovation
- b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule) Com Innovatn & Entrepreneurshp
- 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:

This course is at the 200-level because it will move beyond philosophical arguments about social entrepreneurship that are presented in the 100-level course, "Introduction to Social Entrepreneurship," and engage in assessment and critique of social entrepreneurship's outcomes: social innovations. Readings and assignments will present and analyze historical debates about the effects of entrepreneurial and innovative social policy on communities, neighborhoods, and societies and will build on the critical thinking and reasoning abilities acquired in 100-level courses in the Humanities or Social Sciences. The course is not designed to offer a basic introduction to the principles of Social Entrepreneurship and Social Innovation. Rather, the purpose of the course is to engage students in the analysis of various social innovations that have resulted from social entrepreneurship with a community justice and alternative justice orientation that have been put into practice in Africana communities and compare them to older historical approaches. Students will be asked to identify and evaluate historic academic arguments as well as primary source texts and will write two short papers, one research paper, and conduct one oral presentation, as well as take a final exam.

Also:

Social entrepreneurship, social enterprise, and social innovation are rapidly becoming rich research arenas that provide insight into civic engagement, social change, and community development and this research is being developed into an interdisciplinary field of study that will be proposed as a new minor at John Jay College: Social Entrepreneurship.

The new proposed John Jay College Social Entrepreneurship minor is built on the premise that social entrepreneurship leads to social innovation, i.e. “social entrepreneurship” is the initiative to solve social problems through a number of different mediums, and “social innovation” is the result of this initiative.

The principles of social entrepreneurship are presented and analyzed in the 100-level course. Then, the results of social entrepreneurship, i.e. social innovations, are discussed and critiqued in the 200-level course(s).

This 200-level course, “Social Entrepreneurship and Community Innovation,” will ideally follow the 100-level introductory course to social entrepreneurship and the minor. Much like the 100-level course, this course will emphasize that social entrepreneurship is based on solidarity and reciprocity and is an important alternative to the logic of the neo-liberal paradigm. However, this course will demonstrate that social entrepreneurship has deep roots in public sector reforms that have been ongoing throughout the second half of the twentieth century and is in need of critical assessment. This course will examine various community contexts of new approaches in social entrepreneurship and social innovation and will assess and critique approaches being implemented in the current moment, as well as propose new innovations to social dilemmas. The course will use New York City as a site of historical study, touchstone, and lab and will draw on national and international examples for context.

The purpose of this class is to prepare future social innovators and policy makers to understand and synthesize established and emerging theories of social entrepreneurship and social innovation; to translate and apply them to current problems; and to convey those proposals to decision makers in a simple and concise way.

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

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

This course will serve as a key component of the emergent “Social Entrepreneurship” minor and is expected to be integral to the development of the Ron and Kerry Moelis Social Innovation Initiative here at John Jay College, whose purpose is to change underlying beliefs about the structure of policies and promote new strategies, concepts, and ideas that meet the social needs of communities and societies. This course is designed for students who are interested in community development issues in the Africana world and in communities and neighborhoods with Africana populations across the United States who are impacted by law and policy. As we have a number of faculty with expertise in many different areas of community development,

civil society, and human rights across the Africana world and in Africana communities in the US, and the innovation of ideas and organizations related to these, this course is not restricted to one geographic area or time period. We choose instead to develop a topics course with a model syllabus as a guide to faculty. The attached syllabus serves as a model syllabus to guide fellow faculty and will be offered as such if approved by the college.

This course will offer students the opportunity to develop their knowledge and understanding of social entrepreneurship and social innovation thinking while applying it to local justice and community development arenas.

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 invites students to examine and question the historical approaches to traditional security and well-being in communities. Students will analyze preventive strategies and approaches that have emerged in cities across the country that engage communities, schools, families, and local organizations. In addition, students will envision new approaches to insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, climate change, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where new ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.

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

ENG 101

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

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

 X No Yes. If yes, then please provide:

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

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

1. Gather and analyze information about policies being implemented in communities in the United States that are based on a social entrepreneurship logic.
2. Evaluate evidence and arguments for and against social entrepreneurship policies critically and analytically and produce well-reasoned, scholarly writing and effective oral arguments drawing from the literature and policy for evidence.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Analyze and explain concepts of security and social welfare in U.S. history from more than one informed perspective.
5. Produce oral arguments based on policy papers and legal sources in the history of social entrepreneurship and innovation in community reform.
6. Analyze ideas and information from historical legal sources as well as contemporary social innovation scholarship on the subject of social entrepreneurship and social innovation in building healthy communities.

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

No Yes

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

This course will be part of the new minor in Social Innovation and will also be an elective in the Africana Studies Minor and the Community Justice Major and Minor

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

No Yes If yes, please indicate the area:

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

- Exams and low stakes writing assignments
- Case study policy recommendation (scaffolded in two parts with peer review and written feedback from professor)
- Classroom discussion
- Oral presentation at the end of the course

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

Yes No

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval December 7, 2018

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

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

No

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

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

Not applicable

No

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

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

No

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

19. Approvals:

 Jessica Gordon-Nembhard, Chair, Africana Studies

**John Jay College of Criminal Justice
Social Innovation Minor
524 W. 59th Street
New York, NY 10019**

AFR 2XX: Social Entrepreneurship and Community Innovation

Professor Charlotte Walker-Said
Office Location: 9.34.59
Office phone: 212-237-8758
Email: cwalker-said@jjay.cuny.edu

Course description:

This course invites students to examine and question the historical approaches to traditional security and well-being in communities. Students will analyze preventive strategies and approaches that have emerged in cities across the country that engage communities, schools, families, and local organizations. In addition, students will envision new approaches to insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, climate change, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where new ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.

Additional Course Information

The purpose of this class is to prepare future social innovators and policy makers to understand and synthesize established and emerging theories of social entrepreneurship and social innovation; to translate and apply them to current problems; and to convey those proposals to decision makers in a simple and concise way.

Learning Outcomes:

1. Gather and analyze information about policies being implemented in communities in the United States that are based on a social entrepreneurship logic.
2. Evaluate evidence and arguments for and against social entrepreneurship policies critically and analytically and produce well-reasoned, scholarly writing and effective oral arguments drawing from the literature and policy for evidence.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Analyze and explain concepts of security and social welfare in U.S. history from more than one informed perspective.
5. Produce oral arguments based on policy papers and legal sources in the history of social entrepreneurship and innovation in community reform.
6. Analyze ideas and information from historical legal sources as well as contemporary social innovation scholarship on the subject of social entrepreneurship and social innovation in building healthy communities.

Required Texts

No required texts—all readings are available for download on Blackboard

Grading and expectations:

- Class attendance and participation in class discussion and completion of in-class assignments (20%);

- In-class reading reviews due in Week 4 and Week 10 (20%): You will choose a reading assigned thus far in the course and write a short in-class paper (1000 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. In the second assignment in Week 10, you will exchange your review with a peer and receive feedback and constructive edits.
- 6-7 page policy recommendation due in Week 12 (20%): You will select from a series of problems that New York City neighborhoods face (for example, pollution, poor traffic circulation, low performing schools, chronic offenders cycling through the jail system, gun violence, domestic violence, opioid addiction, low conviction rates, food insecurity, etc.). In the form of a decision memo to the Mayor, you will outline the dimensions of the problem, using open data sources; identify how other jurisdictions are addressing the problem and offer one or several solutions to the problem that rely primarily on entities and ideas from outside the criminal justice system.
- Oral presentation in Weeks 14 and 15 (20%): Building off your work on the problem you selected earlier in the course and integrating, as relevant, the primary ideas discussed in the course – social legitimacy, collective efficacy, design and urban planning – you will produce a compelling oral presentation that further develops the ideas presented in your original paper. This detailed presentation will include a final recommendation, proposing an actionable solution that relies primarily on an approach outside the criminal justice system and can be scaled to the dimensions of the problem you identified. A list of topics and a suggested approach will be provided in the first class.
- Final exam (20%): The final exam will be on ideas, theories, and research discussed in class and read about in the assigned literature. The final exam will draw from points discussed in class and from the reading. Students will be expected to bring in evidence presented in the reading. The final exam will be an open-book exam to allow for citations and references in the written essays.
 - No make up exam will be allowed without documentation of an illness, death in the family, or other major event. Contact the instructor within 24 hours of the exam to schedule a makeup exam.

Academic integrity

Incomplete grade policy: Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

Important Information

Attendance Policy and Class Participation:

Student participation is required. Students are expected to arrive to class prepared to work. Students who routinely miss classes or arrive late tend to miss important information and end up not being able to follow the topics, or understand all the assignments. They also will miss many of the quizzes, small group activities, and class discussions that enhance the course. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes.

Students will be asked to reflect on readings by answering discussion questions in writing and orally discussing their answers at the beginning of most classes. Please note that 45% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments, and not participating in classroom discussions **will result in a low grade or failure.**

Classroom behavior:

Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, speaking to the topic, addressing issues and scholarship rather than people or personalities, and referring to class readings and other scholarship to support their statements (not just your own opinion). The professor encourages students to think critically and use scholarly analysis in their oral and written assignments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally.

