



COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

Tuesday, April 9, 2024

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

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

April 9, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the March 11, 2024 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees [Link](#)
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B9) – Interim Dean of Academic Programs, Andrew Sidman

Programs

- B1. Revision of the BA and Minor in Gender Studies (#2), **Pg.6**
- B2. Proposal to Revise the GPA Standards for the BS/MPA Programs in Criminal Justice Management and Public Administration, **Pg.17**

New Courses

- B3. ANT 2XX (235) Environmental Anthropology (FC: World Cultures), **Pg.24**
- B4. SOC 2XX (247) Cross-cultural Negotiation (CO: JCI 200-level), **Pg.48**

Course Revisions

- B5. POL 210 Comparative Urban Political Systems, **Pg.80**
- B6. POL 225 Intro to Research on Politics, **Pg.82**
- B7. POL 260 International Relations, **Pg.84**
- B8. POL 328 International Security, **Pg.86**
- B9. SOC 209 Sociology of Work, **Pg.88**

- V. Report from the Committee on Graduate Studies (Attachment C1-C3) –Interim Dean of Academic Programs, Andrew Sidman

Programs

- C1. Revision of the Advanced Certificate in Crime Prevention and Analysis, **Pg.90**

Course Revisions

- C2. CRJ 716 Statistical Software in Criminal Justice, **Pg.93**
- C3. CRJ 793 Comprehensive Review, **Pg.95**

- VI. College Council Calendar AY 2024-2025 (Attachment D), **Pg.97**
- VII. New Business

VIII. Announcements:

- Student Council (Interim President Yarik Munoz)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (President Catherine Alves)
- Administrative Announcements (President Karol Mason)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

March 11, 2024

The College Council held its sixth meeting of the 2023-2024 academic year on March 11, 2024. The meeting was called to order at 1:50 p.m. and the following members were present:

In-person: Anru Lee, Charles Stone, Heath Grant, Jean Carmalt, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Maria Arndt, Mohammad Islam, Peter Diaczuk, Ray Patton, Robert Till, Sung-Suk (Violet) Yu, Vicente Lecuna, Stephen Russell, Catherine Alves, Samuel Lopez, Yarik Munoz, Daniel Oresanya, Tiffany Rodriguez, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Karol Mason, Mark Flower, Janice Johnson-Dias, Angela Crossman*, Helen Keier*, Patience Yeboah*.

Remotely: Brian Montes, Catherine Kemp, Elsa-Sofia Morote, Francis Sheehan, Mucahit Bilici, Jeff Mathew, Susan Pickman, Anthony Carpi*, Ned Benton*.

Excused: Kate Cauley, Maria (Maki) Haberfeld, Veronica Hendrick, Zhun Xu, Jamella Richmond, Janet Winter, Nina Fisher, Daniel Matos.

Absent: Chevy Alford, Elton Beckett, Gregory Sheppard, Todd Stambaugh, Aneesa Thomas, Esther Blum, Folusho Adeoti, Madhura Bandyopadhyay*, Marie Springer*, Jennifer Dysart*.

Guests: Melissa Dolan (R), Sergio Villavicencio (R), Kathy Killoran, Christopher Shults, Sara Scaldafferry, Shavonne McKiever (R).

* - Alternates

(R)- Remote

- I. Adoption of the Agenda
The motion was assumed by the chair and approved unanimously.
- II. Approval of the Minutes of the February 13, 2024 College Council
The motion was assumed by the chair and approved unanimously.
- III. Approval of Members of the College Council Committees
The motion was assumed by the chair and approved unanimously.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B6) – Interim Dean of Academic Programs, Andrew Sidman

Programs

A motion was made to adopt the item marked B1. Revision of the BA and Minor in Gender Studies. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B2. New CJA Articulation Agreement for Hostos CC AS in Computer Science Leading to the JJ BS in Computer Science and Information Security. The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on items B3, B4, and B5 as a slate. The motion was seconded and approved unanimously.

B3. CJBA 3XX (356) Queering Crime and Justice

B4. CJBA 3YY (352) Managing Criminal Justice Data

B5. CJBA 3ZZ (354) Visualizing Crime Data

A motion was made to adopt items B3, B4, and B5. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to adopt the item marked B6. ART 254 Political Art and Social Activism. The motion was seconded and approved unanimously.

V. **New Business**

VP and COO Mark Flower gave an update on the new campus food service and answered questions from the Council members.

The meeting was adjourned at 2:50p.m.

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

Undergraduate Academic Program Revision Form

Email the completed proposal form in a word-processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** February 29, 2024
2. **Department or program proposing these revisions:** Gender Studies
 - a. Name and contact information of proposer(s): Olivera Jokić
 - b. Email address of proposer: ojokic@jjay.cuny.edu
 - c. Phone number: 212.237.8566
3. **Name of major, minor or certificate program being revised:**

Gender Studies BA and Gender Studies minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: Gender Studies Committee, meeting on February 27, 2024
 - b. Name of department chair or major/minor coordinators approving this proposal: Olivera Jokić
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are proposing to include an existing course to the list of electives available to Gender Studies majors and minors. The course is **GEN140: Gender, Activism, and Social Change**, described in the Undergraduate Bulletin as follows:

GEN140: Gender, Activism, and Social Change

This course introduces students to general topics in activism, gender studies, and justice. The course will draw connections between gender, race, sexuality and grassroots, community and organizational activism and social justice and change. Students will be expected to apply the knowledge gained in the classroom to observational and documentation projects focusing on the activism occurring on the college campus and in the larger community. The course will introduce key terms in the interdisciplinary fields of gender and activist studies and some of the important debates in these fields. It will then focus on a specific form of

activism toward social justice and change, for instance food justice or animal rights, and the role of gender in that movement.

GEN 140 satisfies the John Jay College Option: Justice Core I (First Year Seminar) area of Gen Ed.

GEN140 has been a part of the general education curriculum for several years. It is open only to freshmen in their first or second semesters. Many of them learn about the interdisciplinary field of Gender Studies in this course, and become interested in taking other courses in the field. The course, however, does not currently satisfy any requirements in the Gender Studies BA or Gender Studies minor.

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

Gender Studies Program at John Jay is in the process of updating the curriculum. Towards this effort, we are looking to improve the options available for our students in their John Jay journey and make their coursework reflect their learning in the program.

GEN140 Gender, Activism, and Social Change addresses a crucial element of the study of gender as a field of justice activism. As such, it plays a central role in our students' engagement with justice issues, especially in their first semester in college. Although many of our majors and minors decide to pursue further coursework in Gender Studies after taking this course, GEN140 does not currently count for credit towards a degree or a minor in Gender Studies. We would like to change that by including GEN140 as one of the electives available to Gender Studies majors and minors. The course addresses explicitly the central concerns of Gender Studies as a field that rose out of activism: intersectional understanding and histories of gender and sexuality over time; representations and experiences of gender and sexuality in the context of struggles of justice; use of media and communication to advocate for social change; and histories of public advocacy for gender justice. The course will enrich and bring up to date our elective offerings for the students of Gender Studies because it engages like no other course we offer with contemporary culture as a field of activism and advocacy for gender justice.

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

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

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

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

This is a course offered and staffed by the Gender Studies Program. This program revision should not affect other programs or departments.

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

Gender Studies, Bachelor of Arts (UG)

Bulletin 2023-24 with February approved changes plus this March change)

The Gender Studies major explores how gender and sexuality influence constructions of human identity historically and culturally, and how these in turn shape human development, behavior, and the processes of justice. Students in the major will learn to examine gender and sexuality from a broad variety of academic perspectives. As such, they become versatile thinkers with strong skills in critical problem solving, research, data collection, and writing. The Gender Studies major has been designed in the best tradition of liberal arts study: courses are structured to support independent inquiry, ethical reflection, and critical thought, and they culminate in a final research project that enables students to test their skills on a question of their own choosing. Students graduating with a BA in Gender Studies go on to a wide variety of careers and post-graduate study, including the arts, business, education, health care, media, politics, law, public policy and social work.

Learning outcomes. Students will:

- Identify assumptions about gender and sexuality and how they influence constructions of human identity in historical, cultural, and geographic contexts.
- Write arguments that examine the interrelationships between gender and sexuality and other identity categories, such as race, class, nationality, age, and abilities.
- Recognize major topics and methodological approaches in gender studies.
- Utilize accepted methods of gender studies research to investigate topics in the field.
- Connect scholarly inquiry on gender and sexuality to theories of social justice and activism.

Credits Required.

Gender Studies Major	36
General Education	42
Electives	42
Total Credits Required for B.A. Degree	120

Coordinator. Professor Olivera Jokic, Department of English
(ojokic@jjay.cuny.edu)

Advising resources. Gender Studies Major Advising Resources. Major Checklist.

Honors Option. To receive Honors in the Gender Studies major, a student must complete a 3-credit research project-based independent study prior to taking the senior seminar while achieving a 3.5 grade point average in their major courses (above

the 100-level) and an overall GPA of at least a 3.2. Eligible students may enroll in the Honors Option as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the Gender Studies Coordinator.

Additional information. Students who enrolled for the first time at the College or who changed to this major in September 2016 or thereafter must complete the major in the form presented here. Students who enrolled prior to the date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the Undergraduate Bulletin 2015-16.

Part One. Historical and Theoretical Foundations

Subtotal: 12 Cr.

Required

GEN 101	Introduction to Gender Studies
	OR
ISP 145	Why Gender Matters
GEN 205	Gender and Justice
GEN 255/BIO 255	Biology of Gender & Sexuality
GEN 364/HIS 364	History of Gender and Sexuality: Prehistory to 1650

Advisors recommendation. GEN 255 / BIO 255 has a prerequisite of SCI 110 or SCI 112 or SCI 114 (or any STEM variant science course of at least three-credits such as BIO 102 or BIO 103 or BIO 104 or CHE 102 or CHE 103 or CHE 104). These science courses satisfy the Required Core: Life and Physical Science category of the Gen Ed program. Transfer students can use any science course that satisfies this Gen Ed area as the prerequisite for GEN 255/BIO 255.

Part Two. Critical Methods

Subtotal: 3 Cr.

Required

GEN 333/PHI 333	Theories of Gender and Sexuality
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Part Three. Research Methods

Subtotal: 3 Cr.

Required

GEN 350	Feminist and Critical Methodologies
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Part Four. Senior Seminar

Subtotal: 3 Cr.

Required

GEN 401	Senior Seminar in Gender Studies
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Part Five. Gender Studies Area Electives

Subtotal: 15 Cr.

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field or an approved Independent Study with a GS faculty (GEN 389 or GEN 489) for one elective. To

ensure that students are exposed to significant and significantly different approaches to thinking about gender and sexuality, students must take **at least two courses** in each of the following two categories:

Category A. Diversities and Cultural Representations of Genders and Sexualities

These courses focus on non–dominant U.S. constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Some of these courses focus on the study of art, media, literature, cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities.

Choose at least two

AFR 248	Men: Masculinities in the United States
ANT 210/PSY 210	Sex and Culture
ART 222	Body Politics
ART 224/AFR 224	African American Women in Art
COR 320	Race, Class and Gender in a Correctional Context
DRA 243	Black Female Sexuality in Film
DRA 245	Women in Theatre
ENG 346	Feminist Rhetorics: Histories, Intersections, Challenges
GEN 140	Gender, Activism & Social Change
GEN 356/HIS 356	Sexuality, Gender, and Culture in Muslim Societies
GEN 380	Selected Topics in Gender Studies
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe
HIS 323	History of Lynching and Collective Violence
HIS 375	Female Felons in the Premodern World
ISP 334	Sex, Gender and Justice in Global Perspective
JPN 251	Japanese Manga and Anime: Gender, Culture and Society
LIT 316	Gender and Identity in Literary Traditions
LIT 383	Gender and Sexuality in U.S. Latinx Literature
LLS 255	Latin American Woman in Global Society
SOC 243	Sociology of Sexualities

Category B. Socio-Political and Economic Systems and Gender and Sexuality

These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Choose at least two

CJBA 3XX (356)	Queering Crime & Justice
CRJ 420/SOC 420	Women and Crime
CSL 260	Gender & Work Life
ECO 327	The Political Economy of Gender
ENG 346	Feminist Rhetorics: Histories, Intersections, Challenges
GEN 140	Gender, Activism & Social Change
GEN 277	Introduction to Feminist Praxis
GEN 377	Feminist Praxis: Internship
POL 237	Gender and Politics
POL 318	The Law and Politics of LGBTQ Rights
POL 319	Gender and Law
PSC 235	Women in Policing
PSY 333	Psychology of Gender
SOC 215	Women and Social Control in the U.S.
SOC 333	Gender Issues in International Criminal Justice

Students should consult with the Gender Studies Major Coordinator to ensure adequate coverage.

In addition to the regularly offered electives listed above, a number of unique electives that count toward the major will be offered each semester. The Director of the Gender Studies Program will compile a list each semester and distribute it to Gender Studies majors and minors.

TOTAL CREDIT HOURS: 36

Gender Studies Minor

Description. Gender Studies is an interdisciplinary field that explores the making and meaning of gender-femininity and masculinity-as well as sexuality across cultures and social formations, past and present. The underlying belief of Gender Studies is that gender influences human options, conditions and experiences. Legal, political, economic and cultural systems are shaped by assumptions about gender and sexuality. Deep understanding of gender patterns, dynamics and biases can enhance the accuracy and scope of work in many fields, including criminal justice, psychology, anthropology, sociology, literature, philosophy and history. Gender awareness benefits individuals, communities and organizations.

Learning Outcomes. Students will:

- Demonstrate a working knowledge of key concepts in Gender Studies.
- Demonstrate the ability to think reflexively about one's subject position within the literature of Gender Studies courses.
- Identify assumptions about gender and sexuality, including an awareness of how gender, race, class, ethnicity, and sexual orientation intersect, and how these intersections influence constructions of human identity in historical, cultural, and geographic contexts.
- Demonstrate the ability to connect scholarly inquiry about gender and sexuality to theories and institutions of justice, criminality and human rights, as per John Jay's mission.

Rationale. One of the strengths of Gender Studies is that it teaches critical analysis by taking one of our most basic experiences-that of being a gendered human being-and forces us to question its meaning within a broad range of frameworks. Because students in the minor take courses from a variety of disciplines, such as political science, Latin American and Latina/o Studies, law and police science, and English, they are exposed to many different methodological approaches and theoretical debates. Students who earn a Gender Studies minor learn to be supple and critical thinkers, skills that will enhance their eligibility for any post-graduate work or career.

A minor in Gender Studies is very flexible. Like majors or minors in other social science and humanities disciplines, the Gender Studies minor does not prepare students for one job, but for many different kinds of employment. Gender Studies courses train students in critical thinking, social science and humanities research methods and writing. Coursework provides knowledge about the interplay of gender, race, class and sexuality in the United States and globally. The ability to apply an internship toward credit in the minor allows students the opportunity to evaluate possible careers and provides employment experiences that help graduates find future employment. A minor in Gender Studies, with its combination of cross-disciplinary,

analytic and practical skills, provides a well–rounded graduate with the tools to adapt to a world of rapidly changing work and family structures.

