



COLLEGE COUNCIL

**AGENDA
& ATTACHMENTS**

MONDAY, NOVEMBER 11, 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

November 11, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the October 15, 2024 College Council (Attachment A), **Pg.3**
- III. Members of the College Council Committees [Link](#)
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B11) – Interim Dean of Academic Programs, Andrew Sidman

Programs

- B1. Revision of BS in Applied Mathematics, **Pg.5**
- B2. Revision of BA in Sociology, **Pg.12**
- B3. Revision of the John Jay Honors Program, **Pg.17**

New Courses

- B4. CJBA 1XX (130) Evidence of Things Not Seen: Quantitative Reasoning in Criminal Justice, **Pg.30**
- B5. COR 3YY (was 395) Educating Behind Bars: Policy Implications, Programs and Issues, **Pg.46**
- B6. ISP 2XX “Doing Justice” (College Option: Justice Core I [200-level]), **Pg.66**

Course Revisions

- B7. CSCI 358 Machine Learning, **Pg.94**
- B8. ENG 363 Podcasting: Social Impact, Style and Practice, **Pg.96**
- B9. HON 181 Honors Colloquium 1, **Pg.112**
- B10. HON 182 Honors Colloquium 2, **Pg.115**
- B11. LLS 215 Socio-Political Developments in Contemporary Puerto Rico ICJ 750 Special Topics in International Crime and Justice, **Pg.118**

- V. Proposal to Amend John Jay College’s Procedure for Awarding Honorary Degrees (Attachment C)- President of the Faculty Senate, Karen Kaplowitz, **Pg.120**
- VI. Update from the Student Council on the Projects and Initiatives- President of the Student Government, Yarik Munoz
- VII. New Business
- VIII. Announcements:
 - Student Council (President Yarik Munoz)
 - Faculty Senate (President Karen Kaplowitz)
 - HEO Council (Vice President Jennifer Lorenzo)
 - Administrative Announcements (President Karol Mason)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

October 15, 2024

The College Council held its second meeting of the 2024-2025 academic year on October 15, 2024. The meeting was called to order at 1:55 p.m. and the following members were present:

In-Person: Adam McKible, Alison Perry, Anru Lee, Artem Domashevskiy, Brian Montes, Chevy Alford, Elton Beckett, Heath Grant, Ignacio Sanchez, Jonathan Epstein, Karen Kaplowitz, Nicole Awai, Nina Fisher, Ray Patton, Robert Till, Sung-Suk (Violet) Yu, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Yarik Munoz, David Mao, In-Deria Barrows, Aneesa Thomas, Jeff Matthew, Najmul Islam, Valeria Pavia Marin, Jennifer Lorenzo, Cortanay Parker, Rulisa Galloway-Perry, Samuel Lopez, Allison Pease, Andrew Sidman, Daniel Matos, Karol Mason, Helen Keier*, Terrell Murphy*.

Remotely: Alejandro Garcia Lozano, Catherine Kemp, Diana Falkenbach, Heath Brown, Joseph Maldonado, Robert Garot, Susan Kang, Susan Pickman, Ruby Aguirre, Angela Crossman*, Anthony Carpi*, Ned Benton*, Nicole Elias*, Shilpa Viswanath*.

Excused: Francis Sheehan, Jamella Richmond, Tiffany Rodriguez, Mark Flower, Marie Springer*.

Absent: Brian Maule, Joseph Rebello, Janice Johnson-Dias, Dor Nave*, Natalie Chan*, Carolina Vasquez*.

Guests: Shavonne McKiever, Myrna Forney, Kathy Killoran, Kira Poplowski, Dominic Stellini.

* - Alternates

(R)- Remote

- I. Adoption of the Agenda
The motion was made to approve the agenda. The motion was seconded and approved unanimously.
- II. Approval of the Minutes of the September 19, 2024 College Council
The motion was made to approve the minutes. The motion was seconded and approved unanimously.
- III. Approval of Members of the College Council Committees
The motion was made to approve the membership. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B3) – Interim Dean of Academic Programs, Andrew Sidman

Course Revisions

The motion was made to take the following items as a slate:

B1. DRA 185 Drama in Production

B2. DRA 301 Directing

The motion was seconded and approved unanimously. The motion was made to approve items B1 and B2. The motion was seconded and approved unanimously.

Academic Standards

The motion was made to approve item B3. Revision of the Policy on Non-Degree/Visiting Students. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment C1-C2) –Interim Dean of Academic Programs, Andrew Sidman

Programs

The motion was made to adopt item C1. Revision of the MA in International Crime and Justice. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to adopt item C2. ICJ 750 Special Topics in International Crime and Justice. The motion was seconded and approved unanimously.

VI. Discussion on Institutional Statements and Creating Productive Dialogue

The Council had a very robust discussion on the topic. The campus community input will continue at the future scheduled meetings with governing groups and at open forums.

VII. New Business

No new business was presented.

The meeting was adjourned at 3:00p.m.

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:** 9/24/24
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Fatma Najjar, Samira Zaroudi, Hunter Johnson
 - b. Email address of proposer: hujohnson@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:** Applied Mathematics Major (AMM), BS
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 9/24/24
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Shweta Jain
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable if there is adequate explanation)

Remove MAT 341, Advanced Calculus I, as a Part II. Mathematics Core Courses requirement for the AMM. Add Machine Learning, CSCI 358, to the Part I. Core Courses requirements for the AMM. CSCI 358 will be removed from the Part Four. Electives. MAT 341, Advanced Calculus I will be added to the elective list in Part Four. The total credits for the major are unchanged, but three credits are being added to Part I and three credits are being removed from Part II.

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

The addition of CSCI 358 as a core requirement for the AMM gives our students a stronger data science foundation. With the current structure of the major, many students in the Data Science track arrive in the capstone course (MAT 455) without familiarity with many of the standard tools and methods of data science. With the essentials of ML addressed in CSCI 358, students in MAT 455 can focus on project-based learning and advanced techniques. The effect will be Data Science graduates who are well prepared both for industry and a variety of graduate programs. Furthermore, a comparison with data science curricula from

other institutions and guidelines from the American Statistical Association has made clear that a course in machine learning is essential for students majoring in data science and related fields.

This new core requirement will also affect students in the Cryptography track of the major. We believe that this is appropriate for the following reasons:

- Machine learning methods are now standard parts of the toolkit for a variety of cybersecurity related tasks, such as anomaly detection, intrusion detection, phishing detection, malware detection, and others.
- Students who graduate with expertise in both ML and cryptography will have intersecting skill sets that may make them uniquely employable.
- The skills of ML plus Cyber are explicitly sought by certain employers, for example the NSA.
- The importance generally of ML/AI skills in the marketplace is increasing.

The course to be removed, MAT 341, Advanced Calculus I, is a highly theoretical math course that is designed to prepare students for PhD programs in pure mathematics. Students who are interested in graduate work in pure mathematics (a minority of our students) can still do so if they wish by selecting appropriate electives.

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

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

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

UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors 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>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>. NA

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).

See below

Applied Mathematics: Data Science and Cryptography, Bachelor of Science (from UG Bulletin 2024-25 reflecting changes)

The Applied Mathematics major has two concentrations, Data Science and Cryptography. The Data Science concentration presents the principles of data representation, big data management, and statistical modeling. Students learn to use modern computing techniques to reveal hidden causal and temporal relationships within large data sets. Hidden information is often benign but it might also be evidence of malevolent activities that have already occurred or are in progress. Cryptography is the science of both personal and institutional data security. Students learn to secure information, maintain data integrity, authenticity, and non-reputability. Cryptologists play a vital role in detecting events yet to unfold, especially when attempting to interdict and thwart incipient cyber intrusions and terrorist attacks.