Students should take responsibility for their part of the assignment and for contributing their part to small group work and team projects.

Please no use of cell phones or texting during class, use laptops only in relation to the course; and all cell phones and laptops must be turned off during examinations.

Grading:

Total Point Conversion to Final Grade:

A	93.0-100.0 points	A-	90.0- 92.9
B+	87.1- 89.9	B	83.0- 87.0
B-	80.0- 82.9	C+	77.1- 79.9
C	73.0- 77.0	C-	70.0- 72.9
D+	67.1- 69.9	D	63.0- 67.0
D-	60.0- 62.9	F	Below 60 points

Reminder:

A = Excellent

B = Good

C = Satisfactory

D = Passing

F=Failure/Unsuccessful

Statement of the College Policy on Plagiarism

Plagiarism (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Americans with Disabilities Act (ADA) policies: students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student's eligibility. OAS is located at 66.01L (212) 237-8144.

Wellness Center and Counseling Services:

The Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are FREE of charge and are available on a walk-in or appointment basis. The services the Wellness Center provides include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression and grief.

Our staff of trained professionals is diverse in ethnicity, race, sexual orientation, religion/spirituality, age and gender. We also have Spanish-speaking staff. You may request a particular counselor, and if scheduling permits, we will try to accommodate you. The Wellness Center is **located** at: New Building L.68.00 , by email at counseling@jjay.cuny.edu or phone at (212) 237-8111.

Immigration Services Center and Legal Resources:

If you have immigration related questions, there are resources available at John Jay, CUNY, and from many nonprofit organizations that provide free or low cost, high-quality and confidential immigration law services.* Below is a list of some resources that are available to assist you.

CUNY Citizenship Now

John Jay College Wellness Center Legal Aid

Legal Aid Society

An estimated 15-18% of DACA-mented individuals qualify for another sort of legal relief or way to remain in the country legally. Non-DACA individuals including both students and their family members also have options of which they may not be aware.

Immigration Screenings at John Jay

Dr. Martinez (Dept of Latin American and Latina/o Studies) arranges immigration screenings on and off campus for students and families periodically. Please contact her at imartinez@jjay.cuny.edu if you're interested.

E4FC DREAMer Intake Service

When you're ready, you can take E4FC's free, confidential, online screening tool. You can expect the results (legal memo) of the screening in 2–4 weeks. Once you receive your legal memo, you can take it to a local community legal service provider or immigration attorney to explore potential immigration options. Note that the wait for online screening results is longer than an in-person screening

CLASS SCHEDULE

Week 1: Social Entrepreneurship and Resulting Social Innovations in New York City Law and Policy, Part 1

Reading:

Steven D. Levitt, "Understanding Why Crime Fell in the 1990s: Four Factors that Explain the Decline and Six that Do Not," *Journal of Economic Perspectives* 18,1 (2004): 163–190

Pew Research Center, "Wealth Inequality Has Widened along Racial, Ethnic Lines Since End of Great Recession," December 12, 2014

available at: <http://www.pewresearch.org/fact-tank/2014/12/12/racial-wealth-gaps-great-recession/>

Week 2: Social Entrepreneurship and Resulting Social Innovations in New York City Law and Policy, Part 2: Struggles and Change

Reading:

Anika Singh Lemar, "Debt Weight: The Consumer Credit Crisis in New York City and Its Impact on the Working Poor" Urban Justice Center Policy Paper, (November 2, 2007). Available at SSRN:

<https://ssrn.com/abstract=3160600> or <http://dx.doi.org/10.2139/ssrn.3160600>

Frank Zimring, *The City That Became Safe*, (Oxford: Oxford University Press, 2012), Chapter 1: "The Crime Decline: Some Vital Statistics", pages 3-27

Week 3: Social Innovation in Family Court: Incarceration and Innovations in Addressing Disrupted Family Dynamics

Reading:

Fragile Families & Child Wellbeing Study of Princeton University and Columbia University, "Incarceration and Housing Insecurity Among Urban Fathers," Number 47, December 2011,

<https://fragilefamilies.princeton.edu/sites/fragilefamilies/files/researchbrief47.pdf>.

Michelle Alexander, *The New Jim Crow* (New York: The New Press, 2012), pages 46-68.

Week 4:

****IN CLASS READING REVIEW****

In this week, we will go over the rudiments of writing an article review. The assignment is to choose a reading assigned thus far in the course and write a short in-class paper (500 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. The

class will summarize the readings conducted thus far and allow time to outline and draft the article review. The class members will then exchange papers and give peer feedback before the final review is turned in at the end of the second class of the week.

Week 5: Socially Innovative Prison Reform - Rikers case study

Reading:

Smaller, Safer, Fairer: A Road Map to Closing Rikers Island, City of New York (2017)
<http://www1.nyc.gov/assets/criminaljustice/downloads/pdfs/Smaller-Safer-Fairer.pdf>

“The Jail Population: Recent Declines and Opportunities for Further Reductions,” Mayor’s Office of Criminal Justice (2017) http://www1.nyc.gov/assets/criminaljustice/downloads/pdfs/justice_brief_jailpopulation.pdf.

Jeffrey R. Kling, Jens Ludwig, and Lawrence F. Katz, “Neighborhood Effects on Crime for Male and Female Youth: Evidence from a Randomized Housing-Mobility Experiment.” *Quarterly Journal of Economics* 120, (2005): 87-130.

Week 6: The Nation’s First Social Impact Bond: Funding Social Programs without Public Funds

Reading:

Jim Parsons, Chris Weiss, and Qing Wei, “Impact Evaluation of the Adolescent Behavioral Learning Experience (ABLE) Program,” Vera Institute of Justice, September 2016, <https://www.vera.org/publications/rikers-adolescent-behavioral-learning-experience-evaluation>

Manpower Demonstration Research Corporation, “Making the Most of Pay for Success,” March 2017, https://www.mdrc.org/sites/default/files/LookingForward_PayForSuccess%20REV.pdf

Timothy Rudd, Elisa Nicoletti, Kristin Misner, Janae Bonsu, “Financing Promising Evidence-Based Programs: Early Lessons from the New York City Social Impact Bond,” December 2013, <https://www.mdrc.org/publication/financing-promising-evidence-based-programs>.

Week 7: Informal Social Controls and De-Escalating Anti-Social Behavior: How Social Entrepreneurship Has (or Has Not) Examined Race

Reading:

George L. Kelling and James Q. Wilson “Broken Windows: The police and neighborhood safety,” *Atlantic Monthly* (March 1982), <https://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>

Robert J. Sampson and Stephen W. Raudenbush, “Seeing Disorder: Neighborhood Stigma and the Social Construction of Broken Windows,” *Social Psychology Quarterly* 67: 319-342.
<https://scholar.harvard.edu/sampson/publications/seeing-disorder-neighborhood-stigma-and-social-construction-broken-windows-0>

“Expanding Public safety in the Era of Black Lives Matter” Sentencing Project
[How Black Lives Matter Came to Define a Movement - New York Times](https://www.sentencingproject.org/publications/how-black-lives-matter-came-to-define-a-movement), 2016.

Ta-Nehisi Coates, “The Myth of Police Reform,” *Atlantic Monthly* (2015),
<https://www.theatlantic.com/politics/archive/2015/04/the-myth-of-police-reform/390057/>

Week 8: Responding to Criticism of Informal Social Controls

Reading:

George L. Kelling William J. Bratton, “Why We Need Broken Windows Policing,” *City Journal*, Winter 2015, <https://www.city-journal.org/html/why-we-need-broken-windows-policing-13696.html>

Mark Jay and Philip Conklin, “Detroit and the political origins of ‘broken windows’ policing,” *Race and Class*, 59, 2 (2017), <https://journals.sagepub.com/doi/abs/10.1177/0306396817717149?journalCode=racb>.

Week 9: “Move To Opportunity”: Current Social Innovations Providing Housing Mobility and Poverty Deconcentration

Reading:

John M. Goering, Judith D. Feins, *Choosing a Better Life?: Evaluating the Moving to Opportunity Social Experiment*, Washington, DC: The Urban Institute Press, 2003, chapters 1 and 8.

Greg Berman, “A Surprising Portrait of a Misdemeanor Criminal,” *Wall Street Journal*, November 9, 2014, <https://www.wsj.com/articles/greg-berman-a-surprising-portrait-of-the-misdemeanor-criminal-1415574093>.

Week 10:

****IN CLASS READING REVIEW****

In this week, we will write a second reading review. The assignment is to choose a reading assigned since week 4 and write a short in-class paper (500 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. This writing assignment will have to identify and explain the debate regarding “Broken Windows”—both in principle and in practice in the New York area or other areas. The class members will then exchange papers and give peer feedback before the final review is turned in at the end of the second class of the week.

Week 11: Social Innovation in Justice Legitimacy: Race and the Challenges of Building Social Trust

Reading:

“Calls to 911 from Black Neighborhoods Fell After A Case of Police Violence,” *New York Times*, September 29, 2016, <https://www.nytimes.com/2016/09/29/upshot/calls-to-911-from-black-neighborhoods-fell-after-a-case-of-police-violence.html>.