Students who pursue Gender Studies have gone on to work in social services administration, domestic violence advocacy, business, communications, journalism, law enforcement, psychological and counseling services, legal and political fields, and a host of other careers.

Minor coordinator. Professor Olivera Jokic, Department of English (ojokic@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College in September 2016 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained in the Undergraduate Bulletin 2015-16.

Requirements. The Gender Studies minor allows students to focus on the meanings and implications of gender by taking two required courses and four courses (18 credits) from the rich variety of Gender Studies courses offered in the social sciences and humanities. The Gender Studies coordinator compiles a list of all courses offered in the minor prior to student registration and posts it on the Gender Studies minor website: <http://web.jjay.cuny.edu/~wsc/minor.htm>. A maximum of two courses can overlap with a student’s major, other minors or programs.

At least one course must be at the 300-level or above. Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field. See the Minor Coordinator listed above for permission.

Part One. Required Courses

Subtotal: 6 Cr.

GEN 101	Introduction to Gender Studies
	OR
ISP 145	Why Gender Matters
GEN 205	Gender and Justice

Part Two. Electives

Subtotal: 12 Cr.

Choose four. At least one course from EACH of the following categories. At least one course must be at the 300-level or above.

Category A: Diversities and Cultural Representations of Genders and Sexualities

These courses focus on constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Some of these courses focus on the study of art, media, literature and cultural production both as sites of

theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities.

Select at least one

AFR 248	Men: Masculinities in the United States
ANT 210/PSY 210	Sex and Culture
ART 222	Body Politics
ART 224/AFR 224	African American Women in Art
COR 320	Race, Class and Gender in a Correctional Context
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DRA 245	Women in Theatre
ENG 346	Feminist Rhetorics: Histories, Intersections, Challenges
GEN 140	<u>Gender, Activism & Social Change</u>
GEN 255/BIO 255	Biology of Gender & Sexuality
GEN 333/PHI 333	Theories of Gender and Sexuality
GEN 350	Feminist and Critical Methodologies
GEN 356/HIS 356	Sexuality, Gender, and Culture in Muslim Societies
GEN 364/HIS 364	History of Gender and Sexuality: Prehistory to 1650
GEN 380	Selected Topics in Gender Studies
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe
HIS 323	History of Lynching and Collective Violence
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These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Select at least one

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GEN 140	<u>Gender, Activism & Social Change</u>
GEN 277	Introduction to Feminist Praxis
GEN 377	Feminist Praxis: Internship
POL 237	Gender and Politics
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POL 319	Gender and Law
PSC 235	Women in Policing
PSY 333	Psychology of Gender
SOC 215	Women and Social Control in the U.S.
SOC 333	Gender Issues in International Criminal Justice

TOTAL CREDIT HOURS: 18

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

Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC and CGS consideration and scheduling to killoran@jjay.cuny.edu.

1. **Date submitted:** February 1, 2024
2. **Department or program proposing these revisions:** MPA Program in Public Administration
 - a. Name and contact information of proposer(s): Elaine Yi Lu and David Shapiro
 - b. Email address of proposer: ylu@jjay.cuny.edu and dshapiro@jjay.cuny.edu
 - c. Phone number: 516-286-4300
3. **Name of major, minor or certificate program being revised: Dual degree BS/MPA Programs in the Public Management Department:**
 1. BS in Public Administration/MPA Public Administration: Public Policy and Administration (PPA)
 2. BS in Public Administration/MPA in Public Administration: Inspection and Oversight (IO)
 3. BS Criminal Justice Management/ MPA in Public Administration: Public Policy & Administration (PPA)
 4. BS Criminal Justice Management/ MPA in Public Administration: Inspection and Oversight (IO)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: MPA Meeting December 14, 2023 (majority of nucleus faculty in favor of motion)
 - b. Name of department chair or major/minor coordinators approving this proposal:

Glenn Corbett (Dept. Chair); Elaine Yi Lu (MPA-PPA Director); and David Shapiro (MPA-IO Director)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We propose a modification to the admission criteria for the BS/MPA program, suggesting that the minimum GPA requirement for entry be adjusted from 3.5 to 3.2. Following admission, dual-degree students would then be required to adhere to the standard MPA program requirements, which involve maintaining a 3.0 GPA to remain in

good standing within the program. A minimum of 3.0 would be required to graduate with both the BS and MPA degrees.

Please note: These changes will be effective immediately and students currently in the programs will be ‘grandfathered in’ to these new standards.

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

The proposed adjustment of GPA requirements for the dual-degree programs (BS/MPA), is grounded in several key considerations that are essential for the enhancement of educational opportunities and the promotion of academic excellence. The following rationales highlight the necessity and benefits of this change:

1. **Enhanced Accessibility and Diversity and Inclusion:** By reducing the GPA requirement from 3.5 to 3.2, we are making the dual-degree program more accessible to a wider range of students. This inclusivity aligns with the principle of providing equitable educational opportunities for a diverse student population. It creates an environment where students from a broader spectrum of academic backgrounds can engage in the dual-degree program, fostering a richer learning community. Please note that the vast majority of MPA students face a lower admission standard of 3.0, and we can certainly serve students with a 3.2 GPA or above with our comprehensive support program.

2. **Competitiveness and Attractiveness:** The proposed change in GPA requirements is in accordance with the shifting trends in higher education. Many institutions are reevaluating their admission policies to adapt to the evolving landscape, and our modification follows this trend. To remain competitive in this dynamic environment, it is essential to ensure that our admission policies are attractive to prospective students. A 3.2 GPA requirement is more in line with the expectations of many students, making our dual-degree program more appealing and increasing our competitiveness.

3. **Retention and Success:** By maintaining the GPA requirement of 3.0 within the MPA component of the dual degree, we ensure that students who enter the program are held to the same retention standard as the one facing all other MPA students. An artificially higher retention standard deters students from applying for and completing the program. This balance between access and maintaining academic excellence contributes to student success and program quality.

Bachelors Program	Currently Enrolled Students	Students Meeting Current Standard: GPA 3.5 or Above	Students Who Would Meet Proposed Standard: GPA 3.2 or Above	Students Meeting Current Standard: GPA 3.5 or Above AND Who Have 60 Credits or Above	Students Who Would Meet Proposed Standard: GPA 3.2 or Above AND Who Have 60 Credits or Above	Number of Additional Students Who Would Qualify Under Proposed Standard	Number of Additional Students Who Would Qualify Under Proposed Standard AND Who Have 60 Credits or Above
Criminal Justice Mgmt BS	402	84	123	58	81	39	23 (6%)
Public Administration BS	106	38	55	32	48	17	16 (15%)

Grand Total	508	122	178	90	129	56	39 (8%)
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Office of Academic Programs Student Demographics

According to the table provided by the Office of Academic Programs, 8% of additional students (39) would qualify under the proposed standard. Based on BS/MPA Program enrollment assessments, not all eligible students will apply to the dual degree program. In the past two years, 12% (67) of enrolled students were eligible for the BS/MPA Program, whereas 21% (14) of eligible students were accepted to the dual degree program. We anticipate only a fraction of them would eventually apply. This will not create issues with resource capacity.

We are thrilled to announce that our department is taking steps to provide extended support to the BS/MPA students. We aim to ensure these students have the resources and services they need to excel academically and professionally. Our experienced advisors and program managers are committed to helping these students succeed. We provide personalized degree completion plans, academic guidance, and support for job readiness and academic events. Our administrative team also monitors progress through periodic assessments to ensure students are on track to meet their goals. Per our most recent accreditation assessment, the MPA Program focuses heavily on student progress and successful outcomes. As a result, the program has been reaccredited successfully without any monitoring by our accrediting agency, NASPAA. Nevertheless, our nucleus faculty team has increased to 27 members this year, fully capable of handling more students in the program.

In addition, we are excited to offer a range of opportunities for the BS/MPA students to network, develop professionally, and gain experience. They can join the John Jay College SHRM Chapter, attend academic workshops, and receive individualized coaching from a dedicated career coach. We will also provide opportunities for them to become part-time research assistants, which will foster synergy with faculty in the MPA program. The students can also present their academic work at various public administration conferences (NECOPA, ASPA, NASPAA, APPAM), supported by the MPA Program.

Furthermore, we are proud to offer targeted opportunities for MPA students, such as scholarships and fellowships, that will be available to the BS/MPA candidate pool. Student memberships to the American Society for Public Administration (ASPA), Society for Human Resources Management (SHRM), Association for Public Policy and Analysis (APPAM), Association of Inspectors General (AIG), and National Forum for Black Public Administrators (NFBPA) are provided to students in our program. We are confident that these resources and services will help the BS/MPA students succeed and thrive in their academic and professional endeavors.

4. Meeting Student Demand: This change reflects our commitment to meeting the demands of students who aspire to join the dual-degree program but may have slightly lower GPAs. It enables more students to pursue a comprehensive and interdisciplinary educational experience.

5. Supporting the Mission of NYSED: The New York State Education Department encourages higher education institutions to continually assess and modify their admission criteria to meet the needs of a diverse and changing student population. The proposed adjustment aligns with this mission by promoting accessibility and diversity within our educational programs.

In conclusion, the rationale for changing GPA requirements for the dual-degree program (BS/MPA) is rooted in a commitment to access, diversity, competitiveness, and academic rigor. This adjustment will help ensure that our institution remains aligned with the evolving landscape of higher education and continues to provide quality educational opportunities to a broader range of students in accordance with the principles and objectives outlined by the New York State Education Department.

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

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

The Change will be applied to:

BS/MPA Public Policy and Administration (PPA)
 BS/MPA Inspection and Oversight (IO)
 BS/MPA Criminal Justice Management Public Policy and Administration (PPA)
 BS/MPA Criminal Justice Management Inspection and Oversight (IO)

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

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

The MPA Program sought guidance from Glenn Corbett, Chair of the Department of Public Management, and Yvonne Purdie, the undergraduate advisor, in preparation for the December 2023 MPA meeting, at which the proposed change was approved in favor by the majority of nucleus faculty.

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

Baccalaureate/Master's Degree Programs

[from UG Bulletin 2023-24 w proposed revisions]

<https://jjay.smartcatalogiq.com/2023-2024/undergraduate-bulletin/degrees-offered/baccalaureate-master-s-degree-programs/>

The Baccalaureate/Master's Degree Program (BA/MA) provides academically advanced students the opportunity to pursue, simultaneously, their baccalaureate and master's degrees. It is available to students studying criminal justice, forensic psychology and public administration. 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 their major. Graduate courses then fulfill certain undergraduate requirements.

Degree Requirements

Students receive both the bachelor's and master's degrees upon completion of the requirements of this program. The BA/MA Program in Criminal Justice requires either 128 credits and a master's thesis, or 134 credits and the passing of a comprehensive examination. The BA/MA Programs in Forensic Psychology and Public Administration each require the completion of 134 credits.

For each of these programs, the entire graduate course of study must be completed (see program requirements below). Students who are interested in the BA/MA Program are encouraged to meet with the **specific** BA/MA Director for **the chosen program** early in their academic career.

Eligibility

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) **for the programs in Forensic Psychology and Criminal Justice, and a 3.2 grade point average (GPA) for the BS/MPA programs in Public Administration.** This is a minimum requirement for eligibility and does not guarantee acceptance into the program. Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member, 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. Further application instructions are available through the BA/MA webpage ~~accessed through the John Jay College website~~ [BA/MA Degree Programs | John Jay College of Criminal Justice](#)

cuny.edu

Transfer students must first establish a 3.5 **or 3.2** GPA, for one semester (12 credits) at John Jay College, prior to applying to the BA/MA Program. ~~However, students transferring from colleges with an articulation agreement with John Jay College will be considered for admission to the BA/MA Program based on their GPA at the home college. The list of colleges with an articulation agreement with John Jay College is available on the BA/MA website??. Updated information about the BA/MA Program will be posted periodically on the website.~~

Students are required to maintain the 3.5 GPA for Forensic Psychology and Criminal Justice, **and a 3.0 GPA for Public Administration** to remain in the BA/MA Program. Students whose GPAs fall below **those levels** ~~the 3.5 level~~ will not be able to receive the graduate degree even if they have completed sufficient credits.

Combined degree program requirements: Baccalaureate/Master's Programs	Credits
MA in Criminal Justice	30–36
BA in Criminal Justice	
BS in Criminal Justice	
BS in Criminal Justice Management	
BS in Police Studies	
MA in Forensic Psychology	39
BA in Forensic Psychology	
MPA in Public Administration (Public Policy, Inspection and Oversight)	42
BS in Criminal Justice Management	
BS in Public Administration	

Baccalaureate/Master's Program and the Thesis Alternative

BA/MA students in the Criminal Justice Program who choose to complete the alternative to the thesis requirement for their master's degree must complete a total of 134 credits, 36 of which must be graduate credits. BS/MPA students in the Public Administration Program must complete 134 credits, 42 of which must be graduate credits. BA/MA students in the Forensic Psychology Program must complete 134 credits, 39 of which must be graduate credits.

Program Coordinators

For more information about the BA/MA and BS/MA programs in Criminal Justice, contact

Jennifer Cadeau at jcadeau@jjay.cuny.edu ~~Dr. Janice Carrington~~
at jcarrington@jjay.cuny.edu.

For more information about the BA/MA in Forensic Psychology, contact **Dr. Diana Falkenbach**
Charles Stone at bamadirector@jjay.cuny.edu.

For more information about the BS/MPA programs, contact Ms. Yvonne Purdie
at ypurdie@jjay.cuny.edu

The following paragraph will also be added to the effected programs listed below in the UG Bulletin:

Academic Standards, Admissions and Eligibility. To be eligible to apply for admission to this BS/MPA program, students must have completed at least 60 credits (including the college general education requirements) and have earned a 3.2 or better grade point average (GPA). Transfer students must first establish a 3.2 GPA at John Jay College for at least one semester before applying. Applicants must also submit a personal statement, recommendations from faculty, and a writing sample. Further application instructions are available through the BA/MA webpage: [BA/MA Degree Programs | John Jay College of Criminal Justice \(cuny.edu\)](#).

Students are required to maintain an overall 3.0 GPA to remain in the BS/MPA Program. To receive both the bachelor's and master's degrees concurrently, students must have a graduating GPA of at least 3.0. Students whose GPAs fall below that level will not be able to receive the graduate degree even if they have completed sufficient credits. Students will be able to declare and earn the Bachelor's degree with at least a 2.0 overall GPA.

[Public Administration BS/MPA \(Public Policy and Administration\)](#)
[Public Administration BS/MPA \(Inspection and Oversight\)](#)
[Criminal Justice Management BS/MPA \(Public Policy and Administration\)](#)
[Criminal Justice Management BS/MPA \(Inspection and Oversight\)](#)

Note: Revisions must be made to the BA/MA Webpage as well.

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

New Course Proposal Form

Date Submitted: October 30, 2023

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

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

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

Name: Garcia Lozano, Alejandro

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

Phone number(s) 212-621-3754

2. a. **Title of the course:** Environmental Anthropology

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

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

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

The course is being proposed at this level because it will provide students with an introduction to a specialization within the field of anthropology, which will serve as an entry point into thinking about key issues in environmental justice globally. As such, students would not be expected to have significant coursework in this topic, but they would benefit from having some foundational coursework under their belt (such as English 101, or any other introductory, level 100 courses on social issues).