The curriculum offers an integrated academic program with the depth and breadth necessary to make graduates truly competitive in the job market. Both concentrations provide the knowledge and the skills that are in demand in high tech entrepreneurship, finance, modern communications, medicine, security, transportation, and manufacturing. The New York City metropolitan region is being repositioned as a nexus of technological innovation and discovery as well as a haven for entrepreneurial leadership. Such a metamorphosis requires the availability of a renewable work force possessing skills in data analysis and data security. Consequently, employment opportunities are expected to be available for applied mathematics graduates for the foreseeable future.

Those individuals that opt to undertake graduate study will find that they are well prepared to enroll in a wide range of Masters and Doctoral programs such as Digital Forensics and Cyber Security, Financial Mathematics, Machine Learning, traditional Mathematics, and Mathematics Education. Indeed, the required mathematics core aligns well with the core requirements of other CUNY mathematics programs thereby affording graduates the widest possible choice of subsequent educational opportunities.

Learning Outcomes. Students will:

- Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples within the context of the real number axioms and the axioms defining various algebraic structures.
- Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
- Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.
- Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

Credits Required.

| | |
|--------------------------------------------------------|------------|
| Applied Mathematics: Data Science & Cryptography Major | 54-57 |
| General Education | 42 |
| Electives | 21-24 |
| Total Credits Required for B.S. Degree | 120 |

Additional information. Students who enrolled for the first time at the College or changed to this major in September ~~2025~~ ~~2023~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the ~~2024-25~~ ~~2022-2023~~ Undergraduate Bulletin.

Foundational Courses

(Subtotal: 0-3 cr.)

May be required depending on mathematics placement

[MAT 141](#)

Pre-Calculus

3

Advisor recommendation: [MAT 141](#) fulfills the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program.

Part One. Core Courses

(Subtotal: ~~21~~ 17 cr.)

Required

| | | |
|------------------------|----------------------------------------------------------|-----------------|
| CSCI 171 | Introduction to Python | 3 |
| CSCI 172 | Introduction to Data Analysis | 3 |
| <u>CSCI 358</u> | <u>Machine Learning</u> | <u>3</u> |
| ENG 253 | Technical Writing in Computer Science, Math, and Science | 3 |
| MAT 151 | Calculus I | 4 |
| MAT 152 | Calculus II | 4 |

(The new calculus sequence [MAT 151](#), [MAT 152](#), [MAT 253](#) is equivalent to the former calculus sequence [MAT 241](#)-[MAT 244](#). Please consult an advisor for proper placement if you have already completed any courses in the former calculus sequence.)

Part Two. Mathematics Core Courses (Subtotal: ~~19~~ 22 cr)

Required

| | | |
|--------------------|-------------------------------------------------|--------------|
| MAT 253 | Calculus III | 4 |
| MAT 265 | Elements of Mathematical Proof | 3 |
| MAT 301 | Probability & Mathematical Statistics I | 3 |
| MAT 302 | Probability and Mathematical Statistics II | 3 |
| MAT 310 | Linear Algebra | 3 |
| MAT 341 | Advanced Calculus 1 | 3 |
| MAT 351 | Introduction to Ordinary Differential Equations | 3 |

(The new calculus sequence MAT 151-MAT 152, MAT 253 is equivalent to the former calculus sequence MAT 241-MAT 244. Please consult an advisor for proper placement if you have already completed any courses in the former calculus sequence.)

Part Three. Concentrations (Subtotal: 9 cr.)

Students must choose one concentration and complete three courses

Concentration A. Data Science

Data Science plays a critical role in analyzing large data sets which may have valuable information that is obscured by the sheer volume of the data itself. In the Data Science concentration, students will learn the principles of data representation, big data management, and statistical modeling. They will also be able to use computers to reveal hidden causal and temporal relationships in large data sets.

Learning outcomes for Data Science Concentration. Student will:

- Use mathematical methods to analyze and recognize the properties of large data sets as well as any anomalies.
- Use suitable models such as linear regression, logical regression, to analyze data and predict probability distributions.
- Recognize clustering in large data sets and explain its significance.

Required

| | | |
|----------|---------------------------|---|
| CSCI 362 | Databases and Data Mining | 3 |
| MAT 367 | Multivariate Analysis | 3 |
| MAT 455 | Data Analysis | 3 |

Concentration B. Cryptography

Cryptography is the science of data security, both personal and institutional, and as such is also an important component of justice. In the Cryptography concentration, students will learn to secure information which is achieved by assuring privacy as well as other properties of a communication channel, such as data integrity, authenticity, and non-reputability, depending upon the application. They will devise systems for companies to resist the unwarranted intrusions of hackers, to protect internal company and consumer data, and to act as consultants to research staff concerning the implementation of cryptographic and mathematical methods.

Learning outcomes for the Cryptography Concentration. Students will:

- Use the mathematics upon which specific cryptographic algorithms are based to analyze the strengths and weaknesses of cryptographic schemes.
- Guarantee authenticity and integrity of data and ensure that transactions are non-repudiable, when appropriate.
- Develop cryptographic algorithms.

Required

| | | |
|----------|--------------------------------|---|
| CSCI 360 | Cryptography and Cryptanalysis | 3 |
| MAT 410 | Abstract Algebra | 3 |
| MAT 460 | Mathematical Cryptography | 3 |

Part Four. Electives**[Subtotal: 6 cr.]****Choose two**

| | | |
|----------|--------------------------------|---|
| CSCI 358 | Machine Learning | 3 |
| CSCI 360 | Cryptography and Cryptanalysis | 3 |

| | | |
|-----------------------|----------------------------------------------------------|----------|
| CSCI 362 | Databases and Data Mining | 3 |
| CSCI 376 | Artificial Intelligence | 3 |
| CSCI 377 | Computer Algorithms | 3 |
| CSCI 385 | Faculty Mentored Research Experience in Computer Science | 3 |
| CSCI 421 | Quantum Computing | 3 |
| <u>MAT 341</u> | <u>Advanced Calculus I</u> | 3 |
| MAT 352 | Applied Differential Equations | 3 |
| MAT 354 | Regression Analysis | 3 |
| MAT 361 | Functions of a Complex Variable | 3 |
| MAT 365 | The Mathematics of Signal Processing | 3 |
| MAT 367 | Multivariate Analysis | 3 |
| MAT 371 | Numerical Analysis | 3 |
| MAT 380 | Selected Topics in Mathematics | 3 |
| MAT 385 | Faculty Mentored Research Experience in Mathematics | 3 |
| MAT 410 | Abstract Algebra | 3 |
| MAT 442 | Advanced Calculus II | 3 |
| MAT 455 | Data Analysis | 3 |
| MAT 460 | Mathematical Cryptography | 3 |

TOTAL CREDIT HOURS: 54-57

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 10/1/2024
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s):
Marisa Tramontano, SOC Dept Curriculum Committee and UCASC rep
 - b. Email address of proposer:
mtramontano@jjay.cuny.edu
 - c. Phone number: 212-393-6418
3. **Name of major, minor or certificate program being revised:**