Joscha Legewie, “Racial Profiling and the Use of Force in Police Stops,” *American Journal of Sociology*, 2, 5 (September 2016): 379–424.

Matthew Desmond, Andrew Papachristos, and David Kirk, “Police Violence and Citizen Crime Reporting in the Black Community,” *American Sociological Review*, 81, 5 (2016): 857–876.

Week 12:

****CASE STUDY POLICY RECOMMENDATION**** (scaffolded in two parts with peer review and written feedback from professor)

In week 12, students will draft a policy recommendation as part of the class exercise. In the first class of the week, the students draft their policy recommendation and the professor gives comments in class and after class for revision. In the second class of the week, students will finalize their policy recommendation. The policy recommendation should follow this sequence:

- 1) identify and clarify the policy issue;
- 2) research relevant background and context;
- 3) identify the alternatives;
- 4) carry out required consultations;

- 5) select the best policy option;
- 6) prepare policy recommendation document for approval.

The stages between identifying the issue and making the recommendation are all parts of the analysis.

A policy recommendation is simply written policy advice prepared for some group that has the authority to make decisions, whether that is a Cabinet, council, committee or other body. Policy recommendations are in many ways the chief product of the ongoing work of government managers to create and administer public policy. (In this course, we'll use the term policy recommendation to refer to policy submissions made to a provincial, territorial or federal Cabinet or a municipal council, although there are many other terms for these submissions.)

A policy recommendation serves to inform senior decision-makers about a policy issue but also provides a more in-depth analysis of the options and a policy recommendation.

Policy recommendations are the key means through which policy decisions are made in most levels of government. Whether the policy recommendation is accepted as sound advice or dismissed in favor of another option largely depends on how well the issue and the arguments justifying the recommended course of action are presented.

As stated above, in the first class of the week, you will draft the policy recommendation as part of the class exercise. The professor will give comments in class and after class for revision. In the second class of the week, you will finalize your policy recommendation.

Week 13: The Power of Place: Design and Architecture in Community Innovation

Readings:

Jane Jacobs, *Death and Life of Great American Cities*, (New York: Vintage, 1961), Chapter 2

Oliver Newman. (1996). *Creating Defensible Space*. Retrieved from:
<https://www.huduser.gov/publications/pdf/def.pdf>

Annette Koh, "Placemaking When Black Lives Matter," *Progressive City*, May 23, 2017, found on: Project for Public Spaces, <https://www.pps.org/blog/placemaking-black-lives-matter/>

Diana Buds, "How Urban Design Perpetuates Racial Inequality—and What we Can do About It," *Fast Company*, July 18 2016, <https://www.fastcodesign.com/3061873/how-urban-design-perpetuates-racial-inequality-and-what-we-can-do-about-it>.

Gehl Institute. "Crime Prevention Through Environmental Design: A Public Life Approach." Retrieved from:
<https://gehl.institute.org/wp-content/uploads/2017/06/CPTED-Public-Life-Approach-1.pdf>

Weeks 14 and 15:

****ORAL PRESENTATIONS** The role of socially innovative neighborhoods, residents, and communities in reducing violence**

These oral presentations—which will be presented individually by each class member—will examine one of several different models of direct neighborhood engagement in the sustained reduction of crime and discuss one particular social innovation method that is currently being applied locally, nationally, or internationally. The presenter will focus on a particular issue—for example, gun violence—and look at how various social innovation models offer neighborhood engagement, community building, or other social innovation approaches as a route to safety. The presenter will also propose how to merge neighborhood and government problem-solving efforts through a social innovation and social enterprise approach.

FINAL EXAM

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

New Course Proposal Form

Date Submitted _____ 12/5/2018 _____

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: Environmental Justice Studies

b. **Name** and contact information of proposer(s) _ Jennifer Rutledge _____

Email address(es) jrutledge@jjay.cuny.edu _____

Phone number(s) _ 646-557-4710 _____

2. a. **Title of the course** Introduction to Experiential Learning in Environmental Justice

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) _ Intro Exp Learn Environ 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:

Through this course, students will gain real-world experience by interacting with a leading professional in the field of environmental justice and sustainability. Further, the students will be required to complete certain experiential learning activities as overseen by their professor/professional. This course is designed to prepare students to ably compete for and complete internships at the 300- and 400-levels and as such is designed to be a safe academic environment for students to develop their career goals. As a result, this course provides significantly more guidance, instruction, and preparation in academic development and professional refinement than 300- and 400-level internship courses. The experiential learning and academic components are designed to build on introductory concepts covered at the 100-level, preparing students for the work in 300- and 400-level traditional, and optional, internship courses. Thus, its placement at the 200-level is appropriate as it is a preparatory course for future course-work.

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

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 a complement to the traditional classroom environment. In addition, the Environmental Justice Minor at John Jay is uniquely positioned to offer students a variety of experiences in an experiential learning course, due to the necessity for many professions to think seriously and deeply about how to engage with issues of sustainability in a world that is rapidly experiencing the effects of climate change. For instance, people in academia, government, the health industry, private business, and other fields are trying to make sense of our environment and the limits of sustainability. The majority of scientists are attributing extreme weather patterns to global warming, while other researchers are identifying how social, political, and economic inequalities are leading to disparities in such environmental matters as water and air quality. Some citizens are forming social movements to correct injustices occurring in society and to create “sustainable” ways of living, while others investigate environmental crimes and search for alternative sources of energy. Since issues of sustainability and environmental justice are increasingly becoming a part of our daily lives, the legal and health industries, law enforcement, government, and the non-profit and private sectors are all restructuring and expanding to address these concerns. This course, depending on who teaches it each semester, will be able to offer our students the chance to engage with these issues in a practical manner and 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 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 course will help students make connections between academic concepts and the professional experiences gained from experiential learning opportunities in the broad area of environmental justice and sustainability. 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 in these areas. Students engage in experiential learning opportunities, attend class regularly, and must complete regular writing assignments as well as a final presentation and project. Fieldwork experiences may vary by semester.

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, upper freshman standing or above, and permission of the instructor.

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):

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) Think critically about sustainability and environmental justice issues in society, such as global climate change, pollution, environmental racism, the scarcity of natural resources, and public health concerns resulting from environmental conditions;
- 2) Analyze best practices and policies for sustainability;
- 3) Summarize, analyze and critique contemporary and academic readings as related to their experiential learning activities;
- 4) Apply their knowledge, skills, and experiences effectively to their professional and academic goals; and
- 5) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.

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

____ No
xx_ Yes

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

This course will fulfill one of the elective courses for the Environmental Justice Minor.

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

As the sample syllabus illustrates, these outcomes will be assessed through a variety of assignments including: papers that respond to the academic readings; experiential learning activities and reflections on those activities; assignments explicitly designed to prepare the

students to apply for internships in the area in the future; a simulation of an environmental convention; and a final paper that asks the students to reflect on their own practices of sustainability. These varied assessments meet the Learning Outcomes listed above by asking the students to think critically about sustainability, summarize academic readings, analyze best practices for sustainability, and engage in intellectual debate.

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

Yes xx No _____

- If yes, please state the librarian's name Jeffrey Kroessler
- Are there adequate resources in the library to support students' work in the course
Yes xx 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) _____

12. **Syllabus – see attached**

13. Date of EJS **committee** approval 12/4/18

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

The Professionals in Residence program, sponsored by the Dean of Undergraduate Studies, is recruiting relevant professionals from the surrounding community to teach the course. While some of the current adjuncts who teach in the EJS minor (Milena Popov, Paul Bartlett, Mary Ting) are professionals in the field and have expressed interest in teaching the course, we are also recruiting professionals who do not yet have a relationship with John Jay College to teach the course. It is expected that this course will be staffed by adjuncts who are looking to share their expertise with our students.

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.

Several Professional in Residence classes have already been offered by the ACE program (UGR 277) and the Gender Studies major and ISP Program are also developing Professional in Residence courses for their respective departments. I've consulted extensively with Dr. Maxwell Mak who is coordinating the efforts to create these Professionals in Residence (PIR) courses across the campus, as well as meeting with the faculty in SOC and ISP who are developing those courses. Neither the existing ACE courses, nor the PIR courses currently under development in GEN and ISP have or will have a focus on environmental justice and sustainability, and this proposed course will be a unique addition to the curriculum.

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.

See above

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 Minor Coordinator:

Alexander Schlutz, Environmental Justice

EJS 2XX: Introduction to Experiential Learning in Environmental Justice
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 will help students make connections between academic concepts and the professional experiences gained from experiential learning opportunities in the broad areas of environmental justice and sustainability. 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 in these areas. Students engage in experiential learning opportunities, attend class regularly, and must complete regular writing assignments as well as a final project. Fieldwork experiences may vary by semester.

Learning Outcomes

Students will be able to do the following:

1. Think critically about sustainability and environmental justice issues in society, such as global climate change, pollution, environmental racism, the scarcity of natural resources, and public health concerns resulting from environmental conditions;
2. Analyze best practices and policies for sustainability;
3. Summarize, analyze and critique contemporary and academic readings as related to their experiential learning activities;
4. Apply their knowledge, skills, and experiences effectively to their professional and academic goals; and
5. Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.