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

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 expand John Jay's offerings and strengths in climate and environmental justice, which is an emerging priority for the college. A recent cluster hire has increased the number of faculty dedicated to these topics. The course would also address demand by students, who have pointed out that there is a need and desire for more courses of this nature, and that run

continuously. As such, this course would be an important addition to the curriculum, counting as an elective for both the ANT major and Environmental Justice (EJS) minor. The course has been offered experimentally before (ANT 293) but there has not been a dedicated faculty member to teach it – the applicant and other adjuncts would be able to make this a staple of the ANT department, contributing to EJS needs as well.

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

This course explores the relationship between humans and our changing environment from an anthropological perspective. The course interrogates foundational concepts like “nature” and “culture” and examines how the environment constitutes every aspect of human societies and communities. Students will learn about key approaches and themes in environmental anthropology and apply these to analyze a range of contemporary environmental issues from a justice perspective. Students will develop a holistic and critical understanding of the causes and negative impacts of environmental problems around the world, but also emerging solutions and efforts to create more just, alternative futures.

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 0
- c. Credits 3

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

☐ No

☒ Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s): **Melissa Zavala (ANT 293)**
- 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?

The learning outcomes of ANT 293, Environmental Anthropology align to the World Cultures and Global issues General Education outcomes. The course serves as an introduction

to a field of specialization in Anthropology, for majors, and as a opportunity for minors in Environmental Justice and Sustainability to explore anthropological perspectives on environmental issues.

Course Outcomes	Pathways outcomes
Understand the major contributions of classical and contemporary scholarship in environmental anthropology and apply these for thinking critically and holistically about environmental issues such as climate change, natural resource conflict, and environmental degradation.	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. Analyze the significance of one or more major movements that have shaped the world's societies.
Critically analyze, evaluate, and contextualize information about human-environment relations using frameworks from environmental anthropology and allied fields, such as political ecology, with a focus on using these analytical tools to advance environmental justice.	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
Write cohesively and with appropriate attribution of other authors' ideas, building on them to make original arguments, cross-comparisons and/or literature reviews.	Gather, interpret, and assess information from a variety of sources and points of view.
Present ideas and arguments clearly, bringing anthropological literature to bear on current events and mainstream discourses about the environment.	Evaluate evidence and arguments critically or analytically. Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

_____ No

_____ **X** Yes

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

ANT major, Part Three. Anthropology Electives

ANT minor

EJS minor, Part Two. Electives

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

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

Flexible Core:

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

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

This course should be listed under this area of the Flexible Core because students will learn about environmental problems across cultures and contexts in order to gain a better understanding of these issues on a global level and through an anthropological framework. There is some overlap with other areas - for instance, students will learn about issues related to justice and the individual, the scientific world, and about the historical nature of environmental issues - but the most appropriate is the category selected.

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

Instructors teaching this course can use a range of assessment instruments to gauge comprehension of reading materials, such as low-stakes writing assignments and reading responses. Midterm and final exams and other writing assignments could be used to assess student understanding of course concepts more comprehensively. Writing assignments will also assess students' ability to synthesize concepts, apply them to a specific context, and articulate both summary understanding and original arguments. Oral and/or visual presentations could be used to assess student abilities to communicate original arguments and synthesize material.

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

No X Yes _____

If yes, please state the librarian's name _____

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

<https://guides.lib.jjay.cuny.edu/oer/jjoer>
<https://johnjayoer.commons.gc.cuny.edu/oer-faculty/>

No _____ Yes **X**

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

X OneSearch (the library discovery tool)
X eBooks

Subject specific library databases:

<u> </u> Academic Search Complete	<u> </u> Gale Reference Sources
<u> </u> NexisUni	<u> </u> PsycInfo
<u> </u> Criminal Justice Abstracts	<u> </u> Sociological Abstracts

Other (list them here) JSTOR, ProQuest

Are there existing library Research Guides to support your class?

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

No **X**
 Yes _____

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: Oct 25, 2023

15. **Faculty - Who** will be assigned to teach this course? Dr. Alejandro Garcia Lozano

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.

The proposed course does not overlap with any existing course, but it would contribute to the goals and curriculum of the Environmental Justice (EJS) minor program. We have discussed the course with Dr. Jennifer Routledge and Dr. Sandra Swenson who are the EJS coordinators.

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

☐ Not applicable

☐ No

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

The proposer of this course met with Dr. Jennifer Routledge and Dr. Sandra Swenson, who currently work as coordinators of the EJS minor. They were amenable to including this course in the EJS curriculum as an elective to fulfill the minor requirements.

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: Edward Snajdr, Chair, Department of Anthropology

CUNY Common Core Course Submission Form

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

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ANT 2XX (293)
Course Title	Environmental Anthropology
Department(s)	Anthropology
Discipline	Anthropology
Credits	3.00
Contact Hours	3.00
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	None
Catalogue Description	This course explores the relationship between humans and our changing environment from an anthropological perspective. The course interrogates foundational concepts like “nature” and “culture” and examines how the environment constitutes every aspect of human societies and communities. Students will learn about key approaches and themes in environmental anthropology and apply these to analyze a range of contemporary environmental issues from a justice perspective. Students will develop a holistic and critical understanding of the causes and negative impacts of environmental problems around the world, but also emerging solutions and efforts to create more just, alternative futures.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated: <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression </div> <div> <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </div> </div>

II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
In weekly readings, students will read and analyze various sources of information including academic peer-reviewed literature, journalistic sources, and the humanities/documentaries. Students will be asked to identify and evaluate information sources through an information literacy writing assignment, which will be part of the scaffolding for their final research paper assignment, which will similarly require them to gather, interpret and assess different sources of information and competing explanations of environmental problems.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will be expected to think critically about foundational concepts like 'environment', 'nature', and 'natural resources' and to examine both evidence and competing discourses used to explain causes and drivers of environmental change. They will be asked to analyze how particular discourses constitute or frame environmental problems and their solutions and how these relate to power relations.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will be required to write weekly in response to readings, as well as other more substantive writing assignments and a final research paper. In these assignments, and also in their midterm and final exams, they will be asked to make original arguments, present evidence in well-reasoned manner, and apply concepts from the course to support their conclusions.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	

<p>Students will learn to identify and apply foundational concepts in environmental anthropology, subdisciplines like political ecology and related fields like natural resource management, human geography and political theory. Through writing assignments and reading responses, they will be asked to apply these concepts to examine environmental issues in global context, including how environmental problems manifest across cultures and contexts (e.g., coastal fishing communities, indigenous territories, postcolonial nations, North America, urban and rural spaces). Students will also be tasked with producing an original research paper focusing on an environmental issue of their choice, in which they will apply concepts from environmental anthropology to understand competing explanations of the problem and evaluate them, through either in-depth investigation of specific dimensions or through comparative analysis or two or more cases.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
<p>Students will read and learn about environmental problems around the world, the role that cultural difference and diversity plays in struggles over the environment, and how processes of global change like globalization have influenced the nature of these problems and have resulted in reconfigurations to power relations among social groups (and also between humans and non-humans). Assignments such as exams and a research paper, as well as low-stakes writing assignments, will ask students to analyze these issues and consider multiple points of view in environmental conflict. In their research project, students will focus on a specific environmental issue and collect source material to analyze it from a variety of perspectives and approaches to propose effective solutions and advance their understanding of the relationship between culture, global change the environment.</p>	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
<p>Students will learn extensively about environmental movements and ideologies and how these have influenced the emergence of environmental policies, including the ideological resources and scientific production practices that have shaped global priorities like environmental conservation and resource</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.

<p>management. Importantly, they will be asked to consider the implications of how environmental governance ideas have been mobilized from the Global North to the rest of the world, at times resulting in coercive and neo-colonial dynamics in the Global South. They will also discuss and analyze the foundations for ecofeminism and other feminist environmental movements in Week 6, and they will learn about the roots of the environmental justice movement and its roots in struggles over racial discrimination and environmental racism in Week 12. Through reading responses and other writing assignments, students will be asked to analyze how the historical development of non-U.S. societies in Latin America and elsewhere have influenced the politics and struggles associated with environmental issues like natural resource extraction, biodiversity conservation and land use. For example, in Week 8 they will learn about the interconnections between these dynamics (conservation, science, land use and extractive industries) in Indonesia.</p>	
<p>Students will learn about gender, race and class, among other forms of social differentiation, how these are framed in feminist theories (e.g., intersectional feminism, ecofeminism) and in critiques of environmental racism and racial capitalism, throughout the course, but in particular focus in the week 6 and 12 readings. Through in-class discussion and writing to learn assignments related to the readings, they will come to understand how these identities and forms of social differentiation constitute the capacities of different groups to access environmental benefits vital to their livelihoods and survival (e.g., access to forests, fisheries). In week 6, students will read about ecofeminism and intersectional approaches to understanding environmental issues.</p>	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

ANT 293 – Environmental Anthropology

John Jay College of Criminal Justice
524 W 59th St, New York, NY 10019

Fall 2024 | Mondays and Wednesdays, 12:15-1:30pm

Professor: Dr. Alejandro Garcia Lozano

E-mail: agarcialozano@jjay.cuny.edu **Phone:** (212)621-3754

Office: NB 9.63.26

Office Hours: Wednesdays, 2:00-4:00pm; always available by e-mail request and on Zoom

Course Description

This course explores the relationship between humans and our changing environment from an anthropological perspective. The course interrogates foundational concepts like “nature” and “culture” and examines how the environment constitutes every aspect of human societies and communities. Students will learn about key approaches and themes in environmental anthropology and apply these to analyze a range of contemporary environmental issues from a justice perspective. Students will develop a holistic and critical understanding of the causes and negative impacts of environmental problems around the world, but also emerging solutions and efforts to create more just, alternative futures.

Learning Objectives and Outcomes

Common Core Learning Outcomes

Students will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Program outcomes. Through this course, students will be able to:

- Understand the major contributions of classical and contemporary scholarship in environmental anthropology and apply these for thinking critically and holistically about environmental issues such as climate change, natural resource conflict, and environmental degradation.
- Critically analyze, evaluate, and contextualize information about human-environment relations using frameworks from environmental anthropology and allied fields, such as political ecology, with a focus on using these analytical tools to advance environmental justice.
- Write cohesively and with appropriate attribution of other authors' ideas, building on them to make original arguments, cross-comparisons and/or literature reviews.
- Present ideas and arguments clearly, bringing anthropological literature to bear on current events and mainstream discourses about the environment.

Required Texts

The following texts are required reading. These are available for free online through CUNY ProQuest (links below), and I have PDF versions of as well, but you may purchase these affordably too:

1. Haenn, N., Wilk, R. R., & Harnish, A. (2016). *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living* (2nd ed.). New York University Press. ([Link](#)) [abbreviated below as HWH]
2. Robbins, P. (2012). *Political Ecology: A Critical Introduction* (2nd ed.). J. Wiley & Sons. ([Link](#))

Other required readings will be made available on Brightspace (the new Learning Management Platform that will replace Blackboard) in accessible PDF format.

Course Policies

Classroom Environment and Community

We will discuss specific class policies and rules of engagement for the classroom together during the first week, and we will develop a shared vision for how we will collaborate during the semester. In general, I would like for us to work together to create a classroom environment that is welcoming to everyone, that is respectful of differences in opinion and perspective, and that is encouraging rather than punitive.

In this course we will do a good amount of reading, some of which may be written in a style that is new to you. I have chosen readings that are representative of major issues and have sought to include accessible pieces that still capture a complexity and diversity of ideas, concepts, and standpoints. Some of the reading will still be challenging – remember, it is fine not to understand everything right away – we will work through those challenges together to unpack and apply difficult concepts.

Some of what we read or discuss may be sensitive or upsetting. I will do my best to give you a heads up when things like this come up, and I hope we can work through the challenge together. We can process in different ways. If you feel sensitive around some of the topics in the syllabus, please talk to me and we can figure things out in class, in smaller groups, or one-on-one. I hope you will agree with me that the discomfort we experience as we encounter new or challenging information is valuable and can help us transform and sharpen the way we think.

Attendance

Because learning in this course will depend on the whole group's participation and discussion, attendance is mandatory. Please let me know if you cannot attend a session and provide an explanation. If you fail to reach out to me about your absences, this will eventually affect your participation grade in a proportional manner (based on how many days missed relative to the total number of classes). Please also reach out to me if you have any questions about this.

** If at any point you are struggling or feeling overwhelmed – for instance, if you are a primary caregiver for a person in need (elderly parents, young siblings, children) – please reach out to inform me. If you let me know about your situation, we can devise a strategy together for you to still be successful in this course.*

Technology

Please refrain from using your phone or other devices for activities unrelated to our class. We will use our phones at times (e.g., to look things up), but I expect all of us to be present in the classroom and aiming to learn together rather than disconnecting and dissociating into our phones.

Please do not use headphones or other devices while in class. Doing so will affect your participation grade (earning you a zero for that class) and you may be asked to leave if your behavior is disruptive to others' learning.

Academic Integrity

This course will require you to submit original work and ideas. I will guide you on attribution and citation practices so that you may refer to others' work effectively and without unwittingly engaging in **plagiarism**.

Academic dishonesty of any kind is prohibited in The City University of New York and is punishable by penalties including failing grades, suspension, and expulsion, pending a formal review process. Please review the CUNY Policy on Academic Integrity on the college website and reach out to me if you have any questions (but we will discuss in class as well):

<https://www.jjay.cuny.edu/academic-integrity-0>

** Unless specifically authorized, the use of artificial intelligence technology is a violation of the CUNY/College Policy on Academic Integrity, and constitutes both cheating and plagiarism.*

Accessibility and Support

Students who believe that they may need an **accommodation** due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in the New Building, room L.66 (212-237-8031), or accessibilityservices@jjay.cuny.edu. Students are

welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

For more information regarding accessibility and requesting accommodations, please go to <https://new.jjay.cuny.edu/student-life/wellness/accessibility-services>
Students in need of additional **help with writing** can also visit this link:
<https://www.jjay.cuny.edu/tutor-trac-scheduling-tutoring-appointments>

Grading & Assessment

Participation and Expectations – Participation will be 20% of your grade

This course involves a good amount of reading and discussion, both in small peer groups and with the entire class. It is not enough to simply show up to class. Rather, I expect you all to come prepared, to do your reading to the best of your ability, to have questions ready, to participate and be present, and to be *respectful* of everyone else in class. This means allowing other people to talk, remembering that what is important is not winning arguments but learning from one another, and being accountable for how our actions and words might impact others. We all make mistakes, and I hope our class is a space where we feel comfortable with making mistakes and learning from them.

Each session, I will lecture for part of the class to give us some shared understanding of specific themes, but we will do lots of discussion and activities as well. Therefore, *if you are unprepared for class, you may not learn as much and you might get confused*. Similarly, you can expect me to always be prepared for class, ready to answer your questions or help us get to an answer together, and you can also expect me to be respectful and considerate of everyone in class. You will have my undivided attention in class.