Sociology BA
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: SOC Department Curriculum Committee
 - a. Please provide the meeting date for approval: 9/10/2024
 - b. Name of department chair or major/minor coordinators approving this proposal:
Richard Haw, Sociology Department Chair
Robert Garot, Sociology Major Coordinator
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
 - a. Adding SOC 213 to Part 1: Required Core Courses for the Sociology Major; increasing total major credit requirements by 3 credits (increasing the range from 36-39 credits to 39-42 credits).
 - b. One small change to learning outcomes for the major based on the department's revision from 2022.
 - c. Refreshing the list of electives in Part Three to add recently developed courses.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

- a. After several exploratory discussions among the full faculty, an open curriculum committee meeting, and an official vote, the SOC-CC decided to add SOC 213: Sociology of Race and Ethnic Relations to the Required Core Courses for the Sociology Major. While students learn about race, ethnicity, and racism in SOC 101 and a variety of electives and while our required course SOC 232: Social Stratification can cover racial inequality, in line with John Jay's 7 principles, we opted to signal our emphasis on race as a hierarchy of power and social difference by adding this course. Increasing the total credits for the major is within the usual number of credits for similar majors at the college. Also, SOC 213 can satisfy the Flexible Core: US in its Diversity area of the Gen Ed program.

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

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

No other department will be affected by adding SOC 213 to the SOC major as we will staff it, and it is already in the Gen Ed 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>)

N/A

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).

Sociology, BA (from the UG Bull 2024-25 w changes)

The major in Sociology will provide students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today's globally interconnected world. The major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology's ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students' knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school.

Learning Outcomes. Students will:

- Demonstrate a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.
- Demonstrate an understanding of how inequalities based on perceptions of social difference (e.g. racial, class, gender, ability) have been created, maintained, and challenged over time and across place.
- Be able to test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using sociological methods of collecting evidence.
- Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.
- Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills.

Credits Required.

Sociology Major: ~~36-39~~ **39-42**

General Education: 42

Electives: ~~39-42~~ **36-39**

Total Credits Required for B.A. Degree 120

Coordinator. Professor Robert Garot (rgarot@jjay.cuny.edu), Department of Sociology

Advising information. Department of Sociology Advising (socadvising@jjay.cuny.edu)

[Sociology Department Advising Guide](#)

[Sociology Major Advising Resources](#). [Major Checklist](#) (prior to Fall 2017).
[Major Checklist](#) (Fall 2017 to present)

Additional Information: Students who enrolled for the first time at the College or changed to this major in September ~~2025~~ ~~2022~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the ~~2024-25~~ ~~2021-22~~ Undergraduate Bulletin.

FOUNDATIONAL COURSES

SUBTOTAL: 0-3 CR.

Required depending on math placement

MAT 108 Social Science Math
 or
 MAT 141 Pre-Calculus

Advisor's recommendation: MAT 108 or MAT 141 may be used to fulfill the Required Core: Math and Quantitative Reasoning area of the General Education Program depending on students' math placement.

PART ONE. CORE COURSES

SUBTOTAL: 18 ~~15~~ CR.

Required

SOC 101 Introduction to Sociology
SOC 213 Sociology of Race and Ethnic Relations
 SOC 232 Social Stratification
 SOC 312 Classical Sociological Theory
 SOC 315 Contemporary Sociological Theory
 SOC 415 Senior Seminar in Sociology

Advisor's recommendation: SOC 213 can satisfy the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

PART TWO. RESEARCH METHODS

SUBTOTAL: 9 CR.

Required

STA 250 Principles and Methods of Statistics
 SSC 325 Research Methods in Criminology and Sociology

Select one

SOC 324 Advanced Social Statistics
 SOC 327 Advanced Sociological Methodology
 SOC 328 Qualitative Research Methods

SOC 329 Evaluation Research
 GEN 350 Feminist and Critical Methodologies

PART THREE SOCIOLOGY ELECTIVES

SUBTOTAL: 12

Complete four courses – one of which must be at the 300 level or higher

SOC 201 Urban Sociology: The Study of City Life
 SOC 202 Sociology of Families
 SOC 206 The Sociology of Conflict and Dispute Resolution
 SOC 209 Sociology of Work and Jobs
~~SOC 213 Sociology of Race and Ethnic Relations~~ (moves to Part One)
 SOC 215 Women and Social Control in the U.S.
 SOC 222 Crime, Media and Public Opinion
 SOC 227 Sociology of Mental Illness
 SOC 240 Social Deviance
 SOC 243 Sociology of Sexualities
 SOC 251 Sociology of Human Rights
 SOC 252 Environmental Sociology
 SOC 253 Sociology of Global Migration
 SOC 275 Political Imprisonment
 SOC 278/POL 278 Political Sociology
~~SOC 282 Selected Topics in Sociology~~ (moved to 300-level as SOC 386)
 SOC 302 Social Problems
 SOC 305 The Sociology of Law
 SOC 308 The Sociology of Violence
 SOC 310/ANT 310/PSY 310 Culture and Personality
 SOC 343 Global Social Movements
 SOC 346 Sport in Global Perspective
SOC 348 Abolition: From Slavery to Supermax
 SOC 350 Social Change
 SOC 354 Gangs and Transnationalism
 SOC 360/ECO 360 Corporate and White-Collar Crime
SOC 364 Food Justice
 SOC 377 Internships for Sociology
SOC 366 Drugs in US Society
 SOC 386 Special Topics in Sociology
 SOC 387 Faculty Mentored Research Experience in Sociology
 SOC 420/CRJ 420 Women and Crime

Advisors recommendation: SOC 348, SOC 364 and SOC 366 can satisfy the College Option: Justice Core II area of the Gen Ed Program.

TOTAL CREDIT HOURS: **39-42** ~~36-39~~

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: 9/23/2024
2. Department or program proposing these revisions:
 - a. Name and contact information of proposer(s): **Raymond Patton**
 - b. Email address of proposer: **rpatton@jjay.cuny.edu**
 - c. Phone number:
3. Name of graduate program, major, minor or certificate program being revised:
John Jay College Honors Program
4. Department curriculum committee or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: Honors Advisory Board:
9/ 23/ 2024
 - b. Name of department chair, major/ minor coordinator or graduate program director approving this proposal: **Raymond Patton**
5. Please describe the curriculum changes you are proposing:
(narrative or bullet points are acceptable as long as there is adequate explanation)

Our revision extends research thinking and research skills through the Honors curriculum, starting with the first year. Specifically, we seek to:

1. Simplify the curriculum by reducing three variations (for freshman, sophomore, or junior entrants) to two (for freshman or continuing/ transfer student entrants)
2. Incorporate two new honors-specific interdisciplinary introductory seminars on Justice Inquiry and Action Research for first year students (replacing disciplinary first year seminars) and for continuing/ transfer students
3. Revise the course description of the Honors Colloquium courses (HON 181, HON 182), and increase the credits from 1.0 per course (2.0 total) to 1.5 per course (3.0 total) to suit its important role in the curriculum.
4. Integrate quantitative reasoning skills into the curriculum to prepare students for research projects with quantitative components by replacing the two-semester writing requirement (ENG 260-LIT 237) with an integrated writing and quantitative reasoning requirement (ENG 260-MAT 150/ ECO 105). ENG 101/ 201 is no longer listed as part of honors program requirements, but an honors section of ENG 101/ 201 will

continue to be available for students who need it. The integrated writing/ quantitative reasoning requirement will apply to all first year entrants, not just those who come to JJC with ENG 101/ 201 credit.