Requirements and Grades:

Students are expected to complete the required readings listed on this syllabus and come to class prepared to discuss the readings for that day.

There are 500 points available in the class and your final grade will be computed by dividing the points you earn against 500. This act of division will produce a percentage, which will become your final grade. The grading chart is listed below.

Unit Papers: There will be a paper due at the end of the unit on Water and the unit on Food. These papers will ask you to apply the academic knowledge from that unit to a real world problem. Each paper is worth 50 points.

Personal Sustainability Paper: You will write a 6 page paper that discusses your own contributions to an unsustainable world, as well as the ways in which you can begin to make change in your own life to participate in a more sustainable world. This will be due at the end of the semester.

Experiential Learning and Reflections: You will be asked to do a number of tasks both inside and outside of class related to the environmental issues raised in class and then write short reflections on those tasks. During different class periods we will visit the Hudson River, a local grocery store, a local composting facility and do an inventory of all the ways John Jay College is both working towards and failing at achieving sustainability. Outside of class you will be asked to visit a community garden. For each of these tasks you will be asked to write a short reflection following guided questions about what you observe and sustainability. All together these will be worth 100 points.

Environmental Convention Simulation: During the last week of class we will hold an environmental convention, where you will work in groups that represent various countries to design a new, global environmental convention. Participation in the convention is worth 50 points.

Internship Preparation: There will be a variety of assignments related to preparing you for an internship in a local environmental/sustainable organization: you will create and refine a resume and cover letter; identify 10 internships/fellowships; research those and prepare for an interview; and meet with career and academic advisors. All together these assignments will be worth 100 points.

Participation and Professionalism: There will be 50 points for participating effectively in class discussions and activities.

Note: Professionalism refers to factors such as attendance, promptness, respectfulness, overall improvement, and other intangibles, to be evaluated and assigned at the discretion of the instructor.

Point Summary (500)

Water Paper: 50 points

Food Paper: 50 points

Experiential Learning and Reflections: 100

Personal Sustainability Paper: 100 points

Convention Simulation: 50 points

Internship Prep: 100 points

Participation: and Professionalism: 50 points

Grading:

- Late assignments will be penalized 10% for every school day that they are late.

- **In order to receive a passing grade, students must complete all exams and assignments for the course.**

Grades are assigned as follows:

- 465- 500 points = A
- 450 – 464 points = A-
- 435 – 449 points = B+
- 415 – 434 points = B
- 400 – 414 points = B-
- 385 – 399 points = C+
- 365 – 384 points = C
- 350 – 364 points = C-
- 335 – 349 points = D+
- 315 – 334 points = D
- 300 – 314 points = D-
- 299 points and below = F

Explanation of Grades

A, A–	Excellent
B+, B, B–	Good
C+, C	Satisfactory
C–, D+, D, D–	Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.
F	Failure -- An F is not erased when the course is taken again and passed.
P	Passing -- The P grade is not computed in the grade point average and is authorized only for: 1. Remedial and developmental courses 2. Non-remedial courses for which the P grade is designated in the course description. 3. Courses taken on a Pass/Fail Option

For more information on John Jay College's grading policies please refer to <http://www.jjay.cuny.edu/academics/761.php>

Statement on Attendance: Attendance is required for this course. Each absence results in a 25% deduction in your participation grade. You will automatically earn an F in the course if you miss more 4 in-person classes, regardless of the reason. Exceptions to this policy will be made on a case-by-case basis. In addition, arriving late and/or leaving early is highly discouraged so that you will not disrupt the learning of your peers.

Office Hours: I encourage students to come to my office hours to discuss any issues they have with the course as well as to further in-class conversations. Office hours are listed at the top of the syllabus. I am also open to meeting with students at other times - just email or speak to me to set something up.

Course Policies:

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. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. If you plagiarize on an assignment you will fail that assignment.

College Policy on Cheating

Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. If you cheat you will fail that exam.

Source: <http://www.jjay.cuny.edu/academicStandards/undergraduate.asp>

Accessibility:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. Furthermore, if you have situations or circumstances that affect your ability as a student in this class or John Jay, please feel free to speak with me or send me an email as soon as possible. It is my goal for each of you to succeed and I will try to be as sensitive to the diversity of student needs.

Extra Work

There will be no extra credit offered in this course.

Diversity and Collegiality

One of the most enriching aspects of an undergraduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from

a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

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

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

Readings

There is 1 required text for this course. It is available for purchase at the online College Bookstore or other online sources.

- Lester R. Brown. *World on the Edge: How To Prevent Environmental and Economic Collapse*. Earth Policy Institute, 2011.

All other readings are available on blackboard.

You must bring your readings with you to class each day, as we will rely heavily on the readings during our class discussion.

COURSE SCHEDULE

Week 1: The Issues

Date: *Introduction to Course*

Date: *The Problem*

- Brown, Ch. 1, “World on the Edge” 6, “Environmental Refugees: The Rising Tide” and 7, “Mounting Stresses, Failing States”
- Hardin, Garrett, 1968. “The Tragedy of the Commons”, *Science*. 162: 1243 – 1248.

UNIT I: WATER

Week 2: Introduction to Water

Date: *The Problems*

- Olmstead, SM, “The Economics of Managing Scarce Water Resources” *Review of Environmental Politics and Policy*, 2010, pg. 179-198.

Date:

- Brown, Ch 2, “Falling Water Tables and Shrinking Harvest”
- Peterson, Erik and Rachel Posner, “The World’s Water Challenge” *Current History*, 2010, 31-34.

Week 3: Science and ScarcityDate: *Science*

- Selections from Finney, John *Water: A Short Introduction*. Oxford University Press, 2015.

Date: *Water Scarcity*

- Morrissette, Jason and Douglas Borer, “Where Oil and Water Do Mix” *Parameters*, 2005, pg. 86-101.
- Ferguson, James. “The World Will Soon Be At War Over Water”, *Newsweek*, April, 2015

Internship Prep 1 DUE**Week 4: Water in The US**Date: *Problems in the US*

- Groner, Anya, “The Politics of Water” *The Atlantic*, December 30, 2014.
- Reisner, Marc, *Cadillac Desert*, Penguin Books, 1993, Ch. 2 “The Red Queen”

Date: *NYC’s Water Supply*

- Soll, David. *Empire of Water*, Cornell University Press, 2013, Ch 1. “From Croton to Catskill” and Ch. 3, “Drought, Delays and the Delaware”

Week 5 – Greening the Hudson

Date:

Trip to Hudson River during class

Date:

- Soll, David. *Empire of Water*, Cornell University Press, 2013, Ch. 6. “The Rise of Watershed Management”

Hudson River Reflection Due**Unit II: Food****Week 6: Agriculture and Scarcity**Date: *Environment and Food Security*

WATER PAER DUE IN CLASS

- Brown, Ch 3, “Eroding Soils and Expanding Deserts” and 4, “Rising Temperatures, Melting Ice and Food Security”

Date: *Food Scarcity*

- Brown, Ch 5, “The Emerging Politics of Food Scarity”
- Gimenez, Eric Holt, “Food Security a la Wall Street”, *The Huffington Post*, Oct. 26, 2011.

Week 7: Food Wars

Date:

Lang and Heasman, *Food Wars: The Global Battle for Mouths Minds and Markets*, Earthscan, 2004: “Food, Environment and Sustainability”

Date:

- Lang and Heasman, *Food Wars: The Global Battle for Mouths Minds and Markets*, Earthscan, 2004: “Policy Responses to Food’s Role in Human and Environmental Health”

Internship Prep 2 DUE

Week 8: Local Foods

Dates: – Tracing your Food

- Gopnik, Adam “New York Local” *The New Yorker*, September 3, 2007.
- Visit local grocery store (during class)
- Visit Local Community Garden (outside of class)
- Visit Local Compost Facility (during class)

Week 9 – Sustainable Agriculture

Date:

- Goodyear, Dana “A New Leaf” *The New Yorker*, November 2, 2015.
- Brown, Ch. 12, “Feeding Eight Billion”

Food Visits Reflection Due

Date:

- Gabor, Andrea “Inside Polyface Farm: Mecca of Sustainable Agriculture” The Atlantic, July 25, 2011.

UNIT III: CLIMATE

WEEK 10 –

Date: *Scope of the Problem*

- Mark Lynas. *High Tide: The Truth about our Climate Crisis*. Picador, 2004: Pgs. Xxv – xxxiii and 199 – 252.

FOOD PAPER DUE IN CLASS

Date: *The Science*

- Maslin, Mark, *Climate Change: A Very Short Introduction*, Oxford University Press, pg 1-45

Week 11 –

Date: John Jay Sustainability Inventory (during class)

Date: Talk from Lindsey Kayman, Director of John Jay Sustainability Council

Sustainability Inventory Due

Week 12 – Solutions?