Reading responses – Reading responses will be half of your Participation grade

For each class session, you will complete reading responses for the materials assigned. Some of these materials will be peer-reviewed articles, book chapters, newspaper articles, or other media (e.g., podcasts, videos). For some sessions, you will create annotations using the Perusall platform accessible on Blackboard [or Brightspace]. This platform will allow you to comment on sections of the text, make substantive points about the readings, ask questions, and engage in discussion with. These will inform our class discussion and will be due the night before class. For other class sessions, you will be given a prompt and asked to write reflections at the beginning of class in person instead.

Writing Assignments

You will complete two (2) short writing assignments, 2-4 pages:

- (1) Assignment 1 – Learning to evaluate sources of information

Identify a problem or issue area related to the oceans that interests you. I will present you with a number of potential topics and why they are relevant for our course, and you may choose one of these topics or find a different one of your choosing. You may find it helpful to search for non-academic sources of information as a starting point. One great way to do this is to search for stories about the environment in a news outlet like [Mongabay](#) or others. We will talk about what makes a topic good for this assignment. This assignment will help you identify a topic for your semester research project.

Then, you will define the problem or issue space you will be focusing on and explain why it is relevant for our class. Use the Library One Search function to identify 3 peer-reviewed articles related to this topic and read the abstract or summary to evaluate each of these as a source of information considering: Who are the authors? What is their expertise and affiliation? What kinds of method do they employ, what kinds of evidence? Where is the piece published? How might this influence the framing and focus of the piece? What do you think each source might help you understand about the topic?

(2) Assignment 2 – Film response: *Leviathan* documentary (Harvard Sensory Ethnography Lab)

Watch the documentary *Leviathan*. Your task will be to write a response that connects what you observe in the film with 3 or more pieces we have read together and with specific key concepts we have explored in class – specific response questions will be provided.

Midterm & Final

We will have two major exams in this course, one Midterm Exam and one Final Exam. These exams will take place in person during the hours scheduled by the college. Exams will consist of short-answer and essay questions, the goal of which is to help you articulate concepts and ideas you have learned, make connections across readings, and make original arguments to analyze specific scenarios presented to you in the exam prompts. We will have review sessions to help you prepare and I will provide study guides ahead of time.

Research Project and Presentation

As your main project for the class, you will be tasked with writing an annotated bibliography and summary of findings from your independent research on a topic of your choice. You will choose an environmental issue that interests you, and I will provide time and guidance during class to assist you in identifying a topic. You will then generate an annotated bibliography of 8-10 sources, at least half from the social sciences (anthropology, geography, political ecology). Based on these sources you will evaluate competing explanations of the environmental issue you choose, as well as solutions being proposed, and you will be asked to connect specific concepts we learn in class to the case. Lastly, you will prepare a presentation to share your findings with the class.*

Important dates for the Research Project (also highlighted in teal in course schedule below)

Week 2 – Discussion about topics and how to identify a topic

Week 3 – Library session

Week 4 – Assignment 1 Due

Week 6 – Project Proposal Due

Week 10 – Office hours check-ins on progress and issues

Week 11 – Annotated Bibliography Due (week 11 office hour check-ins on progress/issues)

Week 13 – Final Annotated Bibliography and Summary Due

Week 14 – Final Presentations

Grading

Component	Points	Percentage
Participation (in-class and reading responses)	80	20%
Assignment 1	20	5%
Assignment 2	30	7.5%
Midterm Exam	75	18.75%
Term Paper (broken down – topic, annotated bibliography, summary of findings, presentation)	120	30%
Final Exam	75	18.75%
Total	400	100%

** Extra Credit will be offered for completing initial survey, midterm survey, and final course evaluation.*

Grading scale

Grade	Percentage
A (Excellent)	93.0–100.0
A–	90.0–92.9
B+	87.1–89.9
B (Good)	83.0–87.0
B –	80.0–82.9
C+	77.1–79.9
C (Satisfactory)	73.0–77.0

C –	70.0–72.9
D+	67.1–69.9
D (Passing)	63.0–67.0
D –	60.0–62.9
F (Failure/Unsuccessful)	Below 60.0

Writing Rubric and Grading Criteria

The following will be criteria used to evaluate your writing in both shorter writing assignments and in your final summary of findings from your annotated bibliography for the final project.

1. Development of Complex Analysis:

Students evaluate arguments, ideas, and studies with original judgments. Through synthesis of complex ideas, students position themselves in a scholarly conversation.

2. Awareness of Audience and Genre Conventions:

Students write with an awareness of purpose, audience, and context. Students make deliberate rhetorical and stylistic choices appropriate to specific genres, disciplines, and modalities.

3. Use of Research:

Students gather, evaluate, and integrate appropriate qualitative and/or quantitative evidence and external sources, which are relevant to the genre and discipline.

4. Creation of Claims, Evidence, and Warrants:

Students develop substantial, plausible claims, provide valid arguments, and show why and how their evidence supports their claims.

5. Acknowledgment of Sources to Build Authorial Credibility:

Students acknowledge and cite external sources appropriately to develop authorial credibility. Citation formatting and style is correct and relevant to the disciplinary context.

6. Sentence Structure and Language Mechanics:

Students write correct, clear, and powerful sentences. Syntax, punctuation, and language use are appropriate for the audience and genre.

The criteria above are graded using this scale:

5 = Impressively exceeds expectations

4 = Exceeds expectations

3 = Meets expectations

2 = Below expectations

1 = Significantly below expectations

0 = Absent

Course Schedule Overview

Week 1 – Course Overview and Introduction: What is nature? What is culture?

Monday – Syllabus overview; establishing classroom rules collectively

Wednesday – Introductory lecture & discussion: What is anthropology?

Activity: After group discussion about the concepts of nature and culture, students will work in groups to find examples that challenge a nature-culture dichotomy in the Stern (2017) reading and in a short documentary video.

Readings:

Stern, L. (2017). A garden or a grave? The canyonic landscape of the Tijuana-San Diego region. In Tsing et al. (eds.). *Arts of Living on a Damaged Planet: Ghosts of the Anthropocene* (pp. G17-G30). University of Minnesota Press.

Townsend, P. K. (2009). *Environmental Anthropology: From Pigs to Policies* (2nd ed.). Waveland Press. ([Link](#): free when registering) – Introduction

Week 2 – Anthropology for the Anthropocene

Monday – The Anthropocene: What is this "new era" we inhabit?

Activity + Discussion about Research Project: We will discuss some of the major environmental issues of our time and unpack their relevance/importance. We will explain how to identify a topic for coming assignments (Assignment 1 and Project Proposal).

Wednesday – How does Anthropology contribute to the study of the environment?

Activity – We will create a shared glossary of terms for the rest of the semester. Students will take turns contributing to the class glossary, but it will be open for all to add at any time.

Readings:

Feral Atlas: [What is the Anthropocene?](#)

Chua, Liana, and Hannah Fair. (2019). "Anthropocene". *The Open Encyclopedia of Anthropology*, Felix Stein et al. (eds.). Online: <http://doi.org/10.29164/19anthro>

Milton, K. (1996). [Chapter 1: Anthropology, Culture and Environmentalism](#). In *Environmentalism & Cultural Theory* (pp. 8–36). Taylor & Francis Ltd / Books.

Supplemental readings (not required):

Davis, H., & Todd, Z. (2017). On the Importance of a Date, or, Decolonizing the Anthropocene. *ACME: An International Journal for Critical Geographies*, 16(4), Article 4.

Todd, Z. (2015). Indigenizing the Anthropocene. In H. Davis & E. Turpin (Eds.), *Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environment and Epistemology* (pp. 241–254). Open Humanities Press. [You can listen to a reading of the chapter here: <https://justpowers.ca/podcast/indigenizing-the-anthropocene/>]

Week 3 – Early approaches in environmental anthropology

Monday – Early environmental anthropology: Cultural ecology and the ‘deep roots’ of human-environment studies; Apolitical vs. political ecologies; Tools of political ecology

Wednesday – Library Session to learn about how to evaluate sources and write an annotated bibliography.

Readings:

Robbins (2012), Chapter 1, “Introduction;” Chapter 2, “A Tree with Deep Roots”
Rappaport, R. A. (1971). The Flow of Energy in an Agricultural Society. *Scientific American*, 225(3), 116–133.

Week 4 – Environmental discourse

Assignment 1 Due at the end of the week

Monday – What is discourse? How does it influence environmental politics?

Wednesday – Tools and theories for analyzing discourse critically

Activity: We will work together to analyze an environmental discourse in a primary source. We will outline some of the main features of this discourse and its assumptions and implications.

Readings & other materials:

Dryzek, J. S. (2005). *The Politics of the Earth: Environmental Discourses* (2nd ed.). Oxford University Press. (Introduction)
Hajer, M. (1995). *The Politics of Environmental Discourse: Ecological Modernization and the Policy Process*. Clarendon Press. (Chapter 2: Discourse Analysis)
Eric Liu, TED Talk, “[How to Understand Power](#)”; University Quick Course, “[Michel Foucault’s Conception of Discourse as Knowledge and Power](#).”

Week 5 – Population and the Tragedy of the Commons (Cases in Environmental Discourse)

Monday – Population, the tragedy of the commons narrative, situating its influence

Wednesday – Counternarratives: Case study of success in avoiding the tragedy of the commons (in-class activity discussion of fishing by the Comcaac indigenous group in Sonora, Mexico)

Readings:

Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859), 1243.

<https://doi.org/10.1126/science.162.3859.1243>

Berkes, F., Feeny, D., McCay, B. J., & Acheson, J. M. (1989). The benefits of the commons. *Nature*, 340(6229), Article 6229. <https://doi.org/10.1038/340091a0>

Brown, L., Gardner, G., and Halweil, B. (1998). Beyond Malthus: Sixteen dimensions of the population problem. [HWH pp. 80-86]

Ethelston, S., (1994). Gender, population, environment. [HWH pp. 113-117]

Supplemental readings (not required):

Caffentzis, G., & Federici, S. (2014). Commons against and beyond capitalism. *Community Development Journal*, 49(suppl 1), i92–i105.

<https://doi.org/10.1093/cdj/bsu006>

Feeny, D., Berkes, F., McCay, B. J., & Acheson, J. M. (1990). The Tragedy of the Commons: Twenty-two years later. *Human Ecology*, 18(1), 1–19.

<https://doi.org/10.1007/BF00889070>

Week 6 – Gender, feminism, and the environment

Project Proposal Due at the end of the week

Monday – Intersectionality, gender theories, ecofeminism

Wednesday – Feminist political ecologies, women’s work and environmental change

Readings:

Shiva, V. (1989). “Staying Alive: Women, Ecology, and Development.” [Excerpt in HWH, p.p. 183-190]

Nightingale, A. (2006). The Nature of Gender: Work, Gender, and Environment. *Environment and Planning D: Society and Space*, 24(2), 165–185.

<https://doi.org/10.1068/d01k>

Supplemental readings (not required):

Kings, A. E. (2017). Intersectionality and the Changing Face of Ecofeminism. *Ethics and the Environment*, 22(1), 63–87.

<https://doi.org/10.2979/ethicsenviro.22.1.04>

Bear et al. (2015). [Gens: A Feminist Manifesto for the Study of Capitalism](#).
Editor's Forum: Theorizing the Contemporary. Society for Cultural Anthropology.

Week 7 – Natural resources and extractive regimes (Part I)

Monday – What is a resource? Resource struggles around the world. Connections to concepts like property, appropriation, enclosure, dispossession, extractivism. Watching excerpts from news sources on anti-Extractivism movement in Latin America.

Wednesday – Discussion and collaborative conceptual mapping

Activity: Collaboratively develop a conceptual mapping of how concepts of resource are connected to other concepts (nature, labor, law, policy, consumption, value chains, etc.)

Readings:

Tsing, A. L. (2003). Natural Resources and Capitalist Frontiers. *Economic and Political Weekly*, 38(48), 5100–5106.

Himley, M., Havice, E., & Valdivia, G. (2021). *The Routledge Handbook of Critical Resource Geography*. Routledge. (Chapter 7, Andrew Curley, “Resources is just another word for colonialism,” pp. 79-85)

See also: *Feral Atlas: Anthropocene Detonators* – Invasion, Empire, Capital, Acceleration

Week 8 – Review and Midterm Exam

Week 9 – Natural resources and extractive regimes (Part II)

Monday – Renewable natural resources and the politics of production

Activity: Discuss upcoming Assignment 2 (response to documentary on fishing ethnography)

Wednesday – Scientific management of natural resources

Activity: Discussion of cases of fisheries management science. Exercise on “maximum sustainable yield calculation.”

Readings:

Mansfield, B. (2010). “Modern” industrial fisheries and the crisis of overfishing. In R. Peet, P. Robbins, & M. J. Watts (Eds.), *Global Political Ecology* (pp. 84–99). Routledge. <https://doi.org/10.4324/9780203842249-13>

Himley, M., Havice, E., & Valdivia, G. (2021). *The Routledge Handbook of Critical Resource Geography*. Routledge. (Chapter 30, Lunstrom & Massé, “Conservation and the production of wildlife as resource;” Chapter 32, Elspeth Probyn, “Extracting Fish”).

Week 10 – Natural resources and extractive regimes (Part III)

Office Hours check-in: Progress on Project
Students will sign up to come to office hours and touch base on project.

Monday – The nature and politics of non-renewable resources

Wednesday – Cases from Latin America: How petroleum transforms and makes worlds

Activity: Unpacking and discussing case of Ecuador, documentary excerpts ("[Crude](#)")

Reading:

Sawyer, S. (1996). Indigenous initiatives and petroleum politics in the Ecuadorian Amazon. [HWH, Ch. 33, pp. 361-366]

Valdivia, G. (2008). Governing relations between people and things: Citizenship, territory, and the political economy of petroleum in Ecuador. *Political Geography*, 27(4), 456–477. <https://doi.org/10.1016/j.polgeo.2008.03.007>

Week 11 – Racialized environmental injustice

Annotated Bibliography Due at the end of the week

Monday – History of the environmental justice movement and its expansion beyond the U.S.

Wednesday – Case study: Environmental racism and pollution in NYC

Activity: Discussion of a case using primary documents, audio/video, excerpts from reading

Readings:

Bullard, R. D. (2008). *Dumping In Dixie: Race, Class, And Environmental Quality, Third Edition*. Westview Press. (Chapter 2, pp. 21-36)

Sze, Julie. (2007). *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. MIT Press. (Introduction)

Shepard, P. (2002). Advancing Environmental Justice through Community-Based Participatory Research. *Environmental Health Perspectives*, 110 (suppl 2), 139–140. <https://doi.org/10.1289/ehp.02110s2139>

Supplemental reading (not required):

Pulido, L. (2016). Flint, Environmental Racism, and Racial Capitalism. *Capitalism Nature Socialism*, 27(3), 1–16. <https://doi.org/10.1080/10455752.2016.1213013>

Pulido, L. (2017). Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence. *Progress in Human Geography*, 41(4), 524–533. <https://doi.org/10.1177/0309132516646495>

Schroeder, R., St. Martin, K., Wilson, B., & Sen, D. (2008). Third World Environmental Justice. *Society & Natural Resources*, 21(7), 547–555.
<https://doi.org/10.1080/08941920802100721>

Week 12 – Global Connections

Monday – Science, environmental knowledge, capital and the making of the global

Wednesday – Global environmental governance and biodiversity

Activity: Watching documentary excerpts on marine mammal conservation and its politics. Discussion of how global narratives are advanced (e.g., in pro- and anti-whaling discourse)

Reading:

Taylor, P. J., & Buttel, F. H. (1992). How do we know we have global environmental problems? Science and the globalization of environmental discourse. *Geoforum*, 23(3): 405-416.