5. Revise the title and description of HON 202 to teach students to engage in leadership in practice by applying critical, action-oriented research to a pressing world issue, rather than studying leadership as a topic.
6. Revised the title and description of HON 301 and 401 to form an integrated two-course capstone sequence. Previously, students experienced a gap between the courses, often losing focus and momentum on their capstone projects.
7. Include HON 377 Experiential Learning as an option alongside HON 380 Special Topics and HON 385 Faculty mentored Research
8. Rewrite the introductory text of the bulletin page to explain the program's emphasis on integrating research skills with the common good theme
9. Update the credit totals for increased transparency. The revisions add only 1.0 credits to the program (by increasing the colloquium sequence from 2.0 to 3.0 credits). However, the totals now include all courses, including those that count for general education requirements (which are also now listed in the bulletin).
10. Edit the bulletin page for clarity and consistency

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

The primary goal of this curricular revision is to integrate skills necessary to enter the research process with the justice content. Students typically come to the program with an interest in one or more Common Good justice issues. However, they often do not come to us with an understanding of the nuances and complexities of those issues, and how addressing them requires rigorous, systematic inquiry. The revised curriculum teaches students how research (broadly defined) is relevant to addressing the justice issues that interest them, and how to conduct research with rigor in conversation with experts in and beyond the academy. In addition, we updated the bulletin description to describe the purpose of the revised curriculum, and provide greater clarity in describing requirements.

See the attached appendix for a more detailed explanation.

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

- a. Which program(s) or department(s) will be affected?
English (removing LIT 237)
Math (adding MAT 150)
Economics (adding ECO 105)

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes: Director Raymond Patton spoke with Hunter Johnson and Shweta Jain in Math, and Geert Dhondt in Economics, about

creating special honors sections of MAT 150 and ECO 105, and with Jean Mills in English about removing LIT 237.

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).

See attached below

John Jay College Honors Program

(from UG Bulletin 2024-25 reflecting the proposed changes)

Honors at John Jay is a diverse and inclusive community of learners that is committed to ~~equity, democracy, and dialogue. We value intellectual risk taking, knowledge, and resilience, and act with integrity, respect, and compassion.~~ The intellectual theme of the John Jay College Honors Program is academic excellence and "the common good." ~~This~~ **The program's common good** theme reflects the college mission statement and provides an intellectual framework for the honors curriculum, **which teaches students to understand and advance the common good through rigorous inquiry and research, in conversation with scholars and practitioners in and beyond the academy.** The program is ~~designed to promote academic excellence and is inclusive of~~ **open to** students in all majors at the college. ~~The curriculum encourages students to explore research in their chosen disciplines that addresses contemporary community problems.~~ Honors program students take between ~~17~~ **24** and ~~29~~ **33** credits in Honors courses, depending on their point of entry into the program. Students write a senior thesis and present their honors research at a conference open to the campus and the wider community.

The year-long Honors Colloquium (HON 181 and HON 182) introduces new students to the 'common good' framework **through justice topics of interest to them, demonstrating how scholars and experts address those topics through research and action, while guiding students through reflection on their academic and personal journey.** and its relevance to their personal, academic and civic life.

The sophomore level courses (HON 201 and HON 202) introduce students to diverse intellectual perspectives on the ~~Common Good~~ **through engaged and justice-oriented research.** ~~and examples of how individuals have championed the Common Good in their pursuit of a more just world.~~

The ~~Junior~~ level courses (HON ~~304~~ **377**, HON 380, ~~and HON 385~~) ~~guide~~ **provide students with the opportunity to test their skills in research and social action through experiential learning (HON 377), special topics (HON 380), and faculty mentored research (HON 385).** ~~through using the process of research to conduct rigorous study in order to address unanswered questions and unsolved problems across a variety of disciplinary perspectives, while Honors special topics courses (HON 380) give students the opportunity to explore a topic or issue of interest to the community in greater depth.~~

The final **two-semester** senior ~~seminar~~ **capstone (HON 301-HON 401,** or HON 484-HON 485) is the culmination of students' undergraduate careers in which they work with a faculty mentor on a sustained research project that either builds on their academic work in their major (**HON 301-HON 401**) or provides the opportunity to apply research to pressing issues facing their communities or professional field (HON 484-HON 485).

In addition to these academic requirements, Honors Program students are expected to ~~engage in a minimum of four extracurricular events (cultural, scholarly, and community) designated by the Program each year,~~ to maintain a minimum GPA of 3.3 each semester, and to uphold the standards specified in the Honors Program Contract, which students sign upon entering the Program.

Learning Outcomes. Students will:

- demonstrate a critical understanding of the concept of the common good, and its relation to issues of social justice.
- ~~integrate and communicate perspectives of the humanities, social sciences and natural sciences in written and oral work, and in research endeavors.~~

- ~~apply leadership skills to their research projects, community work and other professional endeavors.~~
- ~~write and speak with competence in appropriate academic language.~~
- ~~develop their own perspectives on ethical issues regarding community, society and the common good.~~
- **Discover and engage with the research of communities of practice (academic, community, and/or professional) addressing issues of interest to them**
- **Identify, evaluate, and employ varied methodological approaches (i.e., quantitative, qualitative, participatory action, professionally-engaged) to argumentation and research**
- **Communicate research-informed projects to stakeholders using appropriate disciplinary and professional conventions.**

Credits Required. ~~24-33~~ 17-29 (Freshmen entry requires ~~33~~ 29 credits, **continuing and transfer student entry requires 24** credits) ~~Sophomore entry 23 credits, and Junior entry 17)~~

Faculty Director. Raymond Patton, PhD, Associate Professor of History
(646.781.5207, rpatton@jjay.cuny.edu)

Program Manager/ Advisor. Alana Philip (212.484.1122, aphilip@jjay.cuny.edu)

Student Support Manager/ Advisor. Adrienne Fitzgerald (212-393-6407, afitzgerald@jjay.cuny.edu)

Specialist/ Advisor. Sara Shaw-Clarke (sashaw@jjay.cuny.edu)

Advisor. Alexander Probst (aprobst@jjay.cuny.edu)

Macaulay Honors Program at John Jay College Advisor. Aisha Abdelmula
(aabdelmula@jjay.cuny.edu)

Admission (*Application required*). There are ~~two~~ **three** entry points into the Honors Program:

Entering Freshmen. Admission is based upon the student's high school average, their application essay and other materials, and an interview.

Continuing and Transfer Students. Admission is based upon the student's college GPA, their application essay **and other materials**, and an interview. John Jay students **and transfer students** who have completed 2-4 semesters of college and have a minimum of four semesters remaining at John Jay may apply to join the program ~~as sophomores (at least six semesters remaining) or juniors (at least four semesters remaining)~~. To be eligible, students must have a cumulative GPA of 3.3 or higher, and no more than 75 credits completed at the time of entry into the program.

Academic Program Requirements

Honors Program Required Courses for Freshman Entry

PART ONE. Introductory Courses

Subtotal: 12 cr.

HON 1XX Introduction to Justice Inquiry and Action Research

HON 181 Honors Colloquium I (1.5 cr)

HON 182 Honors Colloquium II (1.5 cr.)