Date: – *Climate and Security*

- Klare, “Global Warming Battlefields” *Current History* 2007
- Conca, Ken, “The UN Security Council and Climate Change”
<https://www.oxfordresearchgroup.org.uk/blog/the-un-security-council-and-climate-change>

Date: *International Agreements*

- Conca, Ken and Geoffrey Dabelko, “The 1992 Earth Summit” in *Green Planet Blues: Critical Perspectives on Global Environmental Politics*, 5th edition. Edited by Ken Conca and Geroffrey Dabelko. Westview Press: 2015, pg 68-75.
- Khor Martin, “The Rio+20 Summit and its Follow-Up” in *Green Planet Blues: Critical Perspectives on Global Environmental Politics*, 5th edition. Edited by Ken Conca and Geroffrey Dabelko. Westview Press: 2015, pg 167-183.

Internship Prep 3 DUE**Week 13 – Solutions?**

Date:

- Brown Ch 8, “Building an Energy-Efficient Global Economy” and 9, “Harnessing Wind, Solar, and Geothermal Energy”

Date:

- Klinenberg, Eric. “Adaptation: How can Cities Be Climate-Proofed” *New Yorker*, January 7, 2013
- Explore the UN Habitat Sustainable Cities Program website.
<http://www.unhabitat.org/categories.asp?catid=540>

Internship Prep 4 DUE**Week 14 - Environmental Convention**

Dates: Paris Readings

You can earn 50 points for your participation this week, 25 points each day

Week 15 – PEER REVIEW FINAL PAPER

Date: In class Peer Review

Final Paper DUE: TBA

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

Course Revision Form

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

Date Submitted: **Feb. 21, 2019**

1. Name of Department or Program: **Gender Studies**

2. Contact information of proposer(s):

Name(s): **Antonio (Jay) Pastrana, Jr.**

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

Phone number(s): **(212) 237-8665**

3. Current number, title, and abbreviated title of course: **GEN 205: Gender & Justice**

4. Current course description:

From the 2018-2019 Bulletin: This course will examine assumptions about gender and sexuality and the ways that various institutions such as nation-states, transnational NGOs, religions, communities, and families reinforce and/or punish people who challenge these images. The course will also address the power held by governing institutions, particularly in the area of justice - social and criminal - and the ramifications this power holds for individuals and communities. Students taking this course will better understand the ways that gender, sexuality, class, and race interact with social institutions and norms throughout the world.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201; and GEN 101 or ISP 145, or ANT 210/PSY 210**

5. Describe the nature of the revision: **The only change being submitted is to eliminate ANT 210 / PSY 210 Sex and Culture as a course prerequisite.**

6. Rationale for the proposed change(s): **In order to further strengthen the Gender Studies-specific curricular offerings to students, the Program has decided that ANT 210/PSY 210 can no longer serve as an alternative pre-requisite for GEN 101 and/or ISP 145 for this course. In fact, ANT/ PSY 210 is being removed from the Gender Studies major and minor.**

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

- a. Revised course description: **NA**
- b. Revised course title: **NA**
- c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **NA**
- d. Revised learning outcomes: **NA**
- e. Revised assignments and activities related to revised outcomes: **NA**
- f. Revised number of credits: **NA**
- g. Revised number of hours: **NA**
- h. Revised prerequisites: **ENG 201; and GEN 101 or ISP 145**

8. Enrollment in past semesters: **In Fall 2018, 2 sections ran at 90% and 71% capacity. In Spring 2019, 1 section is running at 95% capacity. Enrollment in GEN 205 has been consistent and interest is growing. The Program offered three sections of the course in academic year 2018-2019. In addition, this course is a requirement for all majors and minors in Gender Studies.**

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **December 17, 2018**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Antonio (Jay) Pastrana, Jr., Gender Studies Coordinator and Director**

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

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

Date Submitted: **Feb. 21, 2019**

1. Name of Department or Program: **Gender Studies**

2. Contact information of proposer(s):

Name(s): **Antonio (Jay) Pastrana, Jr.**

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

Phone number(s): **(212) 237-8665**

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

GEN 350: Feminist & Critical Methodologies

4. Current course description:

From the 2018-2019 Bulletin: This class begins with an overview of quantitative and qualitative methods of research, assessing their costs and benefits. It then explores the interdisciplinary methods used in gender and women's studies, including queer, postcolonial, ecocritical, and critical race methods. Students will gain an understanding of feminist research methods, including the importance of critical, community, and activist oriented approaches. Students will hone their skills to be critical readers of research in academia, media, and policy.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201, and one of the following: GEN 101 or ISP 145 or ANT 210 or PSY 210 or SOC 210 or permission of the instructor**

5. Describe the nature of the revision:

The only revision being submitted here is the elimination of ANT 210 / PSY 210 / SOC 210 as a course prerequisite.

6. Rationale for the proposed change(s):

In order to further strengthen the Gender Studies-specific curricular offerings to students, the Program has decided that ANT 210 / PSY 210 / SOC 210 can no longer serve as an alternative prerequisite to GEN 101 and/or ISP 145 and should not be listed as a prerequisite for GEN 350.

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

- a. Revised course description: **NA**
- b. Revised course title: **NA**
- c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **NA**
- d. Revised learning outcomes: **NA**
- e. Revised assignments and activities related to revised outcomes: **NA**
- f. Revised number of credits: **NA**
- g. Revised number of hours: **NA**
- h. Revised prerequisites: **ENG 201, and one of the following: GEN 101 or ISP 145 or permission of the instructor**

8. Enrollment in past semesters: **In Fall 2018, GEN 350 became the only recognized and required research methods course for the Gender Studies Program. In Spring 2019, 2 sections ran at 45% and 71% capacity. The program expects enrollment in GEN 350 to grow as formerly recognized research methods courses get phased out. In addition, this course is a requirement for all majors in Gender Studies.**

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **December 17, 2018**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Antonio (Jay) Pastrana, Jr., Gender Studies Coordinator and Director**

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

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

Date Submitted: **Feb. 21, 2019**

1. Name of Department or Program: **Gender Studies**

2. Contact information of proposer(s):

Name(s): **Antonio (Jay) Pastrana, Jr.**

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

Phone number(s): **(212) 237-8665**

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

GEN 401: Senior Seminar in Gender Studies

4. Current course description:

***From the 2018-2019 Bulletin:* The senior seminar is an intensive study of a key issue, trend, or idea in the field of Gender Studies. Individual seminars will engage contemporary research in Gender Studies as related to the expertise of the instructor. Students will apply different dimensions of Gender Studies - history, theory, and practice - through study of the conceptual frameworks underpinning the semester's topic. Seminars are discussion based and include independent research and writing of a 25-page senior thesis as well as oral presentations.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201; SSC 325 or HJS 315; GEN/ PHI 333 and GEN/HIS 364**

5. Describe the nature of the revision:

The only revision being submitted here is regarding the elimination of SSC 325, HJS 315, and GEN/HIS 364 as prerequisites and the addition of GEN 350 as a prerequisite.

6. Rationale for the proposed change(s):

In order to further strengthen the Gender Studies-specific curricular offerings to students, the Program recently (as of academic year 2018-2019) made GEN 350 the only recognized

research methods course for majors and minors. GEN 350 now takes the place of SSC 325 and HJS 315 and should be listed as a prerequisite for GEN 401. In addition, GEN/HIS 364 is no longer a required course for the major, so that course is no longer a required prerequisite for GEN 401, per program revision submitted to UCASC Feb. 19, 2019.

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

- a. Revised course description: **NA**
- b. Revised course title: **NA**
- c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **NA**
- d. Revised learning outcomes: **NA**
- e. Revised assignments and activities related to revised outcomes: **NA**
- f. Revised number of credits: **NA**
- g. Revised number of hours: **NA**
- h. Revised prerequisites: **ENG 201; GEN/ PHI 333; GEN 350**

8. Enrollment in past semesters: **As this is a course for graduating seniors majoring in Gender Studies, enrollment fluctuates based on major cohort and is only offered in Spring semesters. Currently, there are 39 declared majors in the Program. Over the years, the Program has seen a range of 3 to 15 students enrolled in GEN 401. In addition, this course is a requirement for all majors in Gender Studies.**

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **December 17, 2018**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Antonio (Jay) Pastrana, Jr., Gender Studies Coordinator and Director**

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

Course Revision Form

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

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

Date Submitted: 2/26/19

1. Name of Department or Program: Art and Music

2. Contact information of proposer(s):

Name(s): Benjamin Bierman

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

Phone number(s): 646-557-4822

3. Current number and title of course: MUS 236 Music Technology

4. Current course description: Through a series of audio projects this course explores the rapidly expanding field of music technology. In these projects students will combine beginning musicianship and compositional skills with digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. All projects will include basic recording and mixing techniques, as well as multiple methods for manipulating digital audio.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and one of the following: MUS 102, MUS 120, MUS 140

5. Describe the nature of the revision (what are you changing?): **Adding it to the College Option, General Education program, Communications. The course learning outcomes are being revised to fit the category.**

6. Rationale for the proposed change(s): As an important part of the music minor, as well as a course that uses a wide variety of skills and has students from all disciplines, the department feels this is appropriate for the Communications are of the College Option.