Escobar, A. (1998). Whose Knowledge, Whose nature? Biodiversity, Conservation, and the Political Ecology of Social Movements. *Journal of Political Ecology*, 5(1). <https://doi.org/10.2458/v5i1.21397> [Only pp. 53-63]

Jalais, A. (2008). Unmasking the Cosmopolitan Tiger. *Nature and Culture*, 3(1), 25–40. <https://doi.org/10.3167/nc.2008.030103>

Week 13 – Climate change and Anthropology

Final Annotated Bibliography and Summary Due

Monday – The nature of climate change, contributions of anthropology, questions of justice

Wednesday – Hope in blasted landscapes? How do we achieve different future scenarios? Discussions about solutions and social environmental movements for transformation

Readings:

Barnes, J., Dove, M., Lahsen, M., Mathews, A., McElwee, P., McIntosh, R., Moore, F., O'Reilly, J., Orlove, B., Puri, R., Weiss, H., & Yager, K. (2013). Contribution of anthropology to the study of climate change. *Nature Climate Change*, 3(6), Article 6. <https://doi.org/10.1038/nclimate1775>

Sultana, F. (2022). Critical climate justice. *The Geographical Journal*, 188(1), 118–124. <https://doi.org/10.1111/geoj.12417>

Tsing, A. L., for the Matsutake Worlds Research Group (2014). Blasted Landscapes (And the Gentle Arts of Mushroom Picking). In Kirksey, E. (Ed.). *The Multispecies Salon*, pp. 87-109. Duke University Press. [Excerpts]

Additional suggested readings (not required):

Fiske, S., Crate, S., Crumley, C., Galvin, K., Lazrus, Lucero, L., Oliver-Smith, L., Orlove, Strauss, S., & Wilk, R. (2015). *Changing the Atmosphere. Anthropology and Climate Change*. <https://doi.org/10.13140/RG.2.1.1971.6328> [Section 2: “Anthropological Approaches to the Drivers of Climate Change, pp.22-25]

Chakrabarty, D. (2009). The Climate of History: Four Theses. *Critical Inquiry*, 35(2), 197–222. <https://doi.org/10.1086/596640>

Tsing, A. L. (2015). *The Mushroom at the End of the World*. Princeton University Press. (pp. 1-26).

Week 14 – Student presentations and discussions of final projects

Final Presentations

Week 15 – Review and 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: 1/10/2024

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:

Dispute Resolution Program, Department of Sociology

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

Maria R. Volpe, Professor
mvolpe@jjay.cuny.edu
(212) 237-8693

Yeju "Chloe" Choi, Assistant Professor
ychoi@jjay.cuny.edu
(212) 237-8734

Nicolas Rofougaran, Part-time Assistant Professor
nrofougaran@jjay.cuny.edu
(617) 448-9427

2. a. **Title of the course: Cross-cultural Negotiation**

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

c. **Level** of this course ____100 Level X 200 Level ____300 Level ____400 Level

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

This course is suited for the intermediate (200) level since students will learn the basic concepts and theories of culture, cross-cultural conflict, and negotiations in the field of conflict resolution. This course will enable students to differentiate perspectives and models of cross-cultural conflict and negotiations and cope with cultural challenges and implicit biases that they face in society. Students will also have opportunities to practice what they have learned in class via

negotiation simulation exercises. The knowledge and skills taught in this course will help students recognize cultural diversity, analyze conflict situations, and strategize on how to manage the challenges pertaining to culture. This course, with its emphasis on the knowledge and practice of cross-cultural negotiation, will prepare students for any of the Dispute Resolution Certificate and Minor courses, such as SOC 206, SOC 380, and SOC 381 courses.

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

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

The values statement of John Jay College of Criminal Justice states that the College recognizes the following six values as fundamental to the community: diversity, equity, integrity, justice, learning and scholarship, and respect. Among these, this course is designed to help students with all these important values, but specifically focuses on two: (1) Respect and (2) Diversity.

In this course, students will learn how culture impacts people's perspectives and approaches to different situations as they relate to conflict, negotiation, and teamwork. They will also learn to recognize their own cultural biases, draw from their lived experiences, understand how they impact interactions, and how to reduce and manage their implicit biases. As they learn about these differences in perspectives and behaviors based on culture, students will be prepared to "honor each other's identities, ideas, values, and humanity partnered with a commitment to courtesy, civility, and kindness" (John Jay College Values Statement).

Furthermore, this course is designed for students to explore the cultural differences and challenges in conflict and negotiation situations. In an increasingly globalized world, cross-cultural negotiation skills become more useful than ever to manage inter-ethnic intolerance and violence, injustice, inequity, and a rejection of diversity. It equips them with coping strategies for these cultural challenges based on scholarly models. This learning opportunity will help students "explore, support, and respect the many voices within our community, fostering an inclusive environment" (John Jay College Values Statement).

This course encourages students to be aware of diversity when negotiations are undertaken and how to respect each other's identities, ideas, and values that are present at John Jay College of Criminal Justice. In addition, since 2017, this course has been offered as SOC 283, a Selected Topics course that is a requirement for the Dispute Resolution Certificate and an elective for the Dispute Resolution Minor. Since then, the course has enrolled an average of 19

students each semester. Students have enjoyed this course, based on their feedback, so much so that the Dispute Resolution program decided to propose it as a permanent course. One major difference is that this permanent version of the course will provide all students with an opportunity to take it since it will no longer require that Soc 206 be taken as a prerequisite. By removing barriers and making this course available to all students, John Jay College will be able to respond to students' interests in better understanding how culture is embedded in everyday interactions, while preparing them to be global citizens who recognize the importance of culture and respect their differences to foster an inclusive and diverse society.

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.)

Culture impacts how people regard and approach situations—it affects what someone considers to be “conflict,” how it should be handled, and how people think about and engage in negotiation. It also affects how people relate to organizational superiors and subordinates and how they behave in teams. In this course, students will explore the nuances of culture with respect to negotiation and learn a variety of approaches addressing cultural challenges, opportunities, and contexts.

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 | <u>3</u> |
| b. Lab hours | <u>None</u> |
| c. Credits | <u>3</u> |

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

 No

 ✓ Yes. If yes, then please provide:

- Semester(s) and year(s): Fall 2018 - Present
- Teacher(s): Dr. Nicolas Rofougaran
- Enrollment(s): 15 students on average
- Prerequisites(s): ENG 101 and SOC 206

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?

- Describe issues of justice within cross-cultural negotiation and conflicts using relevant theories and models.
- Examine how cultural differences manifest and pose challenges in one's own life, including in their interpersonal relationships, their workplaces and communities, with attention given to managing cross-cultural conflicts.
- Develop negotiation skills and strategies applicable in building and sustaining collaborative relationships with individuals from diverse backgrounds using practical exercises and simulations.
- Recognize available resources, opportunities, and services in the campus community related to intercultural competence on campus.

The purpose of the Dispute Resolution Certificate and Minor program is to provide students with the following: (1) a solid conceptual understanding of the causes, complex dynamics, escalation, de-escalation, and constructive management of conflict in a variety of contexts from the interpersonal to the international level; (2) an opportunity to learn a variety of conflict resolution skills to manage conflicts effectively in a safe classroom learning environment; and (3) an opportunity to apply conflict resolution knowledge and skills at appropriate internship sites. The learning outcomes of the proposed course are closely aligned with the first two mission statements of the Dispute Resolution certificate and minor program. Please see the below table.

Program Mission Statement	Course Learning Outcomes	Alignment
(1) A solid conceptual understanding of the causes, complex dynamics, escalation, de-escalation, and constructive management of conflict in a variety of contexts from the interpersonal to the international level	(1) Describe issues of justice within cross-cultural negotiation and conflicts using relevant theories and models. (2) Examine how cultural differences manifest and pose challenges in one's own life, including in their interpersonal relationships, their workplaces and communities, with attention given to managing cross-cultural conflicts. (3) Develop negotiation skills and strategies applicable in building and sustaining collaborative relationships with individuals from diverse backgrounds using practical exercises and simulations.	Cultural differences and biases can be the causes of conflict. They both also greatly affect dynamics, escalation, de-escalation, and constructive management of conflict in a variety of contexts. By providing this focused study of cross-cultural differences and negotiation, the program will be able to enhance students' conceptual understanding of conflict in their own lives.

<p>(2) An opportunity to learn a variety of conflict resolution skills to manage conflict effectively in a safe classroom learning environment</p>	<p>(3) Develop negotiation skills and strategies applicable in building and sustaining collaborative relationships with individuals from diverse backgrounds using practical exercises and simulations.</p> <p>(4) Recognize available resources, opportunities, and services in the campus community related to intercultural competence on campus.</p>	<p>The third and fourth learning outcomes are closely aligned with the second mission statement of the program. The various scenarios and cases will help students learn negotiation skills and strategies applicable to building and sustaining collaborative relationships with individuals from diverse backgrounds. The recognized available resources, opportunities, and services in the campus community will help students understand how closely the opportunities for cross-cultural communication and negotiation situations are in our lives and give opportunities for students to brainstorm and consider the</p>
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		appropriateness and use of the knowledge and skills that they have learned in the class.
(3) An opportunity to apply conflict resolution knowledge and skills at appropriate internship sites.	(2) Examine how cultural differences manifest and pose challenges in one's own life, including in their interpersonal relationships, their workplaces and communities, with attention given to managing cross-cultural conflicts.	This opportunity will be available in the later program curriculum, SOC 381. The proposed course provides preparation for the SOC 381 course.

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)

The proposed Cross-cultural Negotiation course is one of three courses that the Dispute Resolution program has been offering as SOC 283: Selected Topics in Dispute Resolution. As part of its curricular review, all three of the courses have been earmarked for permanent course status. In 2023, the first course, Mindfulness and Managing Conflict, was approved. Cross-cultural Negotiation is the second course slated for permanent status. In the near future, Restorative Justice will be submitted for consideration as a permanent course. Once approved, all three courses will be included as a choice for the Part One requirement for the Dispute Resolution Certificate as well as an elective choice for Part Two of the Dispute Resolution Minor.

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

No _____

Yes _____✓

If yes, please indicate the area:

College Option:

Justice core:	
Justice & the Individual (100-level)	
Justice & the Individual (200-level)	✓
Struggle for Justice & Equality in U.S. (300-level)	
Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	

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

The course outcomes are closely aligned with the learning outcomes of Justice & the Individual (200-level) under the College Option.

Justice and The Individual (200 level transfer seminar)	Students will:
Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.	This course will help students analyze issues of justice in the field of conflict resolution. Students will understand how justice can be perceived differently depending on the culture. Culture can become a cause of conflict, and it also greatly influences the perspectives of conflict management and intervention. Similarly, in matters of justice, students will learn how the definition and process of pursuing justice in conflict may differ depending on culture.
Habits of Mind: Understand one’s own role in the creation of knowledge as it relates to academic and professional goals.	The writing assignments and team presentation will require students to reflect on what they have learned in the course and apply what they have learned in their classroom to their own experience. This will provide students with opportunities to recognize their own cultural biases, analyze the conflict

	situations, and strategize how to overcome the challenges pertaining to culture.
Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.	Students will be required to work collaboratively for their team presentation that analyzes conflict. This will help students develop skills to collaborate with other students of diverse cultural backgrounds in the classroom. Also, in terms of course materials, students will gain knowledge and skills to interact with, build relationships, and negotiate with people from different cultures.
Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.	Students will be introduced to common everyday conflicts where culture is in play that they may encounter, such as a personal conflict between two international students over racial discrimination, a property dispute with a Mexican neighbor, a workplace conflict between a Syrian worker and an American coworker, a dispute between a group of immigrant undocumented workers and a labor union, and an online business dispute after the collapse of a business partnership between an American and a French startup. This variety of conflicts that students may encounter in everyday life will help them develop their understanding of the role of culture and the impact of cultural differences in conflict and negotiation. This will also help them understand the value of the knowledge and skills that are learned in the classroom and recognize the available opportunities that exist on campus and in their respective communities. For class assignments, students will be introduced to the available resources and services in the campus community, such as student organizations, the library, and the writing center. As students prepare for their team presentations and writing assignments, instructors will ask them to reach out and conduct an interview with other students in various cultural-oriented and faith-based student organizations, such as International Students Association (ISA), Arab Student Union (ASU), Asian Pacific Islander Students Association (APISA), Black Student Union (BSU), Desi Society, Students for Justice in Palestine, Hillel, and Muslim Students Association (MSA). This assignment will be used to help students understand the perspective of others regarding specific cross-cultural conflicts. Also, the instructors may be able to organize a cultural panel of students with different backgrounds as a classroom activity and discussion, depending on the availability of the students and organizations each semester. Since the College sponsors a wide range of public lectures and programs on cultural topics, students will be encouraged to attend them and provide

	insights to their classmates. Given the prevalence of extensive diverse communities in the New York City metropolitan area, coursework will be assigned so that students can gain first-hand knowledge of the richness of cultural differences. Students will also be encouraged to look for library resources for further understanding of culture and conflict. The writing assignments may involve students visiting the writing center services. They will be encouraged to utilize the resources and services on campus.
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11. How will you **assess student learning**?

Student learning will be assessed based on the following: (1) Classroom and Blackboard Discussion Participation (10%), (2) team presentation (20%), (3) negotiation simulations (20%), and (4) Writing Assignments (3 Memos) (50%, which consists of 15% for Memo #1, 15% for Memo #2, and 20% for Memo #3).