ENG 260 Grammar, Syntax, and Style: Writing for All Disciplines (Honors Section)

MAT 150 Intro to Data Analysis (Honors section)**OR****ECO 105 Understanding US Economic Data** (Honors section)

Note: HON 1XX is being proposed to satisfy the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program. MAT 105 satisfies the Required Core: Math and Quantitative Reasoning area and ECO 105 satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

~~OR (for students who bring in credits for Composition)~~~~FYS First Year Seminar (Honors Section)~~~~LIT 237 Literature as Witness [CO: Learn from Past] (Honors Section)~~~~ENG 101 Composition I (Honors Section)~~~~ENG 201 Composition II (Honors Section)~~**PART TWO. Pursuit of the Common Good** ~~Sophomore Year~~**Subtotal: 15 cr.**

Required

HON 201 Critical Perspectives on the Common Good

HON 202 Leadership and the Common Good (new title: Shared Futures: Research for the Common Good)

Select Three

HON 377 Experiential Learning

HON 380 Selected Topics

HON 385 Faculty Mentored Research

Graduate level course or course for Honors in your major (contact your Honors advisor for more information).

Note: **The courses above are all repeatable.**

Advisors Note: HON 201 satisfies the Flexible Core: Individual and Society area and HON 202 satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

PART THREE: Capstone Sequences**Subtotal: 6 cr.****Select one sequence****Academic Capstone Sequence**

HON 301 The Idea of the Common Good Across Disciplines (new title: Honors Capstone Seminar I)

HON 401 Honors Capstone Seminar II, Research and ~~the Theme of~~ the Common Good

OR

Project-Based Capstone Sequence

HON 484 Faculty Mentored Research Around the Common Good

HON 485 Faculty Mentored Capstone Research on the Common Good

Advisor's Note: HON 301 satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

Senior Year

~~HON 401 Honors Capstone Seminar: Research and the Theme of the Common Good~~

~~OR~~

~~HON 484 HON 485 The Honors Year Long Project-based Capstone Sequence~~

Total Credits for Freshman Entry: 33

Required Courses for Continuing and Transfer Student ~~Sophomore Entry~~

PART ONE. Required Introductory Courses ~~Sophomore Courses~~

Subtotal: 6 cr.

HON 181 Honors Colloquium I

HON 182 Honors colloquium II

HON 2XX Justice Inquiry and Action Research

Advisor's Note: HON 2XX is being proposed to satisfy the John Jay College Option: Justice and the Individual (200-level) area of the Gen Ed Program.

~~HON 201 What is the Common Good? (these courses moving to Part Two below)~~

~~HON 202 Leadership and the Common Good~~

~~HON 380 Selected Topics or HON 385 Faculty Mentored Research~~

~~(Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)~~

PART TWO. Pursuit of the Common Good ~~Junior Year-~~

-Subtotal: 12 cr.

~~Required~~

HON 201 Critical Perspectives on the Common Good

HON 202 ~~Leadership and~~ Shared Futures: Research for the Common Good

Advisor's Note: HON 201 satisfies the Flexible Core: Individual and Society area and HON 202 satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

Select Two

HON 377 Experiential Learning

HON 380 Selected Topics

HON 385 Faculty Mentored Research

Graduate level course or course for Honors in your major (contact your Honors advisor for more information).

~~HON 301 The Idea of the Common Good Across Disciplines (moves to Part three below)~~

PART THREE. Capstone Sequences ~~Senior Year~~

Subtotal: 6 cr.

Select one capstone sequence

Academic Capstone Sequence

HON 301 The Idea of the Common Good Across Disciplines (retitled: Honors Capstone Seminar I)
HON 401 Honors Capstone Seminar II, Research and the Theme of the Common Good

OR

Project-Based Capstone Sequence

HON 484 Faculty Mentored Research Around the Common Good
HON 485 Faculty Mentored Capstone Research on the Common Good

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

Total credits for Continuing or Transfer Entry: 24**Required Courses for Junior Entry****Junior Year**

HON 181 Honors Colloquium I (formerly HON 191)
HON 182 Honors colloquium II (formerly HON 192)
HON 201 Intellectual Foundations I: What is the Common Good?
HON 301 The Idea of the Common Good Across Disciplines
Two HON 380 Selected Topics and/or HON 385 Faculty Mentored Research

(Note: It may be possible to fulfill this requirement with a course for Honors in your major or a graduate course. Contact your Honors advisor for more information.)

Senior Year

HON 401 Honors Capstone Seminar: Research and the Theme of the Common Good

OR

HON 484 HON 485 The Honors Year Long Project-based Capstone Sequence

Appendix 1: Program Revision: Rationale

Honors Program Curriculum Revisions 2023 -2024

Program mission, purpose, philosophy

The general goal of this revision is to clarify and emphasize the mission of HP as a place for undergraduates interested in education that concerns itself with the common good and aims to contribute to a society defined by justice.

Such an engagement necessarily takes the form of deeper learning about the social, historical, economic, and cultural forces that have created the conditions of injustice as we know them, so as to understand their origins, explain their persistence, and perhaps suggest some possibilities for changing them. It also takes as a unique advantage the role of John Jay as a minority-serving institution, recognizing the makeup of its student body as a particular strength. As first-generation college students, new Americans, recent immigrants, racialized communities, and working-class migrants, they are a constituency uniquely invested in interrogating assumptions about knowledge that have long normalized injustice using the authority of academic institutions.

A deep engagement with the process of learning and students' ownership of the process of acquiring authority over knowledge committed to justice and the common good defines the idea of research in the revised curriculum. Such a definition distinguishes the program from other programs that require students to engage in research (most specifically from McNair), by introducing into the curriculum continuing opportunities for students to define how they produce knowledge and where they use it. Research in this context is seen in a wider application, not just toward a PhD program, i.e. that which can be applied to learning about and fostering change in a sector of society the student cares about and wants to delve into.

HON students may or may not continue their research in an academic environment, but will continue to use their skills in finding and assessing existing knowledge in a variety of professional and academic settings, e.g., in nonprofit organizations, prison programs, mental health work, etc. —wherever they put their research skills into practical use in the hopes of furthering positive societal change. The revision thus envisions that learning-through-research in the Honors Program encompasses conventional academic learning in the classroom and the library (recognizing various disciplinary methodologies and existing fields of interest), but also investigations of knowledges students bring to class, their interests in the lives of communities they inhabit, and their relationship to discourses and technologies that mediate their ideas about identity, conceptions of justice, and access to knowledge about identities, societies, and commons come into being.

The broad idea of research would underlie all courses in the Honors Program, and students would enter the program with an awareness of the kinds of academic and scholarly work available to those who complete their degrees in the program. They would be able to make

up their research path, using their experience in courses and time in the program to define the kind of work they wish to present as their long-term project. “Capstone projects” could then range in form and character from conventional research papers or reports (squarely within disciplinary boundaries and equipped with a conventional scholarly apparatus), to experimental projects that combine methodologies and envision a number of non-academic audiences, encouraging forays into disciplines and fields of interest that were not students’ major or minor fields; and projects practicing social action research, whose audience is not academic but whose aims and arguments are supported by a deep knowledge of the possibilities for initiating social action, its risks and potentials, etc.

Curricular changes

Our revision proposes to shift the beginning of students’ first engagement with a field of interest to the beginning of their HP career. A field of interest related to the ‘idea of the common good’ is something students would bring to the program because the program would explicitly posit its mission to be education of young scholars capable of practicing in a variety of professional fields or community organizations with a solid sense of the ways knowledge and action are mutually dependent, created in a variety of contexts, and how they reflect existing social and cultural values and hierarchies.