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

a. Revised course description: N/A

b. Revised course title: N/A

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

d. Revised learning outcomes:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance
- Work collaboratively
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: 12 out of 12 in Spring semesters, 20-24 out of 24 (two sections) in the Fall.

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

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

College Option:

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/23/18

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

Benjamin Lapis, Chair, Art and Music

John Jay General Education College Option Course Submission Form

Course Prefix & Number	MUS 236
Course Title	Music Technology
Department or Program	Art and Music
Discipline	Music
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101, and one of the following: MUS 102, MUS 120, MUS 140
Co-requisites	N/A
Course Description	Through a series of audio projects this course explores the rapidly expanding field of music technology. In these projects students will combine beginning musicianship and compositional skills with digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. All projects will include basic recording and mixing techniques, as well as multiple methods for manipulating digital audio.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

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

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

Learning Outcomes

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

I. Communications - Please explain how your course meets these learning outcomes	
Students will:	
This course teaches students to express themselves	• Express oneself clearly in one or more forms of

<p>through an aesthetic mode of communication by creating the four audio projects (see attached sample syllabus), which include elements of both instrumental performance and composition. Students will demonstrate proficiency in the use of the technologies that facilitate aesthetic expression in the world of digital music, including the use of digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. The projects teach methods of aesthetic communication through basic recording and mixing techniques, as well as multiple methods for manipulating digital audio. In addition, students will demonstrate proficiency with oral communication through the podcast assignment in project 3, and written communication through the concert review assignment.</p>	<p>communication, such as written, oral, visual, or aesthetic.</p>
<p>Students will demonstrate knowledge of the skills involved in the creative process by through their projects, including a final summative project that brings together the creative techniques developed over the semester. Throughout the creative process, class discussions and workshops guide students through the critique their own works and the work of others, as well as responding to constructive criticism, thereby facilitating students' development as critical creators.</p>	<ul style="list-style-type: none"> • Maintain self-awareness and critical distance
<p>Students regularly interact with each other and the professor throughout each class session to discuss both technological and musical issues involved in aesthetic creation and expression. Each of the projects includes stages of sharing ideas, providing criticism, and responding to criticism as part of a collaborative creative process. All pieces are presented and discussed and collaboratively critiqued in class.</p>	<ul style="list-style-type: none"> • Work collaboratively
<p>Students learn to listen, observe, and analyze through the concert listening and critique assignment. In addition, students learn to develop their own creative work in the project assignments, which require them to employ a reflexive, self-critical process of carefully and regularly considering their creative work from an outside listener's perspective.</p>	<ul style="list-style-type: none"> • Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

John Jay College of Criminal Justice of the City University of New York
Syllabus for Music Technology
MUS 236.02, Spring 2019
Thursday 3:05 – 5:45 423T

Professor Benjamin Bierman. Email: bbierman@jjay.cuny.edu

Phone: 646.557.4822 Office: 325.14 HH

Office hours are by appointment. I am happy to meet with you, so please feel free to contact me.

Course description: Through a series of audio projects this course explores the rapidly expanding field of music technology. In these projects students will combine beginning musicianship and compositional skills with digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. All projects will include basic recording and mixing techniques, as well as multiple methods for manipulating digital audio.

Learning Objectives: In the creation of these various audio projects, and while applying their musical skills—including instrumental performance and composition—through the medium of music technology, students will gain proficiency in the digital music technologies listed in the course description. The students will learn to render the audio projects in a variety of forms such as digital audio files, CDs, and podcasts. Students will learn to employ musical vocabulary and its applications to music technology, and learn to apply analytical listening skills to works of electronic music. Through an examination of the history of electronic music from a global perspective, students will gain cultural and historical knowledge of the field. All works will be presented in class.

Required equipment: If you have preferred headphones bring them to class every day. External portable hard drives are a requirement for this course. All work will be done on these drives, so you must have one for our second meeting, and ideally for the first class (see the information below).

Hard Drive: You can purchase your own or check one out for the semester through the Laptop Loan Office, L2.72 NB. Below is a link to a good and reasonably priced drive on the B&H website and the drives' specifications. B&H is at 34th St. and 9th Avenue, <http://www.bhphotovideo.com/>, and is an excellent place to buy a drive. This is a good option there: https://www.bhphotovideo.com/c/product/1038928-REG/seagate_stds1000100_1tb_backup_plus_slim.html If you don't get this one, make sure it has similar specifications. If you have one already, you may use that, but if it is formatted for PC we will have to reformat it and erase all the data. Please do not purchase a drive smaller than 250GB.

Requirements: 1) Four audio projects; 2) Attend a concert that emphasizes music technology in some way and write a four-page paper about the concert experience; 3) A two-page text for your podcast (assignment 3); 4) Assigned reading and listenings (all placed or linked on Blackboard) and four associated 250-300 word reading/listening reactions.

All late assignments will be penalized a full grade unless we have discussed your progress, and will not be accepted beyond one class period past the due date unless we have spoken about it.

Unexcused absence and lateness are unacceptable and can significantly lower your grade. This is a double period course, so three unexcused absences may result in a failing grade. Two latenesses equal one absence, and punctuality is very important. We have a lot to do every day.

Grading: Your grade will consist of the point totals accrued through the assignments with a possible total of 100 points: Project 1 - 15 points, Projects 2 and 3 - 20 points, and Project 4 - 25 points; concert paper 10 points; reading/listening

reactions 10 points. (Reading reactions are graded check, check plus, and check minus; you must average a check to receive the 10 points.)

Project Overview: All projects are created within Logic, a digital audio workstation.

Project 1: Mixing. After downloading and importing tracks, students will use panning and volume to create a remix of Radiohead's "Nude."

Project 2: Found-Sound Composition. Record a wide variety of sounds with a digital recorder. After converting and importing the sound files, use a variety of editing and mixing techniques to create a found-sound composition of between 2 and 3 minutes in length.

Project 3: Podcast. With a topic of the student's choice (to be discussed and approved in advance) compose a 2-page written composition that will serve as the text for a podcast. Employ the recorded text (and interviews if necessary), found sounds, imported audio, and recorded audio and/or MIDI recording, and use all editing, mixing, and recording techniques to create a 2-3 minute podcast.

Project 4: Final Project. Create a 3-4 minute composition in a style of your choice (to be discussed with the instructor) using all techniques covered in the course, including the use of samples and loops.

Class and Project Schedule

	Date	
Class 1	8.30	Introduction, Project 1, Mixing
Class 2	9.6	Project 1, Mixing, continued Reading/listening reaction 1 due: Early Electronic Music in Europe
Class 3	9.13	Project 1, Mixing, Project 1 due , class performances
Class 4	9.20	Project 2, Found Sound Composition
Class 5	9.27	Project 2, Found Sound Composition, continued Reading/listening reaction 2 due: Electronic Music in the United States
Class 6	10.4	Project 2, Found Sound Composition, continued
Class 7	10.11	Project 2, Found Sound Composition, Project 2 due , class performances
Class 8	10.18	Project 3, Podcasts Reading/listening reaction 3 due: International Approaches to Electronic Music
Class 9	10.25	Project 3, Podcasts, continued
Class 10	11.1	Project 3, Podcasts, Project 3 due , class performances
Class 11	11.8	Final Project Reading/listening reaction 4 due: International Electronic Music in Pop, R&B, Hip-Hop, Rap, Turntablism, laptop performers
Class 12	11.15	Final Project, continued Reading/listening reaction 5 due: Live Electronic Music and Ambient Music
	11.22	No class. Thanksgiving
Class 13	11.29	Final Project, continued Concert Report due
Class 14	12.6	Final Project, Final Project due
Final	12.20	Final Projects presented in class 3:30-5:30

I fully support John Jay College's policy on Academic Integrity. **Please see this link for John Jay's policies:**
<http://jjay.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/Academic-Standards-and-Policies/Academic-Standards/Academic-Integrity>

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for International Crime and Justice leading to the MA Degree.

Program Name and Degree Awarded: International Crime and Justice, MA

HEGIS Code: 2105

NY State Program Code: 33083

Effective term: Fall, 2019

Date of Program Approval: October 30, 2018

Date of CGS approval: March 13, 2019

Rationale for proposed changes: The International Crime and Justice MA program students have recently requested that the program consider adding elective courses to the list of approved electives for the program. The students specifically requested that the faculty consider approving the below courses currently offered by the new MA program in Human Rights: HR701 (International Human Rights: Organizations and Institutions); HR711 (Human Rights and Humanitarianism); HR712 Civil and Political Rights and Civil Liberties; and HR713 (Economic, Social and Cultural Rights).

HR 701: International Human Rights: Organizations and Institutions

This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization's monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.

HR711: Human Rights and Humanitarianism

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of the elementary and crucial form of justice known as humanitarianism, which aims to enable human rights and activate its claims in crisis situations. Among topics to be considered are the role that dignity and human rights play in grounding humanitarian ambitions, their relation to political and economic institutions that manage humanitarian agendas, and the distinction between duties of justice and claims of charity or "development assistance." Finally, we will consider the application of such theories to concrete, problematic and pressing issues, such as global poverty, torture and genocide.