The course learning outcomes are reinforced and assessed via various assessment methods as follows:

Course Learning Outcomes	Graded SOC 2XX assignments that assess the learning outcomes:
Describe issues of justice within cross-cultural negotiation and conflicts using relevant theories and models.	<ul style="list-style-type: none">Classroom and Blackboard Discussion Participation: Students will discuss the definition of culture and how it affects issues of justice, conflict, and negotiation in the classroom and on the Blackboard discussion board.Team Presentation: Students will be expected to analyze a choice of cross-cultural conflict with the theories and models that they have learned and discuss how the perception of justice may be influenced by culture.Negotiation Simulation: Students will use the models and tools that they learned in a cross-cultural negotiation simulation. This simulation will teach students how culture influences human perceptions and experiences, including the matter of justice.Writing Assignment:

	<p>The first writing assignment will require students to apply the theories and models of cross-cultural negotiation to resolve cultural barriers. These theories will help them understand the impact of culture on communication, values, emotions, identity, and justice.</p>
<p>Examine how cultural differences manifest and pose challenges in one's own life, including in their interpersonal relationships, their workplaces and communities, with attention given to managing cross-cultural conflicts.</p>	<ul style="list-style-type: none"> • Classroom and Blackboard Discussion Participation: Throughout the course, students discuss how cultural differences manifest and pose challenges in various contexts. • Team Presentation: When analyzing a choice of cross-cultural conflict, students will address how the cultural differences manifest and pose challenges in a specific context. They will also be expected to discuss how to address them. • Negotiation Simulation: Students will use the models and tools that they learned in a cross-cultural negotiation simulation. During the debrief session, they will discuss how the differences manifested, posed challenges in the context, and explore how they could have overcome the challenges. • Writing Assignment: The second writing assignment will require students to explain how cultural differences manifest, pose challenges in various contexts, and discuss how to manage them.
<p>Develop negotiation skills and strategies applicable in building and sustaining collaborative relationships with individuals from diverse backgrounds using practical exercises and simulations.</p>	<ul style="list-style-type: none"> • Classroom and Blackboard Discussion Participation: Students will discuss the common cultural biases in the United States, and they will be contrasted with alternative statements and beliefs from other cultures. Then, they will also discuss how to mitigate and deal with these challenges. • Team Presentation: When analyzing the choice of cross-cultural conflict, students are expected to discuss the

	<p>role of cultural differences present in their chosen conflict and how this understanding can help manage or resolve the conflict.</p> <ul style="list-style-type: none"> • Negotiation Simulation: Students will practice their knowledge and skills acquired in the class in their simulations. These activities will give them opportunities to practice and reflect on their skills in sustaining collaborative relationships.
Recognize available resources, opportunities, and services in the campus community related to intercultural competence on campus.	<ul style="list-style-type: none"> • Classroom and Blackboard Discussion Participation: The instructors may be able to organize a cultural panel of students with different backgrounds as a classroom activity and discussion, depending on the availability of the students and organizations each semester. Students will also be encouraged to look for library resources for further understanding of culture and conflict. • Team Presentation: When analyzing a choice of cross-cultural conflict, students will be introduced to various student organizations to gather resources and points of view. • Writing Assignment: The writing assignments will be focused on improvement based on their previous work. They will be encouraged to utilize the resources and services on campus, including the use of writing center services.

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

No _____ Yes ✓

If yes, please state the librarian's name Jeffrey Kroessler

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

<https://guides.lib.jjay.cuny.edu/oer/jjoer>
<https://johnjayoer.commons.gc.cuny.edu/oer-faculty/>

No _____ Yes ✓

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

✓ OneSearch (the library discovery tool)
✓ eBooks

Subject specific library databases:

<u>✓</u> Academic Search Complete	<u>✓</u> Gale Reference Sources
<u>✓</u> NexisUni	<u>✓</u> PsycInfo
<u>✓</u> Criminal Justice Abstracts	<u>✓</u> Sociological Abstracts

Other (list them here) _____

Are there existing library Research Guides to support your class?
<https://guides.lib.jjay.cuny.edu/>

No _____
Yes ✓

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 3/6/2023

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

Prof. Nicolas Rofougaran
Prof. Maria R. Volpe
Prof. Yezu "Chloe" Choi

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.

The Cross-cultural Negotiations course differs from the other courses offered in the Dispute Resolution Certificate and Minor program in its goals, content, and learning outcomes. This course is designed to particularly focus on teaching students the subject of culture and conflict in the field of dispute resolution. For example, students will learn how culture impacts people's perspectives and approach to conflicts and how they are resolved. Students will also explore the cultural differences and challenges in conflict and negotiation situations and learn cross-cultural negotiation skills. They will also learn to recognize their own cultural and implicit biases and ways to manage them. These aspects of the course are different from the courses currently offered in the Dispute Resolution Certificate and Minor program, such as SOC 206 (The Sociology of Conflict and Dispute Resolution), SOC 380 (Sociology Laboratory in Dispute Resolution Skill Building), and SOC 381 (Internship in Dispute Resolution). SOC 206 focuses on helping students understand and analyze conflict by teaching them the components, theories, behavioral and sociological concepts relating to conflict. It offers a broad overview of knowledge and skills used in the field of dispute resolution. SOC 380 is a skills-based course designed to help students practice their conflict intervention skills as a negotiator, facilitator, conciliator, conflict coach, problem solver, and as a mediator. SOC 381 provides students with an opportunity to apply their knowledge and skills at relevant dispute resolution related agencies. Because the proposed course is specifically designed to help students cope with cultural challenges in conflict resolution and negotiation, it will help prepare students for SOC 380 and SOC 381. Additionally, this proposed course differs from the other Selected Topics courses offered to dispute resolution students which focus on restorative justice and mindfulness, respectively.

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.

This course is not similar to any current courses at the college. It is being designed by the Dispute Resolution Program as part of its conflict resolution offerings. Faculty teaching in the Program were consulted.

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:

Carla Barrett – Chair, SOC Department Curriculum Committee

Maria Volpe – Coordinator, Dispute Resolution

Robert Garot, Chair, Sociology

John Jay General Education College Option Course Submission Form

Course Prefix & Number	SOC 2XX
Course Title	Cross-cultural Negotiation
Department or Program	Dispute Resolution Certificate and Minor Program
Discipline	Department of Sociology
Credits	3 Credit
Contact Hours	3 Hours
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	
Course Description	Culture impacts how people regard and approach situations—it affects what someone considers to be “conflict,” how it should be handled, and how people think about and engage in negotiation. It also affects how people relate to organizational superiors and subordinates and how they behave in teams. In this course, students will explore the nuances of culture with respect to negotiation and learn a variety of approaches addressing cultural challenges, opportunities, and contexts.
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 checked="" type="checkbox"/> Justice & the Individual (200-level transfer seminar) <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 type="checkbox"/> Communication
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<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>II. Justice Core I: Justice and The Individual (200 level transfer seminar) Please explain how your course meets these learning outcomes. Students will:</p>	
<p>This course will help students analyze issues of justice in the field of conflict resolution. Students will understand how justice can be perceived differently depending on the culture. Culture can become a cause of conflict, and it also greatly influences the perspectives of conflict management and intervention. Similarly, in matters of justice, students will learn how the definition and process of pursuing justice in conflict may differ depending on culture.</p>	<ul style="list-style-type: none"> • Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.
<p>The writing assignments and team presentation will require students to reflect on what they have learned in the course and apply what they have learned in their classroom to their own experience. This will provide students with opportunities to recognize their own cultural biases, analyze the conflict situations, and strategize how to overcome the challenges pertaining to culture.</p>	<ul style="list-style-type: none"> • Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
<p>Students will be required to work collaboratively for their team presentation that analyzes conflict. This will help students develop skills to collaborate with other students of diverse cultural backgrounds in the classroom. Also, in terms of course materials, students will gain knowledge and skills to interact with, build relationships, and negotiate with people from different cultures.</p>	<ul style="list-style-type: none"> • Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course- related goals.

<p>Students will be introduced to common everyday conflicts where culture is in play that they may encounter, such as a personal conflict between two international students over racial discrimination, a property dispute with a Mexican neighbor, a workplace conflict between a Syrian worker and an American coworker, a dispute between a group of immigrant undocumented workers and a labor union, and an online business dispute after the collapse of a business partnership between an American and a French startup. This variety of conflicts that students may encounter in everyday life will help them develop their understanding of the role of culture and the impact of cultural differences in conflict and negotiation. This will also help them understand the value of the knowledge and skills that are learned in the classroom and recognize the available opportunities that exist on campus and in their respective communities. For class assignments, students will be introduced to the available resources and services in the campus community, such as student organizations, the library, and the writing center. As students prepare for their team presentations and writing assignments,</p>	<ul style="list-style-type: none">• Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.
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instructors will ask them to reach out and conduct an interview with other students in various cultural-oriented and faith-based student organizations, such as International Students Association (ISA), Arab Student Union (ASU), Asian Pacific Islander Students Association (APISA), Black Student Union (BSU), Desi Society, Students for Justice in Palestine, Hillel, and Muslim Students Association (MSA). This assignment will be used to help students understand the perspective of others regarding specific cross-cultural conflicts. Also, the instructors may be able to organize a cultural panel of students with different backgrounds as a classroom activity and discussion, depending on the availability of the students and organizations each semester. Since the College sponsors a wide range of public lectures and programs on cultural topics, students will be encouraged to attend them and provide insights to their classmates. Given the prevalence of extensive diverse communities in the New York City metropolitan area, coursework will be assigned so that students can gain first-hand knowledge of the richness of cultural differences. Students will also be encouraged to look for library resources for further understanding of culture and conflict. The writing assignments may involve students visiting the writing center services. They will be encouraged to utilize the resources and services on campus.

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

Cross-cultural Negotiation

Semester 202X
 (August xx – December xx, 202x)

PROFESSOR INFORMATION

College name and address: John Jay College, 524 W. 59th Street, New York, NY 10019

Course title and section: SOC 2XX – Section XX

Professor's name: Nicolas Rofougaran, Ph.D.

Department: Department of Sociology

Office location: XXX

Phone: +1 (617) 448 - 9427

E-mail address: nrofougaran@jjay.cuny.edu

Student Hours: Fridays from 4 to 5 pm (or by appointment on Zoom, Skype, or phone)

COURSE INFORMATION

Course pre-requisites (or co-requisites): ENG 101

Credits 3, Contact hours: 3 hours

Course description from Undergraduate Bulletin

Culture impacts how people regard and approach situations—it affects what someone considers to be “conflict,” how it should be handled, and how people think about and engage in negotiation. It also affects how people relate to organizational superiors and subordinates and how they behave in teams. In this course, students will explore the nuances of culture with respect to negotiation and learn a variety of approaches addressing cultural challenges, opportunities, and contexts.

Learning outcomes

- Describe issues of justice within cross-cultural negotiation and conflicts using relevant theories and models.
- Examine how cultural differences manifest and pose challenges in one's own life, including in their interpersonal relationships, their workplaces and communities, with attention given to managing cross-cultural conflicts.
- Develop negotiation skills and strategies applicable in building and sustaining collaborative relationships with individuals from diverse backgrounds using practical exercises and simulations.
- Recognize available resources, opportunities, and services in the campus community related to intercultural competence on campus.

In-Person Class time: Tuesday 10:50 am - 12:05 pm

Course Format and Organization

This is (an in-person/hybrid, may be offered in both formats) course, i.e. with one in-person

class per week and the rest online. Blackboard (BB) (<https://bbhosted.cuny.edu/>), a Web-based course management system in which a password-protected site is created for the course, will be used to distribute course materials, communicate, and collaborate online, disseminate assignment instructions, post grades, and take online tests. You are responsible for checking Bb regularly for class work and announcements.

Note that the course is organized by modules. The folders (in the assignment section on Bb) contain all assignment details, including deadlines and additional resources (if applicable). Details on each assignment will be provided on Bb in advance of the due date. It is important to plan your deliverables for this course around your work schedule and personal commitments. It is your responsibility to keep up with all deliverables and due dates.

The instructor will be “present” in Bb classroom at least three days a week. The instructor will post announcements, reminders, and other relevant information on Bb. The instructor will also participate in online discussions and provide feedback on submitted assignments.

Please, note that all times provided in this course are Eastern Standard Time (EST). Should you happen to travel in a different time zone you are still required to meet the deadline in EST. Please, plan ahead! You will not be granted additional time if due to a difference in time zone.

Required Texts

- Jeanne Brett, *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries*, 3rd edition, San Francisco, CA: Jossey-Bass, 2014. ISBN: 978-1-118-60261-4. Available at Lloyd Sealy Library: <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=1651185>.
- All other readings are posted on Blackboard (BB).

Grading

Student learning will be assessed based on the following: (1) Classroom and Blackboard Discussion Participation (10%), (2) Team Presentation (20%), (3) Negotiation Simulations (20%), and (4) Writing Assignments (a term paper in 3 parts) (50%).

(1) Classroom and Blackboard Discussion Participation (10%)

Attending and participating in this class are important for understanding the material and to develop skills that are important for success in college and beyond. You should complete assignments and readings on time. The readings and in-class assignments complement class discussions and give specific illustrations of general material presented in class. You should also assume that everything presented or assigned is required. The class participation grade will be determined through your active participation and completion of activities during the class as well as the Blackboard Discussion Board postings.

(2) Team Presentation (20%)

A team presentation is a 15-to-20-minute PowerPoint presentation of a documented case of cross-cultural conflict. Students will have a list of conflicts for them to choose from (e.g. a case of personal conflict between two international students over racial discrimination, a property dispute with a Mexican neighbor, a workplace conflict between a Syrian worker and an American coworker, a dispute between a group of immigrant undocumented workers and a labor union, and an online business dispute after the collapse of a business partnership between an American and a French startup). The full list of conflicts will be posted on Blackboard. For

the best outcome, each team member should adopt the perspective of a different party, not just do a random part of the presentation. One team member, for instance, may take the viewpoint of party A and the other the viewpoint of party B. In gathering resources and points of view, students are required to conduct an interview with at least one student in one of the various cultural-oriented or religious student organizations, such as International Students Association (ISA), Arab Student Union (ASU), Asian Pacific Islander Students Association (APISA), Black Student Union (BSU), Desi Society, Students for Justice in Palestine, Hillel, or Muslim Students Association (MSA). Please see the list of the student organizations here: <http://jjay.cuny.edu/student-organizations>. If there is a third team member, he or she can take the perspective of a mediator, i.e. a neutral professional third party hired to help parties A and B resolve their conflict. If the team is only a pair, both team members could take the perspective of a mediator after having considered the viewpoints of the disputants. Please see the detailed instructions for Team Presentation on Blackboard. The deadline for this presentation is flexible. Your team may present anytime up to the last day of classes, which is December 13th, 2024. We will “negotiate” the date of your presentation.

(3) Negotiation Simulations (20%)

You will have opportunities to practice what we have learned in negotiation simulations. After completing the simulation exercise, you will discuss the results and strategies used for the simulation on the Blackboard Discussion board.

(4) Writing Assignments (a term paper in 3 parts) (50%).

The evaluation of the paper will be primarily based on your ability to demonstrate that you have studied the course readings as well as reflected on the class discussions and can apply the lessons from them. You should therefore cite course readings and class discussions whenever you cite any information. Use APA format for all citations in the body of your assignments and in your bibliography. Add a bibliography page at the end. Though content is paramount, grammar, punctuation, spelling, clarity, and professional presentation all matter, and no paper with more than occasional errors can receive a grade better than B+, regardless of content.

You will be assigned the role of a member of a multicultural team within an international software company called Emlog. Due to cultural barriers but also to divergent values, beliefs, interests, and concerns, the Emlog team is dysfunctional as a whole and your assigned character has specific problems that are mainly caused by cultural factors. Your paper must address how you should adapt to the other characters in the EmLog scenario, solve your own problem, as well as help the team become functional and successful.