Treating the space between conventional or theoretical academic research and social action research as an uninterrupted field of knowledge and collaboration, the Honors Program curriculum makes it possible for students to integrate their academic work with community engagement. While some may find themselves producing a conventional thesis in a clearly delineated academic field, others could use their time in the program to consider different levels of complexity in civic engagement (individual volunteerism to organizational involvement, electoral participation, community-based learning, service-learning classes, community-based research, service within the community) and make their final project a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization)

The primary goal of this curricular revision is to integrate possibilities of the research process with the justice content. In the long term, such a revision would imply a shift in the criteria used for admissions in the Honors Program, and a re-description of what kind of ‘promise’ the program is looking for in its prospective students. The program would aspire to engage students in a new way in the process of learning that offers few opportunities to check boxes for an assignment. Instead of imposing on the students the ‘good’ ways of knowing and defining sources of authority for them, this learning process would invite students to bring their existing strong interest in ‘the common good’ and commitment to some conception of justice to study the knowledge they bring to the program. They would get from the program the sustained support in developing their communal and broad social visions, analyzing the ways their visions of possibility benefit from academic training, and

anticipating how their ideas, knowledge, and passions could be understood by others and to what consequences.

This kind of expansion depends on slowing down the course -based process of learning, that is, on intensifying students' feeling of ownership of the learning process across the course sequences. Students would get an opportunity to define their relationship to a particular area or a kind of knowledge, and reflect on the changes happening to them as they gradually become knowledgeable about a complex set of issues. On a practical level, the curriculum would offer recursive and scaffolded skill practice throughout. Each class would require reading, critical assessment and response, research exploration, writing, and making arguments from the material at hand. Students' 'research agenda' would begin at the 100-level, not with an assumption that they know the topic of their capstone project but in order to deconstruct what it is they think they know, how their knowledge could change, and who else is out there who could help them learn and act on their knowledge.

Appendix 2. Revised Curricular Model

| Course | Core Function / Role | Revised LO addressed |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| HON 181/182 Honors Colloquium (revised description) | Introduce the common good and research as a tool for addressing pressing common good questions and issues students and their world | 1, 2 (basic) |
| HON 1xx/2xx First Year / Sophomore Seminar Intro to Justice Inquiry and Action Research | Practice core skills (reading, writing, info lit, analysis) Connect to justice-oriented research Learn about / try out research as social action | 2, 3, 4 (basic) |
| HON 201 Critical Perspectives on the Common Good | Learn and critique Common Good theory Practice applying Common Good theory to real world issues Practice core skills | 1, 4 (intermediate) |
| HON 202 Shared Futures (or MHC 226 for MHC students) | Practice conducting socially engaged research Prep for capstone research: <ul style="list-style-type: none"> identifying an active topic, issue, or question in a disciplinary or interdisciplinary field of study Choosing pathway HON 301-401 (academic) or HON 484-485 (applied) | 2, 3, 4 (intermediate) |
| HON 377 / 380/ 385 Experiential Learning/ Special Topics/Faculty Mentored Research | Apply research and action to common good topics | 2, 4 (intermediate) |
| HON 301 (HON 484) Capstone Seminar I (Course revision + model syllabus) | Capstone Research: assessing the state of the field with respect to the topic, issue or question Refining topic into research question selecting a method to gather and analyze information to answer the research question | 1, 2, 3, 4 (advanced) |
| HON 401 (HON 485) Capstone Seminar II (revised description) | Capstone Research: gathering and analyzing primary source information relevant to contributing to the understanding of the relevant topic developing an original interpretation supported by the information that contributes to the understanding of the relevant topic framing and communicating the interpretation with respect to the contours of the field of study | 1, 2, 3, 4 (advanced) |

Appendix 3. Capstone assessment rubric

| Honors (revised) LO | 4 | 3 | 2 | 1 | 0 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. demonstrate a critical understanding of the concept of the common good, and its relation to issues of social justice. | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic that relate the common good. | Identifies a focused and manageable topic that appropriately addresses relevant aspects of the topic that relate the common good | Identifies a topic that while manageable, is too narrowly focused and leaves out relevant aspects of the topic that relate the common good | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. No clear relationship to the common good. | No clear topic or relationship to the common good. |
| 2. Discover and engage with the research of communities of practice (academic, community, and/or professional) addressing issues of interest to them. | Engages the most significant approaches, voices, and sources in the discipline / field and synthesizes them to frame their own research. | Presents approaches, voices, and sources in the discipline / field and relates some of them to their own research. | Presents limited approaches, voices, and sources without a clear relationship to their own research. | Approaches and sources are irrelevant or inappropriate for their research. | Does not include sources, points of view, or approaches on their topic. |
| 3. Identify, evaluate and employ varied methodological approaches to argumentation and research | Selects and develops an appropriate disciplinary or interdisciplinary methodology or theoretical framework for interpreting evidence. Organizes and synthesizes evidence to reveal insightful patterns. | Most elements of the methodology or theoretical framework are appropriately developed. Analyzes evidence to reveal important patterns related to focus. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. Analyzes evidence, but is not effective in revealing important patterns. | Demonstrates a misunderstanding of the methodology or theoretical framework. Lists evidence, but it is not organized and/ or is unrelated to focus. | Does not include a methodology or evidence. |
| 4. Communicate research-informed projects to stakeholders using appropriate disciplinary and professional conventions. | Demonstrates a thorough understanding of context, audience, and purpose of their research, skillfully executing disciplinary conventions. Language gracefully and skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. | Demonstrates adequate consideration of context, audience, and purpose of their research, largely according to disciplinary conventions. Uses straightforward language that generally conveys meaning to readers with few errors. | Demonstrates basic awareness of context, audience, and purpose of their research, and of disciplinary conventions. Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Demonstrates minimal attention to context, audience, and purpose of their research. Uses a basic organization system, but may not correspond to disciplinary conventions. Language sometimes impedes meaning because of errors in usage. | No attention to context, audience, and purpose of their research. Lacks a system for basic organization and presentation. Meaning is not conveyed due to excessive errors. |

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

Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 10/12/23

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:

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

Name: Valerie West

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

Phone number(s) 212-237-8387

2. a. **Title of the course:** Evidence of Things Not Seen: Quantitative Reasoning in Criminal Justice

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

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

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

The course is introductory and requires no prior knowledge or skills beyond basic arithmetic. The course is an introduction to quantitative literacy and reasoning as a foundation for future college work.

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

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

The need for better quantitative reasoning and quantitative skills in general is well known. This course addresses this issue by developing these skills with deceptively simple approaches. It is a foundational course in thinking with numbers, rather than using numbers to make a point or win an argument. Often quantitative skills are understood in vacuum. The ability to translate basic skills to think about complex problems is crucial in contemporary life. People entering the job market today are likely to have multiple careers over their working life. Scientific reasoning is a substantial and important skill that will travel with students across all facets of their future lives. The course also lays the foundation for quantitative reasoning skills that students will use

throughout their academic career. The course is part of the revision of the CJBA Major to better prepare major for their upper-level courses and their senior theses.