HR712: Civil and Political Rights and Civil Liberties

This course explores seminal case law to inform contemporary political rights, civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, voting rights, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty.

HR713: Economic, Social and Cultural Rights

Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.

PSY 705 Victimology	3	CRJ 797 Homeland Security and International Relations	3
PSY 729 Terrorism	3	CRJ 798 Homeland Security and Terrorism	3
PSY 746 Empirical Profiling Methods	3	PAD 718 International Public Policy and Administration	3
<u>International Law Enforcement and Crime Control</u>		PAD 746 Comparative Public Administration	3
CRJ 739 Crime Mapping	3	PAD 772 International Inspection and Oversight	3
CRJ 759 Comparative Police Administration	3	PSY 705 Victimology	3
CRJ 797 Homeland Security and International Relations	3	PSY 729 Terrorism	3
CRJ 798 Homeland Security and Terrorism	3	PSY 746 Empirical Profiling Methods	3
PAD 718 International Public Policy and Administration	3	HR 701 <u>International Human Rights: Organizations and Institutions</u>	3
PAD 746 Comparative Public Administration	3	HR 711 <u>Human Rights and Humanitarianism</u>	3
PAD 772 International Inspection and Oversight	3	HR 712 <u>Civil and Political Rights and Civil Liberties</u>	3
		HR 713 <u>Economic, Social and Cultural Rights</u>	3
Sub-total: 24 credits		Sub-total: 24 credits	
Electives: 12 credits		Electives: 12 credits	
Total credits required: 36 credits		Total credits required: 36 credits	

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

Does this change affect any other program?

___ No ___ X ___ Yes

If yes, what consultation has taken place?

At the International Crime and Justice Master's program governance meeting held on October 30th, 2018, the faculty (present at the meeting) unanimously approved these additions. After this meeting, the ICJ MA program director, Dr. Gohar Petrossian, reached out to Dr. Susan Kang, the Human Rights master's program director, to request her feedback on this decision. Dr. Kang supports our decision, and would be happy to see ICJ MA students register for these Human Rights courses.

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

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: February 4, 2019

Date of CGS Approval: March 13, 2019

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Prof. Thomas Kubic	tkubic@jjay.cuny.edu	212 237 8891

2. Course details:

Program Name	Master of Science in Forensic Science
Course Prefix & Number	FOS 737
Course Title	Microscopy, Spectrometry and Diffraction with Electrons in Forensic and Chemical Analysis Abbreviated Title: Forensic Electron Microscopy
Catalog Description	This is a lecture, demonstration and laboratory class that will introduce the student to the theory and applications of electron microscopy as well as that of x-ray spectrometry to forensic and chemical analysis. Diffraction theory in electron microscopes will also be introduced. The class will concentrate on Scanning Electron Microscopy (SEM), with less emphasis on Transmission Electron (TEM) and Analytical Electron Microscopy (AEM) techniques.
Pre- and/or Corequisites	FOS 710 (co req), FOS 721 (pre-req), FOS 722 (pre-req)
Credits	3
Contact Hours (per week)	4 (1.5 lecture + 2.5 laboratory)
Lab Hours	2.5

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

Electron Microscopes are a common modern technology employed routinely in the current world of nano-technology. This includes the forensic analysis of sub micron physical evidence. Not only are highly magnified images with the concomitant increased resolution of great value for comparison of samples but the elemental chemical analysis obtained on these very small samples are of equal importance. The exposure of John Jay's graduate forensic science students to this technology will be invaluable to their overall education and their obtaining of future employment. It is anticipated, that a small number of upper level undergraduate forensic science students would be allowed to register for this course if their GPA was greater than 3.3 and after successful interview with the professor.

4. Degree requirements satisfied by the course:

Forensic Science MS Elective

5. Has this course been taught on an experimental basis?

Yes X No _____

If yes, please provide the following:

- I. Semester(s) and Year(s): Fall 2016
- II. Teacher(s): Thomas Kubic
- III. Enrollment(s): approx. 7
- IV. Prerequisite(s): FOS 710 (co req), FOS 721 (pre-req), FOS 722 (pre-req)

6. Learning Outcomes:

- a.** What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

Knowledge Outcomes

The student will learn the basic theory and operation of electron microscopes and x-ray spectrometry applications to the analysis of chemical systems on the sub-milligram and sub-microgram levels. Particular emphasis will be placed on the application to various forms of transfer evidence such as but not limited to glass, paints, fibers, metals, gunshot residue, and environmental hazards such as asbestos.

Performance Outcomes

Students will understand the operation of electron microscopes and how they generate magnified images, how to determine chemical compositions by micro-probe x-ray analysis and the use of diffraction theory and data to the determination and discrimination of different phases. Students will master the basic operations of the electron microscope and an x-ray spectrometer.

- b.** How do the course outcomes relate to the program's outcomes?

This course addresses all four MS-FOS educational objectives: reasoning, knowledge technical skills, and communication

- c. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?
Final exam and research paper

7. Proposed texts and supplementary readings (including ISBNs):

Goldstein J.I., Newbury D.E. and others, (2003) Scanning Electron Microscopy and X-Ray Microanalysis 3rd Ed., Plenum Press, NY. ISBN 978-1-4615-0215-9

Kubic, T. A., Forensic applications of scanning electron microscopy with X-ray analysis, in Industrial Use of Electron Microscopy Li, Z. R., Ed., Marcel Dekker Inc., New York, 2002, chap. 12. ISBN 082470828-8

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

Ellen Sexton, Science Department Liaison

8. Identify and assess the adequacy of available Library resources

a. Databases

The library resources for this course are sufficient, and include some electronic books (from Springer, and Taylor & Francis), and indexes with links to full text of articles such as *EBSCOhost Academic Search Premier*, and science/forensic science indexes SCOPUS, IEEE Xplore Digital Library, *General Science Abstracts*, & Medline. All science databases are listed here <https://www.lib.jjay.cuny.edu/databases/science>

b. Books, Journals and eJournals

Full-text journal collections include Elsevier's *Science Direct* and the American Chemical Society journals.

9. Identify recommended additional library resources

Online collection for general science

<http://ez.lib.jjay.cuny.edu/login?url=https://www.taylorfrancis.com>

10. Estimate the cost of recommended additional library resources (For new courses and programs):

N/A

11. Please list any specific bibliographic indices/databases to which students will be directed for this course.

See 8a.

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____x_____ No _____

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Dr. Thomas A. Kubic

14. Other resources needed to offer this course:

Science Department has all the necessary resources

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

N/A

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

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

Course Syllabus

FOS 823 (now FOS737)
Short Title Electron Microscopy
Wednesday 3:45
Office Room – 5.66.09

Thomas Kubic, MS, JD, Ph.D.
Ext. 8891 Dept Ext. 8892

Wed. Before Class

Microscopy, Spectrometry and Diffraction with Electrons in Forensic Analysis

This lecture course will introduce the student to the theory and application of electron microscopy as well as the application of X-ray spectrometry to the analysis of forensic samples. Diffraction theory and applications will also be covered.

The course will concentrate on Scanning Electron Microscopy (SEM), with less emphasis on Transmission Electron Microscopy (TEM), when both are equipped with X-ray spectrometers.

Both Energy and Wavelength Dispersive x-ray methods will be covered with the advantages and disadvantages of each discussed. Electron Spectrometry will be introduced. Electron diffraction in TEMs will be covered as well as Electron Backscatter Diffraction in SEMs.

The course will concentrate on the application to the evidence types glass, paints, fibers, metals, gunshot residues, and inorganic materials. The application to biological samples will be introduced. The course will also cover ethical concerns surrounding forensic applications and digital images.

Students will be required to submit a written paper and make an oral presentation. Field trips to facilities with electron microscopes will be made available.

Grading will be based on the written and oral assignments, an examination and class participation.

Goals:

After successful completion of this class, students shall have an appreciation of the advantages of electron microscopy for collecting images of greater magnification and resolution than those that use light as the illuminant. The elemental analysis and phase identification capabilities of electron microscopical techniques will be recognized by the student. They will also understand the power of these applications when applied to forensic samples, sub-micron samples, and nanotechnology.

Student Assessment:

Student performance will be assessed by a combination of the final exam grade, oral

presentation, term paper, and class participation.

Textbook:

Saferstein R. Ed. Vols I, II, III, Prentice Hall, Forensic Science Handbook, All Volumes can be shared or library sources can be employed.

Goldstein J.I., Newbury D.E. and others, (2003) Scanning Electron Microscopy and X-Ray Microanalysis 3rd Ed., Plenum Press, NY. ISBN 978-1-4615-0215-9

Kubic, T. A., Forensic applications of scanning electron microscopy with X-ray analysis, in Industrial Use of Electron Microscopy Li, Z. R., Ed., Marcel Dekker Inc., New York, 2002, chap. 12. ISBN 082470828-8

Additional assigned reading from Photocopied handouts.

Bibliography:

Goldstein J.I., Yankowitz H. and others, (1975) Practical Scanning Electron Microscopy, Plenum Press, NY.

Goldstein J.I., Newbury D.E. and others, (1992) Scanning Electron Microscopy and X-Ray Microanalysis 2nd Ed., Plenum Press, NY.