Please, see scenario and full assignment in Bb. Six to seven double-spaced pages (not counting any cover page and the bibliography). Use 12-point Times New Roman or similar font, 1” margins, Word, and indented paragraphs (so that no extra lines are needed between). Assignments must be uploaded to BB per the assignment sheet instructions. You will be assigned to complete the following parts of a term paper:

Part 1 (15%): Conflict assessment or diagnosis of the Emlog team problem. Following the seven elements of integrative negotiation from Getting To Yes, and the tools provided by the three cross-cultural models (Salacuse, Huijser, and Brett), please describe the issues, concerns, interests, positions, BATNAs of the Emlog team members and the cultural barriers that might have contributed to their problems. (Two pages)

Points	Grade
93 – 100	A (Excellent)
90 – 92.9	A-
87.1 – 89.9	B+
83.0 – 87.0	B (Good)
80 – 82.9	B-
77.1 – 79.9	C+
73 – 77	C (Satisfactory)
70 – 72.9	C-
67.1 – 69.9	D+
63 – 67	D (Passing)
60 – 62.9	D-
Below 60	F (Not passing)

Part 2 (15%): Drawing from your analysis in part 1 and the comments you have received on the first part of your paper, please describe how your assigned character should adapt to the other characters. (Two pages)

Part 3 (20%): Based on your parts 1 and 2, and the comments you have received on your work, describe and explain how your assigned character can help the dysfunctional team become functional and successful. (Two to three pages)

Please, see the Course Calendar below for activities, assignments, and deadlines.

Grading Scale

Points accumulated and corresponding letter grade.

Note: As per JJC policy, an F is not erased from a student's transcript when the course is taken again and passed.

COURSE POLICIES

Extra Work during the Semester

Extra credit may be available. Interested students should inquire. Any extra credit opportunity will be available to the entire class. Students must communicate directly with the professor regarding absences and missing assignments to qualify for extra credit.

Email Accounts and Blackboard

You are responsible for keeping your John Jay email account in working order. This includes emptying old emails to make room for newer emails. For the purposes of this course, it is important to have access to your John Jay email account. You have the sole responsibility to read emails that I send to the class regarding assignments, quizzes, etc. This is exclusively your responsibility, and if your account is not kept up to date and you miss important e-mailings, your grade will be negatively impacted! It is not an acceptable excuse to say to me, “I didn’t receive your email, and therefore I missed the quiz, or the message about the assignment, etc.

Communication Protocol

1. Announcements

Announcements will be posted on BB on a regular basis. They will appear on your dashboard when you log in and/or will be sent to you directly through your preferred method of notification from BB. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

2. Questions

In online courses it is normal to have many questions about matters that relate to the course, such as clarification of assignments, course materials, assessments, or other issues. Please, post your questions in the Question Forum (Q&A) which you can access by clicking on the Discussion Board button in the course navigation links. This is an open forum and you are encouraged to give answers and help each other.

3. General guidelines for online communication

When communicating online, you should always:

- Treat your professor with respect, even in emails or in any other online communication
- Always use your professor’s proper title: Dr. or Prof. Do not start your message with “Hey!”
- Always indicate your name in the email
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Use formal writing style and avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” If professional jargon is used, please take a moment to explain its meaning
- Use standard fonts such as Times New Roman and use a size 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING;
- Limit and possibly avoid the use of emoticons like :)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and others’)

IT Requirements

It is essential that you have a reliable computer/laptop and reliable Internet service to complete this online course successfully. In the event that you have a computer malfunction you are expected to make alternate arrangements (for example, use a public computer at your local library). If you experience Internet service interruptions you are expected to find a place that has Internet access (e.g., a café or coffee shop and John Jay has many computers available in the library and designated computer labs). You will need to have an up-to-date browser, operating system, and some additional software on your computer to take this class. Some of the documents in this course will be available to you in a PDF format. If you do not have Adobe Acrobat Reader software on your computer, you can download it from <https://get.adobe.com/reader/>. Please, note that as with all computer systems, there are occasional scheduled downtimes as well as

unanticipated disruptions. Notification of these disruptions will be posted on the BB login page. BB scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime, an adjustment of the due date may be provided.

COLLEGE WIDE POLICIES

Incomplete Grade Policy

Students must be always in communication with the instructor regarding expectations and the timeline to complete the course. College-wide policy for incomplete grades as stated in the course catalog is that an Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade should only be given in consultation with the student.

Americans with Disabilities Act (ADA) CUNY Accommodations Policy

Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or accessibilityservices@jjay.cuny.edu). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

The Alan Siegel Writing Center

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Wellness and Student Resources

Students experiencing any personal, medical, financial or familial distress, which may impede 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 emergency funding support. See <http://www.jjay.cuny.edu/wellness-resources>.

Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment, or discrimination of any kind:

1. Gabriela Leal, Title IX Coordinator, 646-557-4674, galeal@jjay.cuny.edu

2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu

3. Danielle Officer, Interim Dean of Students, 212-237-8185, dofficer@jjay.cuny.edu

To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information, please see CUNY's Policy on Sexual Misconduct (PSM), go to <https://www.jjay.cuny.edu/sexual-misconduct>.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in CUNY. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism.

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

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: http://guides.lib.jjay.cuny.edu/citing_sources.

Plagiarism Detection Software

The College subscribes to SafeAssign and Turnitin. Some or all written assignments in this course will be assessed using these services to check for plagiarism and to help you to avoid it.

COURSE CALENDAR

Part I - Negotiation and Culture

(August 25 – September 23, 2022)

In Part 1 of this course, we will assume that culture impacts conflict and negotiation. In other words, culture, in its ethnic, national, or organizational senses, affects the ways people understand and handle conflict or negotiate deals in the absence of conflict. Accordingly, we will start the course with a discussion of what negotiation is and what culture is and use the class's insights as entries into three cross-cultural negotiation models, namely Brett's, Salacuse's, and Huijser's models. Indeed, these authors propose three different but compatible and complementary ways to interpret and understand the impact of culture on conflict and negotiation and provide us with tools to use

in real-world negotiations and conflict resolution across cultures. We will put to practice these models and tools in two cross cultural negotiation simulations and apply them to a scenario within a multicultural corporate team that will be the focus of the term paper.

Week	Topics, Key Concepts, & Assignments	Readings (Available at BB)
Week 1 - 8/25	<p>Introduction & Course Review; Basic concepts of Negotiation</p> <p>Assignment:</p> <p>Prompt #1 in Blackboard (Bb) Getting to Know You and Your Understanding of Culture and Conflict. Please introduce yourself based on prompt #1 in Bb, Discussion Board (DB) by 8/XX.</p>	<p>Brett (2014), Chapter 1</p> <p>Fisher & Ury (1981), <u>Getting to Yes</u>, Chapter 1, Available Online at Lloyd Sealy Library.</p>
Week 2 - 8/29	<p>Culture as a “lens”, “grammar”, or “software” of the collective mind</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Team Presentations Teams must be formed, and topics picked by 9/1. Dates for the submission of Team Presentations will be assigned on 9/8. Please see choice of topics and the assignment for team presentations in Bb. 2. Preparation for negotiation simulation #1 	<p><u>Getting To Yes</u>, Chapter 2</p> <p>Avruch, K. and P.W. Black, "Conflict resolution in intercultural settings: Problems and prospects," especially 131-141, in <u>Conflict Resolution Theory and Practice: Integration and Application</u>, Sandole and van der Merwe, eds., Manchester, England: Manchester University Press; 1993.</p>
Week 3 - 9/5	<p>Starting with our own culture(s) in the USA</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Negotiation simulation #1 & Debrief: Negotiating a job offer between a white male employer and a black female candidate for a management position 2. Preparation for negotiation simulation #2 	<p><u>Getting To Yes</u>, Chapter 3</p> <p>Michael Kasongo, “Cultural Differences between Blacks and Whites,” Kentucky State University Press, 2018.</p>

Week	Topics, Key Concepts, & Assignments	Readings (Available at BB)
Week 4 - 9/12	<p>Impact of culture on negotiation. Salacuse's cross-cultural model.</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Negotiation simulation #2 & Debrief: "Selling Lady Bug in The Bronx", negotiation over the sales of a car between an American and a Chinese coworker. 2. Prompt #2 in Blackboard (Bb) Please discuss results and strategies in Bb, Discussion Board. 	<p>Brett (2014), Chapter 2</p> <p>Salacuse, J., "Ten Ways Culture Affects Negotiation Style," pp. 221-240, <u>Negotiation Journal</u>, July 1998.</p>
Week 5 - 9/19	<p>Brett's and Huijser's cross-cultural models End of Part 1.</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Draft of Part 1 of the term paper. The due date for your draft is by 9/19. The completion of this draft will be worth 10% of your final grade for the term paper. 2. Based on the feedback of your draft, you will revise part 1. Part 1 is due on 9/28. 	<p><u>Getting To Yes</u>, Chapter 4 & Summary of Huijser (2006)</p>

Part 2: Cultural fluency and effective negotiation

(September 26 – October 28, 2022)

Often, negotiation and conflict resolution across cultures happen in particular contexts, where the categories proposed by the three cultural models are too broad to be used effectively without proper qualifications and adaptations. Cultural fluency and effective negotiations consist precisely in your capacity to adapt to those particular contexts and qualify your negotiation approach. Online communication is one of those particular contexts where cultural "blind spots" often cause a variety of misunderstandings leading to conflicts. Cross-cultural negotiations may indeed be conducted over email, i.e. in the absence of all visual and audible clues. They may occur in an organization with factors like age, gender, or hierarchies that are perceived and handled differently in different cultures. Accordingly, we will discuss a case of an email exchange between an American and a French business leader that ends with the collapse of a potentially lucrative partnership. We will watch a video, where a young American manager must handle the insubordination of a senior German software engineer. And we will discuss the challenge of an American female manager trying to negotiate solutions to the problems posed by her Muslim subordinate's fasting during the month of Ramadan.

Week	Topics, Key Concepts, & Assignments	Readings (Available at BB)
Week 6 - 9/26	<p>Building your cultural fluency for negotiation Part 2 begins.</p> <p>German negotiation style, Cross-cultural differences in expectations for meetings and organization (e.g. schedules, agenda, and minutes)</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Prompt #3 in Bb Hans Brandt, a Case and Video analysis 2. Please note that part 1 of the term paper is due on 9/28. 	<p>Michelle LeBaron, "The Alchemy of Change: Cultural Fluency in Conflict Resolution," <u>The Handbook of Conflict Resolution</u>, Peter T. Coleman, Morton Deutsch, Eric C. Marcus, (eds.), Jossey-Bass, 2014.</p> <p>Smyser, W.R., excerpts from <u>How Germans Negotiate: Logical Goals, Practical Solutions</u>, Washington, D.C.; United States Institute of Peace Press; 2003.</p>
Week 7 - 10/3	<p>Transforming language barriers into negotiation bridges</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Discussion of part 2 of the term paper in Bb and in class. 2. Preparation for Negotiation Simulation #3 	<p><u>Getting To Yes</u>, Chapter 5 &</p> <p>Cohen, R., "Resolving Conflict Across Languages," pp. 17-34, <u>Negotiation Journal</u>, Jan. 2001.</p>

Week	Topics, Key Concepts, & Assignments	Readings (Available at BB)
Week 8 - 10/10	<p>Cross-cultural differences in expectations</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Prompt #3 in BB, Hans Brandt, a Case and Video analysis online and in class 2. Negotiation Simulation #3: “Firing Jane Gonzales” 3. Preparation for Negotiation Simulation #4 	<p>Smyser, excerpts from <u>How Germans Negotiate</u></p>
Week 9 - 10/17	<p>Negotiating neighborly relationships with a Syrian migrant</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Prompt # 5 in Bb 2. Analysis of a cross-cultural negotiation Core Concerns Across Cultures: A collective Excel sheet assignment. Please submit it by 11/4. 3. Negotiation Simulation #4: “Who should fix the broken fence?” A property dispute between new neighbors, Mohammed and Michael. 	<p>Abu-Nimer, M. “An Islamic Model of Conflict Resolution: Principles and Challenges“, Chapter 4 in Huda, ed., <u>Crescent and Dove: Peace and Conflict Resolution in Islam</u>; Washington, D.C.: United States Institute of Peace; 2010.</p> <p>Brett, Chapter 3</p> <p>Roger Fisher & Daniel Shapiro, <u>Beyond Reason, Using Emotions as You Negotiate</u>, Penguin Books, 2005. Chapters 1 & 2.</p>
Week 10- 10/24	<p>Negotiating in multi-cultural teams</p> <p>End of Part 2.</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Discussion of part 3 of the term paper in Bb and in class 2. Please note that part 2 of the term paper is due on 11/9. 	<p>Brett, Chapter 5</p>

Part 3: Cross-cultural mediation

(October 31 – December 13, 2022)

Third party intervention, i.e. mediation, takes different forms, follows different rules, uses different strategies, and adopts different approaches and standards depending on the culture. Accordingly, how, for instance, should a mediator help a Muslim Arab male resolve his conflict with his American

female boss or superior in the workplace? Or how would you mediate a dispute between a gay boy scout and The Boy Scouts of America over the latter having banned gay membership?

Week	Topics, Key Concepts, & Assignments	Readings (Available at BB)
Week 11 - 10/31	<p>Mediation in the USA Part 3 begins.</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Prompt # 6, case and video analysis: “Aisha’s Challenge”, mediating a case of dispute over discrimination on the basis of race, gender, and religion between a black Muslim woman and her white male manager. 2. Preparation for negotiation simulation #4 	<p>“Development, Definition, and Functions of Mediation,” Jay Folberg, Alison Taylor, <u>Mediation, A Comprehensive Guide to Resolving Conflicts Without Litigation</u>, Jossey-Bass Publishers, San Francisco, 1991.</p>
Week 12 - 11/7	<p>Mediation in other cultures</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Negotiation (and mediation) Simulation #4 2. Debrief: Jamal vs Arnie 	<p>Peter J. Carnevale, Yeow Siah Cha, Ching Wan, and Sam Fraidin, “Adaptive Third Parties in the Cultural Milieu,” <u>The Handbook of Negotiation and Culture</u>, Michele J. Gelfand and Jeanne M. Brett (eds), Stanford University Press, 2004.</p>
Week 13 - 11/14	<p>Andrew Gay vs BSA, Mediating a dispute over The Boy Scouts of America’s ban of gay membership</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Draft or outline of part 3 of the term paper due on 11/17 2. Prompt #7 in Bb 3. Part 3 of term paper due on 11/20 	<p>Mekayla K. Castro, Peter T. Coleman, “Multiculturalism and Conflict,” <u>The Handbook of Conflict Resolution</u>, Peter T. Coleman, Morton Deutsch, Eric C. Marcus, (eds.), Jossey-Bass, 2014.</p>

Week	Topics, Key Concepts, & Assignments	Readings (Available at BB)
Week 14 - 11/28	<p>Mediating cross-cultural disputes online</p> <p>Assignments:</p> <p>Prompt #8: “Douglas vs Demortiere,” a cross-cultural email exchange and the collapse of a business partnership, a case study on online mediation</p>	<p>Gelfand and Brett, Chapter 17, “At the Crossroads of Culture and Technology,” <u>The Handbook of Negotiation and Culture</u>, Michele J. Gelfand and Jeanne M. Brett (eds), Stanford University Press, 2004.</p>
Week 15 - 12/5	<p>Your takeaway from the course. How, moving forward, would you further improve your cross-cultural negotiation skills?</p> <p>End of Part 3 & Semester</p> <p>Assignments:</p> <p>Prompt #9: Moving forward; how would you further improve your cross-cultural negotiation skills?</p>	<p>Salem, P., “A Critique of Western Conflict Resolution from a Non-Western Perspective,” <u>Negotiation Journal</u>, October 1993.</p>
Dec 13	Final term paper due	Submit to BB by 11:59 pm

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

Course Revision Form

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

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

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

Date Submitted: 2/29/24

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s): Jennifer Rutledge
 Email(s): jrutledge@jjay.cuny.edu
 Phone number(s): 646-557-4719

3. Current number and title of course: POL 210, Comparative Urban Political Systems

4. Current course description:

Cross-national study of urban government systems and policy processes. Examination of the politics of local service delivery, including local policing, housing, education and urban development. Comparison of the local political impacts made by national policies, private sector interests, party politics and the varying roles of city executives, legislators and urban political systems.