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 uses open data and accessible techniques to deeply explore current criminal justice issues as they take shape and require responses from experts, policy makers, politicians, and citizens. The course explores how individuals and organizations understand criminal justice issues, shape responses, solutions, and the demands for reform and social justice. The underlying source of an issue is sometimes hidden or unseen, often, assumptions prevent accurate understanding and responses. This course uses foundational techniques in analysis where students will combine the power of numbers, the might of the pen, and the importance of logic to understand and identify the origin and potential solutions to issues in criminal justice.

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): None

6. Number of:

- a. Class hours 3
- b. Lab hours
- c. Credits 3

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

 X No Yes. If yes, then please provide:

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

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

- 1) Students will be able to gather, interpret, and assess information from a variety of sources and points of view.
- 2) Students will be able to produce well-reasoned written or oral arguments using evidence to support conclusions.
- 3) Students will be able to evaluate evidence and arguments critically or analytically.

- 4) Students will be able to identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: epidemiology, criminal justice, logic, mathematics, statistics.
- 5) Students will be able to demonstrate how tools of scientific inquiry, mathematics, statistics, or formal analysis can be used to analyze problems and develop solutions.
- 6) Students will be able to articulate and evaluate the empirical evidence supporting a scientific or formal theory.

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)

This course will become a Part I Core Course in the CJBA Major after the program revision is approved through governance.

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

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

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

Students will be assessed:

There are four different kinds of assignments. The first three prepare students for their final projects. All the assignments are relatively short. Writing assignments are typically approximately a page. Assignments will use the Gen Ed Rubric for grading

Short Written assignments, where students will first learn to identify and evaluate quantitative arguments and make their own. Students will learn first to identify the argument/claim, next, assess the quantitative evidence, and lastly identify how well the quantitative evidence supports the argument/claim being made.

Data Assignments: Reading quantitative information, understanding the quantitative information, and evaluating that quantitative information. Students will learn to read tables. Students will learn to evaluate the quality of the quantitative information and how accurately the quantitative information is presented and interpreted. Students will learn to distinguish between the importance of a problem the volume of a problem and the magnitude of a problem.

Data Assignments Making their Own Figures/Graphs/Tables students will learn to make basic visualizations of quantitative information. In the form of graphs and tables. Selections made in casting tables or how data are displayed influence how the information is interpreted.

Final Project incorporating logical argumentation and the use of quantitative reasoning. Course assignments will build toward a final project. Students will select a topic area and ask and answer a question from the area using quantitative information. The course assignments teach the techniques and the conceptual framework to define a question that could be answered and then answering it.

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)

☐ eBooks

Subject specific library databases:

☒ X Academic Search Complete

☐ Gale Reference Sources

☒ X NexisUni

☒ X PsycInfo

☒ X Criminal Justice Abstracts

☒ X Sociological Abstracts

Other (list them here) _____

Are there existing library Research Guides to support your class?

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

No ☐

Yes ☒ X

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

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval: October 2023
15. **Faculty - Who** will be assigned to teach this course? Valerie West, Joel Capellan, Kevin Wolf, Gohar Petrossian, Brian Lawton, Violet Yu
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
- ☒ No
☐ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- ☒ Not applicable
☐ No
☐ Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?
- ☒ No
☐ Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals: Evan Mandery, Chairperson, Department of Criminal Justice



John Jay College of Criminal Justice
Evidence of Things Not Seen
Fall 2024

(CJBA 1XX (130)
 Monday/Wednesday
 Meet Thursdays on Zoom
 9:25-10:40 (634T)
 Provisional

Instructor:
 Valerie West
 Department of Criminal Justice
 524 West 59th Street, 635
 Phone 212-237-8387
 vwest@jjay.cuny.edu

Office Hours:
 Monday 1:00-3:00pm
 & By Appointment

Course Description

This course uses open data and accessible techniques to deeply explore current criminal justice issues as they take shape and require responses from experts, policy makers, politicians, and citizens. The course explores how individuals and organizations understand criminal justice issues, shape responses, solutions, and the demands for reform and social justice. The underlying source of an issue is sometimes hidden or unseen, often, assumptions prevent accurate understanding and responses. This course uses foundational techniques in analysis where students will combine the power of numbers, the might of the pen, and the importance of logic to understand and identify the origin and potential solutions to issues in criminal justice.

This semester we will be exploring police accountability and diversity through the lenses of recently released disciplinary files of the Civilian Complaint Review Board (CCRB). The deaths of Eric Garner and George Floyd at police hands renewed the push to repeal the statute— known as “50-A”— that kept secret officers’ disciplinary records. Lawmakers responded to this groundswell of political pressure by repealing the decades-old provision. The NYCLU and ProPublica then acquired the CCRB records and made this information public. We will use these data to look at issues in police accountability particularly around issues of race, social justice, and bias.

Course Requirements*

The course is demanding and is designed for students in their first or second year of college. The material is built on a scaffold and builds on itself. Therefore, you must keep current with homework and other assignments and bring your questions about the material to class. Throughout the semester there will be weekly homework assignments, independent work, and a final project. Your grade will be based on the homework, class performance, final project. The homework is designed to build your skills, technical and analytic, to better understand issues in crime, punishment, and justice. But you must stay current with assignments. You will learn to produce basic descriptive numerical information and charts about current

issues, numerical information that helps you understand the issues as they emerge. You are encouraged to present a poster at Research Week in the spring using the projects you work on in this class.

Learning Outcomes:

1. Students will be able to gather, interpret, and assess information from a variety of sources and points of view.
2. Students will be able to produce well-reasoned written or oral arguments using evidence to support conclusions.
3. Students will be able to evaluate evidence and arguments critically or analytically.
4. Students will be able to identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: epidemiology, criminal justice, logic, mathematics, statistics.
5. Students will be able to demonstrate how tools of scientific inquiry, mathematics, statistics, or formal analysis can be used to analyze problems and develop solutions.
6. Students will be able to articulate and evaluate the empirical evidence supporting a scientific or formal theory.

Prerequisites: None

Evaluation: Grades will be assigned as follows,

| | |
|-----------------------------------|-------------------|
| Assignments | 50% |
| Practice Assignments | 15% |
| Final Project | 25% |
| <u>Class Participation</u> | <u>10%</u> |
| TOTAL | 100% |

In addition to the work done in class, there are weekly assignments all will include some written work, and many will include working with data. The assignments will build toward a final project.

All Assignments are posted on Brightspace.

Writing Assignments are all between 1 and 2 pages and are posted on Brightspace. These assignments will ask you to develop an idea, evaluate assigned material, or implement techniques learned in class. For example, in week one, you will make use of a reading and in-class activities to develop a one-page explanation of how to explain an idea or issue using a combination of written text and numbers. See the Gen Ed Writing Rubric for grading framework.

Other Assignments and Steps to complete final project: You will take available numeric information and present the quantitative information in a form that tells a story that is accurately reflected in numbers. Sometimes this will mean casting a table or making a graph. How you present quantitative information is an important step in understanding quantitative information. These assignments will use techniques developed in class and will build toward a final project. Some assignments are elements of your final project.

Practice Assignments: Are credit/no credit assignments that provide the student an opportunity work on a technique learned in class. Practice assignments will also give students an opportunity to evaluate what areas they need to work on.

Final Project: You will ask a question and use publicly available data to answer it. See Brightspace for topic suggestions. The project will be 2- 3 pages of text and at least 2-3 tables, figures, or graphs. You provide supporting information from the available literature for your approach to the question. You will work on

the assignment throughout the semester and hand in sections for feedback during the semester. You will present your project in class at the end of the semester.