Goodhew P.J. and Humphreys F.J., (1988) Electron Microscopy and Analysis 2nd Ed., Taylor Francis, NY.

Beeston B.E.P., Horne R.W., and Markham R., Electron Diffraction and Optical Diffraction Techniques, (1990) North-Holland Publishing- American Elsevier Publishing, New York

Heinrich K.F.J., (1981) Electron Beam X-Ray Microanalysis, Van Nostrand Reinhold Co. NY.

Holt D.B., Muir M.D. and others, (1974) Quantitative Scanning Electron Microscopy, Academic Press. NY.

Wells O.C., (1974) Scanning Electron Microscopy, McGraw Hill, NY.

Williams D.B., Goldstein J.I., and Newbury D.E., (1995) X-Ray Spectrometry in Electron Beam Instruments, Plenum Press, NY.

Yacobi B.G. and Holt D.B. (1990) Cathodoluminescence Microscopy of Inorganic Solids, Plenum Press, NY.

Jenkins and Snyder (1996) Introduction to X-ray Powder Diffractometry Wiley Interscience.

Klug and Alexander, (1974) X-ray Diffraction Procedures 2nd Ed, Wiley Interscience.

Cullity B. D., (1978) Elements of X-ray Diffraction Addison Wesley

Skoog, Holler and Neiman, (2007) Principles of Instrumental Analysis 6th ed, Saunders College Publishing. (Harcourt Brace Jovanovich) N.Y.

Bertin E. P., (1975) Principles and Practice of X-ray Spectrometric Analysis 2ed, Plenum Press

Sawyer and Grubb, (1996) Polymer Microscopy 2nd ed. Chapman and Hall

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 or 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.

College Requirement of Writing-Across-the Curriculum:

The student is reminded that the College Council has established guidelines for minimum writing skill requirements for all courses. Your essay answers in all exams and quizzes, if given, and your paper will be evaluated. As restated in the exams your organization skills and use of proper English grammar, syntax, and spelling all will be considered in the grading of the essays and term papers. In addition legibility counts.

Topic Outline

Week	Topics
1	Course introduction, expectations, importance of electron microscopy for physical evidence examination.
2	Microscopy with electrons similarities and differences with light. Lenses, Sources, Resolution. Student assignments
3	Interactions of Electrons with Matter. Scattering, Adsorption. Diffraction, X-ray

generation. Safety considerations concerning x-rays, high voltage equipment and liquid nitrogen.

- 4 Scanning Electron Microscope (SEM). Gun, Lenses, Detectors, Image analog v digital.
- 5 SEM continued. Vacuums. Resolution, Depth of Field. Student presentations begin.
- 6 Transmission Electron Microscope (TEM). Analytical TEM
- 7 Electron diffraction comparison with X-ray diffraction.
- 8 X-ray spectroscopy in SEM and TEM. Quality issues concerning X-ray analysis. Performance characteristics and calibrations.
- 9 Student presentations. Ethical considerations of digital images.
- 10 Micro-probe and bulk analysis. Qualitative and Quantitative analysis. Correction factors. Thin film approximation.
- 11 Sample preparation methods. Obtaining conductivity. Coating methods metal and carbon evaporation and sputtering.
- 12 Application of Electron Microscopy to biological samples. SEM and TEM.
- 13 Field trip to TEM laboratory, if at all possible. This week may change depending on availability of the laboratory. Student papers due.
- 14 Other techniques, STEM, Field Ion, Ion Probe, AFM.
15. FINAL Exam to be announced.

Students will be required to submit a 7 to 10-page research paper.

Students will be required to give an oral report in class on a technical topic assigned by the instructor. Such oral presentation shall be 10 to 15 minutes in length.

Grading

Final Exam	50
Oral Rpt.	10
Paper	15
Participation	10
Laboratory	15

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

CHANGE IN EXISTING GRADUATE COURSE

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

Date Submitted to the Office of Graduate Studies: March 7, 2019

Date of CGS Approval: March 13, 2019

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Yi Elaine Lu	ylu@jjay.cuny.edu	646-557-4437

2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Program	Master of Public Administration	Program	Master of Public Administration
Course	PAD 771 Capstone Seminar	Course	PAD 771 Capstone Seminar
Prerequisites	PAD 715 and PAD 739 or PAD 758	Prerequisites	<u>Passed the MPAQE, PAD 715, and PAD 739 or PAD 758;</u> <u>Completed 24 credits</u>
Hours		Hours	
Credits	3	Credits	
Description	Requires students to apply the knowledge and skills they have gained during their MPA graduate study to a semester-long project chosen by the student in consultation with the faculty member directing the seminar. r	Description	
		Effective Term	Fall 2019

3. Rationale for the proposed change(s):

- Students have been registering for courses out of sequence and have been unprepared for the Capstone.

4. Enrollment in past semesters:

- 15-17 students in each section. Usually the capacity is 15 students/class with a total of 17 for over-tallied classes

5. Does this change affect other programs?

No Yes

If yes, what consultation has taken place?

*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: Provost Yi Li

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

Re: Request for a Department Name Change to
Department of Latin American and Latinx Studies

Date: March 13, 2019

The Department of Latin American and Latina/o Studies requests a change in the department's name to "Department of Latin American and **Latinx** Studies." The department has elected to replace the gender-specific Spanish markers ("a" and "o") in Latina/o with "Latinx" in the name of our department for reasons detailed below, and we seek your assistance in making this change official.

Rationale: A gender-neutral term, "Latinx" has gained wide acceptance in recent years, particularly within academia. "Latinx" is considered more inclusive than Latina/o, and many academic departments around the country have renamed their departments and have adopted "Latinx" in their course curricula. Below are a few 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>

An increasing number of academic publications now use the term, and as with many college campuses, faculty and students at John Jay College have been embracing the use of Latinx with increasing frequency, favoring its inclusivity. 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>). The only foreseeable expense of this change would be costs associated with changes in updating signage and publications. Our college's Undergraduate Curriculum & Academic Standards Committee has already approved the name change in our major and minor curricula and course descriptions.

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

cc: Katherine Killoran, Assistant Dean of Undergraduate Studies

RESOLUTIONS OF THE COLLEGE COUNCIL**April 11, 2019****FIRST READING****AMENDING THE BYLAWS TO INCLUDE REGISTRAR AS MEMBER OF COMMITTEE ON UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**

WHEREAS, the John Jay College Charter of Governance, Article I, Section 9, establishes committees as College Council committees, and

WHEREAS, the John Jay College Council Bylaws, Article I, Section 2b, establishes membership of the Committee on Undergraduate Curriculum and Academic Standards (“Committee”), and

WHEREAS, the College Council, at its November 12, 2018, adopted resolutions correcting the titles of Committee members but did not include the Registrar as a member, and

WHEREAS, the Committee requires the participation of the Registrar, including for purposes of classroom availability and scheduling, and has requested that the Registrar be named in the Bylaws, Article I, Section 2b, as a member of the Committee, and

WHEREAS, the College Council wishes to amend the membership of the Committee to include the Registrar,

It is hereby

RESOLVED, the John Jay College Council Bylaws, Article I, Section 2b, are hereby amended to add the Registrar to the membership of the Committee, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to take necessary actions to implement this resolution.

b. Committee on Undergraduate Curriculum and Academic Standards: The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members: Vice President for Enrollment Management and Student Affairs; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, chairperson; Assistant Dean of Undergraduate Studies; the Registrar; 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, 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; and three (3) students, each of whom have a cumulative grade point average of at least 3.0. The Committee shall elect a vice chairperson from among its faculty members. The Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies shall provide a secretary to the Committee.

*Lynette Cook-Francis
Vice President for Enrollment
Management & Student Affairs*

*524 West 59th Street Suite L.65
New York City, NY 10019
T. 212.237.8102
F. 212.237.8282
lcook-francis@jjay.cuny.edu*

Memorandum

Date: March 21, 2019

To: Debra Hairston
Secretary to the College Council

From: Lynette Cook-Francis
Vice President for Enrollment Management & Student Affairs

Re: Commencement Awards

The Committee on Honors, Prizes and Awards met on Thursday, March 21, 2019 to vote on the Commencement Awards, which will be presented on May 13, 2019. With quorum present, the committee recommends the following award recipients:

- Leonard E. Reisman Medal: **Chloe Dervin**
- Scholarship & Service Award: **Byeong Hyeon So**
- Howard Mann Humanitarian Award: **Jasmine Awad**
- Distinguished Service Awards :
 - **Andrew Bandini**
 - **G. Capone**
 - **Ella Merriwether**
 - **Khililahan Muzaffarova**
 - **Jasmine Awad**
- Undergraduate Veteran Award: **Cassandra Rodriguez**
- Graduate Veteran Award: **Charles Bernal**
- Graduate Student Service Award: **Vanessa Gutierrez**
- Graduate Achievement Award:
 - **Tamra Gayle**
 - **Rachel Lazar**
 - **Amie Pinckney**
- Graduate Peer Mentoring Award:
 - **Vanessa Gutierrez**
 - **Priya Reji**