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 POL 101

5. Describe the nature of the revision (what are you changing?): Changing the title and course description to be more student friendly.

6. Rationale for the proposed change(s): A number of the POL courses are named in a very technical manner, which makes sense to the expert, but does not read very clearly to students. We desire to communicate more concretely to students what the course is about, and believe

that these name changes and slight tweaks to the course descriptions will help.

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

a. Revised course description:

This course examines global cities around the world and the politics and policies that shape them. The class focuses on comparing urban politics, the interplay between national, state, and local governments, and how those processes vary around the world. Particular attention is paid to the issues around urban development, housing, education, migration and climate resilience.

b. Revised course title: **Global City Politics**

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

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: approx. 25 per semester, one section per semester.

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

No ☒ Yes ☐ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/29/24

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

Dr. Maxwell Mak, Chair, POL

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: 2/29/24

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s): Jennifer Rutledge
Email(s): jrutledge@jjay.cuny.edu
Phone number(s): 646-557-4719

3. Current number and title of course: **POL 225, Introduction to Research in Politics**

4. Current course description:

This course is an introduction to how political scientists conduct qualitative and quantitative research. Students will learn the research process with emphases on developing research questions, evaluating information, and planning research projects. Students will evaluate scholarly research in political science, learn how to apply ethical considerations when conducting research, and learn how different research projects relate to one another through writing a literature review.

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 POL 101,

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

6. Rationale for the proposed change(s): A number of the POL courses are named in a very technical manner, which makes sense to the expert, but does not read very clearly to students. We desire to communicate more concretely to students what the course is about, and believe

that these name changes and slight tweaks to the course descriptions will help.

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

a. Revised course description: N/A

b. Revised course title: **Research Methods in Political Science**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): Research Methods in Pol. Sci.

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: 3 sections of 30 students per semester

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

No ☒ _____

Yes _____

If yes, please indicate the area:

10. Does this change affect any other departments?

☒ No

_____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 2/29/24

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

Dr. Maxwell Mak, Chair, Political Science

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

Course Revision Form

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

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

Date Submitted: 2/29/24

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s): Jennifer Rutledge
Email(s): jrutledge@jjay.cuny.edu
Phone number(s): 646-557-4719

3. Current number and title of course: **POL 260, International Relations**

4. Current course description:

What drives world politics? This course introduces students to the academic study of international relations. Course readings and class discussions cover the major concepts and theories used by scholars and practitioners to describe and explain events in global affairs. Topics covered include: the causes of war and peace; globalization and international economic affairs; international law and organizations; global environmental politics; and human rights.

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 POL 101

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

6. Rationale for the proposed change(s)): A number of the POL courses are named in a very technical manner, which makes sense to the expert, but does not read very clearly to students. We desire to communicate more concretely to students what the course is about, and believe that these name changes and slight tweaks to the course descriptions will help.

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

a. Revised course description: N/A

b. Revised course title: **World Politics**

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

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: two sections of 36 students per semester

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

No X Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/29/24

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

Dr. Maxwell Mak, Chair, Political Science

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

Course Revision Form

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

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

Date Submitted: 2/29/24

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s): Jennifer Rutledge
Email(s): jrutledge@jjay.cuny.edu
Phone number(s): 646-557-4719

3. Current number and title of course: **POL 328, International Security**

4. Current course description:

This course explores challenges to international security and their sources and consequences. Topics covered in the course include “traditional” security concerns, such as wars, peacekeeping, nuclear proliferation, and new security threats posed by migration, climate change, natural disasters and hazards, food and water shortages, and other issues. Students will gain insight into the complex interplay of factors that shape contemporary international security politics and will examine the role of national governments, international organizations, and non-state actors in the global security architecture.

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 POL 101

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

6. Rationale for the proposed change(s)): A number of the POL courses are named in a very technical manner, which makes sense to the expert, but does not read very clearly to students.

We desire to communicate more concretely to students what the course is about, and believe that these name changes and slight tweaks to the course descriptions will help. In particular, for this course consultation with students revealed that they thought the course would be about private security contractors, not war and conflict, so our hope is that this title change makes the topic more clear.

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

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

8. Enrollment in past semesters: approx. 12 students per semester (thus our desire to rename in the hope that more students will be enticed to take the course).

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

No ☒ Yes ☐ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/29/24

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

Dr. Maxwell Mak, Chair, Political Science

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

Course Revision Form

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

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

Date Submitted: Feb 24, 2024

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

2. Contact information of proposer(s):

Name(s): Richard Ocejo
Email(s): rocejo@jjay.cuny.edu
Phone number(s): x8687

3. Current number and title of course: **SOC 209, "Sociology of Work and Jobs"**

4. Current course description:

Explores the importance of work as a major source of individual and group identity, income, lifestyle and influence; how people find jobs; why they choose a particular line of work; why they stay or leave; the different occupations; the pay, prestige, privileges, power and satisfactions they bring; the rise and development of trade unions and professional organizations; how most work has become routinized, impersonal, narrowly limited, yet highly specialized; and on-the-job problems of absence, turnover, boredom, sabotage and stealing.

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 SOC 101**

5. Describe the nature of the revision (what are you changing?): **The title and course description**

6. Rationale for the proposed change(s): **The current title and course description are out of date.**

We are revising them to better reflect the current state of the disciplinary subfield.

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

a. Revised course description:

This course will explore changes that have been occurring to work and occupations and within organizations in today's economy, and the impacts they have had on identity, inequality, and social relations. It will focus primarily on conditions and patterns in the US, while also considering how workers and organizations are interconnected within a global economy. Grounded in sociological theories and research, the course covers such topics as the role of work in shaping identity, the rise and expansion of precarious work conditions, documentation status of workers, the ways that social factors like race and gender structure and are structured by occupations and organizations, and the importance of technology and globalization as forces of change in labor markets. By the end, students will know more about the current state of work and how the jobs people do and the places where they do them are integral to understanding how inequalities unfold and get sustained.

b. Revised course title: **Sociology of Work, Occupations, and Organizations**

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

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: **N/A (This course hasn't been taught in a very long time.)**

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

No ☒X_____

Yes _____

If yes, please indicate the area:

10. Does this change affect any other departments?

☒X_____ No

_____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: **Approved 10/17/2024 by Sociology Department Curriculum Committee**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Carla Barrett, Chair, Sociology Department Curriculum Committee

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted:** 2/24/2024
2. **Department or program proposing these revisions:** Master of Arts in Criminal Justice
 - a. Name and contact information of proposer(s): Valerie West
 - b. Email address of proposer: vwest@jjay.cuny.edu
 - c. Phone number: 212-237-8387

3. **Name of graduate program, major, minor or certificate program being revised:**

Crime Prevention and Analysis, Advanced Certificate

4. **Department or Program curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 2/22/24
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Valerie West

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

Replacing CRJ 718 Action Research for Crime Analysis/Analysts with CRJ 7001 The Science and Practice of Public Safety.

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

CRJ 718 is a combined statistics and research methods course, designed specifically for the certificate covering material that is covered elsewhere in the program. For students in the MA program, it adds a duplicative course. In addition, there are too few standalone certificate students to run the course. The Science and Practice of Public Safety provides a conceptual framework for problem identification, defining problems, and developing evidence-based solutions to the identified problems, which is at the heart of any analysis.

7. **How do these proposed changes affect other academic programs or departments?** There is no effect on other departments or programs.

- a. Which program(s) or department(s) will be affected? None

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

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

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (killoran@jjay.cuny.edu) will provide you a copy in Word format

See below

Crime Prevention and Analysis, Advanced Certificate (Grad Bulletin 2023-24 w changes)

Program Coordinator: Dr. Valerie West

The Advanced Certificate Program in Crime Prevention and Analysis offers advanced instruction in techniques for deterring crime and is part of the Master of Arts in Criminal Justice Program at John Jay College of Criminal Justice. It provides training in the quantitative, computer-based skills needed to analyze crime patterns. It also offers instruction in the strategies that can be employed in reducing crime. Students may also pursue the certificate without pursuing the master's degree. The advanced certificate is appropriate for students whose career objective is to contribute to data-based analysis of crime patterns in law enforcement agencies.

Requirements for the Certificate Program

Admission Requirements.

- An undergraduate degree from an accredited institution
- Satisfactory letters of reference

Required Courses

CRJ 718 ~~Action Research for Crime Analysis/Analysts~~

CRJ 7XX (7001) **The Science and Practice of Public Safety**

CRJ 739 Crime Mapping

CRJ 786 Problem-Oriented Policing

CRJ 787 Seminar in Crime Analysis and Crime Prevention

TOTAL CREDIT HOURS: 12

For academic information about the Advanced Certificate in Crime Prevention and Analysis, please contact the Criminal Justice M.A. program at 212.237.8631 or crjma@jjay.cuny.edu.

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

Course Revision Form

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

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

Date Submitted: Feb 26, 2024

1. Name of Department or Program: MA Program in Criminal Justice

2. Contact information of proposer(s):

Name(s): Valerie West
Email(s): vwest@jjay.cuny.edu
Phone number(s): 212-237-8387

3. Current number and title of course: **CRJ 716 Statistical Software in Criminal Justice**

4. Current course description:

Introduces the use of software programs to search for relationships and patterns in data sets, and to calculate the statistics needed to draw interpretations and conclusions in research reports.

a. Number of credits: 3

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

c. Current prerequisites: CRJ 715 (Research Design & Methods)

5. Describe the nature of the revision (what are you changing?): Removing CRJ 715 (Research Design & Methods) as a prerequisite

6. Rationale for the proposed change(s): The rationale is twofold. CRJ 715 and CRJ 716 are core requirements in the program and form the basis for the qualifying exam. But CRJ 716 *Statistical Software in Criminal Justice* does not rely on the material covered in CRJ 715. There is some crossover, such as level of measurement, which is covered in both courses, but nothing that is not also covered in CRJ 716. Allowing students to take the courses in any order, or simultaneously

removes an impediment to their progress through the program. Students in the 8-week online program are able to complete these two courses sequentially in their first semester and then take the qualifying exam at the end of that semester. Students in the in-person program can't take the exam until the end of their second semester, at the earliest. All students must take the exam by the time they have earned 24 credits and must pass the exam prior to taking their final core course. Should an in-person student fail either 715 or 716, they are unable to take the exam until their third semester delaying and sometimes derailing their completion of the program. The same is true for a student who does not pass the qualifying exam the first time.

7. Text of proposed revisions (use N/C, No change, where appropriate): NC

- a. Revised course description: NC
- b. Revised course title: NC
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NC
- d. Revised learning outcomes: NC
- e. Revised assignments and activities related to revised outcomes:
- f. Revised number of credits: NC
- g. Revised number of hours: NC
- h. Revised prerequisites: **No prerequisites**

8. Enrollment in past semesters: 97 for SP24, 82 for FA 2023

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

No ☒ Yes ☐ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/22/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Valerie West

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

Course Revision Form

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

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

Date Submitted: Feb 26, 2024

1. Name of Department or Program: MA Program in Criminal Justice

2. Contact information of proposer(s):

Name(s): Valerie West

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

Phone number(s): 212-237-8387

3. Current number and title of course: **CRJ 793 Comprehensive Review**

4. Current course description: Presents a series of weekly guest faculty lecturers who review the key concepts and major areas of criminal justice. Provides the recommended (but not required) preparation for the end-of-the-term comprehensive examination.

a. Number of credits: 3

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

c. Current prerequisites: CRJ 710, 711, 715, 716

5. Describe the nature of the revision (what are you changing?): Changing the name, course description, prerequisites and the grading schema.

6. Rationale for the proposed change(s):

Years ago, the program changed what was then called 'the comprehensive exam,' to the qualifying exam. The exam now focuses on CRJ 715 (research Methods) and CRJ 716 (Statistics). While the program offers workshops and other support for those who are about to take the qualifying exam, each semester there are a number of students who have: 1, been away from the program for some time; 2, waited too long to take the exam; or 3, did so poorly on the exam

that the preparation and support offered by the program is insufficient for the student needs. This course will provide an in-depth review of the material covered in CRJ 715 and CRJ 716. With one instructor for a whole semester. The course is intended as a formal review of material the student has already taken. As such, the student should not be penalized should they do poorly again on the exam or decide not to finish the course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description: **This course** provides a review of the fundamentals of research design and methods and statistics in criminal justice. **It** provides the recommended (but not required) preparation for the end-of-the-term qualifying examination **and is** designed for students who are returning to the program to take the exam.

Note: This course will be graded on a P/NC grading scheme.

- b. Revised course title: **Qualifying Exam Review**

- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Qualifying Exam Review**

- d. Revised learning outcomes: NC

- e. Revised assignments and activities related to revised outcomes: NC

- f. Revised number of credits: NC

- g. Revised number of hours: NC

- h. Revised prerequisites: **CRJ 715, CRJ 716, and permission of the program**

- i. Other: **grading scheme changed to P/NC**

8. Enrollment in past semesters: NA

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

No ☒ Yes ☐ If yes, please indicate the area:

10. Does this change affect any other departments or programs?

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

11. Date of Department or Program Curriculum Committee approval: 2/22/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Valerie West

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

College Council Calendar 2024-2025

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

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Friday, August 23, 2024	Wednesday, September 4, 2024	Thursday, September 19, 2024
Thursday, September 19, 2024	Monday, September 30, 2024	Tuesday, October 15, 2024
Friday, October 18, 2024	Tuesday, October 29, 2024	Monday, November 11, 2024
Wednesday, November 20, 2024	Monday, December 2, 2024	Wednesday, December 11, 2024
Friday, January 17, 2025	Wednesday, January 29, 2025	Thursday, February 13, 2025
Friday, February 14, 2025	Tuesday, February 25, 2025	Monday, March 10, 2025
Friday, March 14, 2025	Thursday, March 27, 2025	Tuesday, April 8, 2025
Friday, April 11, 2025	Monday, April 21, 2025	Tuesday, May 6, 2025

Additional Meetings If Needed:

<u>Executive Committee</u>	<u>College Council Meeting</u>
Monday, December 9, 2024	Thursday, December 12, 2024
Wednesday, May 7, 2025	Thursday, May 8, 2025