Project steps to be completed before you present your final product include:

- a library visit to learn about research resources,
- topic exploration and question development,
- submission of an annotated article and draft tables, charts or graphs, and
- revisions as needed based on professor or peer feedback.

You will receive detailed descriptions about each step as we proceed through the semester. You will incorporate products from these steps to craft your final presentation.

Quantitative and Scientific Reasoning techniques you will develop in this course:

- Apply the empirical method to solve a problem
- Generate data from Open sources
- Create tables to present complex information
- Apply theories to interpret real-world phenomena
- Estimate and predict
- Choose the appropriate method to answer a question

Presenting your Work: You are all invited to participate in John Jay's research week in the spring.

Grading:

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

CLASS LAYOUT

Brightspace will function both as a repository for course information and material, but in many ways as an annex to our classroom. On Brightspace start at the Start Here tab for helpful information about the class structure and what you need to know. In a nutshell all the course material, on Brightspace. Under the Each Week tab there is a folder for each week with all the information for that week. You will see subfolders including one for Practice or Demonstration exercises and one for Homework, everything you will need are contained in those folders. All data for the course is in the DATA tab, unless indicated in the Practice or Homework tabs. Lastly, each week I ask that you fill out an anonymous Exit Survey, the survey is in the folder for the week. The survey helps me know what I need to cover the following week.

CLASS INFORMATION & POLICIES:

- **Communication:** I will use your email listed on Brightspace. Please use the course prefix (CJBA1XX-XX) in the subject header. It also helps to add a topic in the subject line. I will try and respond within 24hrs. Know that I read my email in the morning and again in the late afternoon evening. Use my John Jay email: vwest@jjay.cuny.edu, or leave a message at 212-237-8387. I have weekly office hours.
- **Practice assignments:** Each week you will have practice assignments that cover the new material. They are just that practice for you to master the material. You have as many attempts to get them right as you

need. I do not see those, just that you completed them. These are very short questions that you answer directly on Brightspace and reflect the material covered each week. The practice questions are to let you know what you need to work on, or to ask questions about in class.

- **Homework:** Stay current with the homework. If you fall behind, you will get lost. It is much harder to catch up, than stay current.
- **Time Commitment:** Generally, the expectation is that you will spend 3 to 4 times the amount time working outside of class that you spend in class. In addition, there is variation in the speed that each of you work and how long each assignment will take. The variation is such that I don't provide an estimate for each assignment. But I do suggest that you set aside several hours each week until you have a sense of how long things take you. Variation and estimation are key concepts in statistics that we will examine all semester from different perspectives.
- **Make-up Policy:** Make-up exams or extensions on assignments will not be given except in cases of an excused absence. Excused absences include illness, death in the immediate family, required school activities, and required court appearance.
- **Plagiarism:** Plagiarism is the act of presenting another person's ideas, research, or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
 - Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;
 - Presenting another person's ideas or theories in your own words without acknowledging the source;
 - Using information that is not common knowledge without acknowledging the source;
 - Failing to acknowledge collaborators on homework and laboratory assignments.
 - The use of AI in your assignments. Representing AI results as your own is also plagiarism.

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Undergraduate Bulletin, 2013, p.231)

- **Other Academic Dishonesty:** It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Academic dishonesty will not be tolerated, and violations will be reported to the University's Office of Student Conduct. Academic dishonesty includes submission of materials for which students have already received a grade, either in the current course or a previous course. To avoid any confusion, students must inform the course instructor when the student is submitting a paper on a topic that the student has researched for another course.
- **Classroom Behavior:** The success of this class is dependent not only on my ability to convey new and abstract concepts and ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. Classroom disruption is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." This includes such things as leaving the classroom repeatedly, making loud and distracting noises, and pursuing side conversations during the course lecture. This also includes reading outside material, sleeping, text messaging and using laptops for non-academic functions (IM, e-mail, web surfing, etc.). Also, please note that ***cell phones are to be turned off during class***. Repeated classroom disruptions will result in being asked to leave the class and may ultimately affect the grade you receive. Repeated tardiness to class lectures will also be considered disruptive and may influence your final grade in the course. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated.
- **Grade disputes:** If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email that describes your concern in detail. This request

must be submitted within three business days after grades for the relevant assignment have been disseminated.

- **Communication:** If lectures or my office hours are canceled for any reason or if there are any other changes to information contained in the syllabus, I will post the information on the Brightspace website and if time permits, announce them in class. All communication should occur via email or in person during my office hours.
- **Incompletes:** A grade of Incomplete may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the drop/withdrawal date but prior to the end of the semester, and which prevent student from completing course requirements. Incomplete grades may be assigned only on request by the student.
- **Students with Special Needs:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

| Course Outline* | | | |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Fundamental Concepts | | | |
| Date | Topic | Things to Do: Assignments, Reading, and Outside Work | Due |
| 8/28-30 Week I | Introduction to the course. Course requirements, syllabus, and a brief introduction to Brightspace (LMS) Using Words and Numbers to Explain How Things Are. Conceptual Overview | Reding: Juster, Norton (1961) The Phantom Tollbooth, pp74-77 Brightspace The relationship between words and numbers. | 8/28 9/6 |
| | | Written Assignment 1 Page: Using Words & Numbers as Explanation or Argument. <ul style="list-style-type: none">How to use words and numbers together as explanationUse the information from class to write a description of the changes made that uses the quantitative information to accurately reflect the changes | |
| | | Practice Assignment: Identify number arguments | |
| 9/6 Week I Continued | John Snow & Cholera epidemic of 1854. Which evidence matters. The search for the pump handle. How to select relevant information | Reding: Freedman, David, A. (1991), <i>Statistical Models and Shoe Leather</i> , Sociological Methodology vol.21:191-313 Brightspace Read 294-299 | 9/6 |
| | | Practice Assignment: Identify Pump Handle | |
| 9/11-13 Week II | Looking for the pump handle: Introduction to reading and Casting Tables In class work on making a table What is an empirical question | Watch: John Snow and the 1854 Broad Street Cholera Outbreak at Harvard Online Shoe Leather Epidemiology at Harvard Online | 9/11 |
| | | Assignment: Using Your Own ‘Shoe Leather’ Topics listed on Brightspace I page Written assignment <ul style="list-style-type: none">Define a questionElements that might relate to the question | 9/18 |
| | | Practice Assignment: How to ask an empirical question | |
| Evidence and Assumptions | | | |
| 9/18-20 Week III | Columbus and the ‘New World’ Assumptions & Interpretation of Evidence: Sea Beans and Gyre | Reading: Ebbsmeyer, Curtis & Eric Scigliano (2010) Flotsametrics and the Floating World , Harper pp123-25; 127-30 on Brightspace | 9/18 9/27 |
| | | Written assignment: Defining Columbus’ Assumptions 1-1.5 pages Brightspace Columbus and Shoe Leather <ul style="list-style-type: none">What evidence did Columbus use?What assumptions did Columbus make interpreting the evidence?What evidence did Columbus discount?In historical context, were their other reasonable interpretations of the evidence? | |
| | | Practice Question: Connect the evidence to the question | |

| | | | |
|-------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 9/27 Week III Continued | Library Visit | Final Project topics due Select three possible topics from the list on Brightspace define 1 question for each topic area. | 9/27 |
| 10/2-4 Week IV | Getting started with Research Gapminder: Testing our own assumptions. | Without doing any research. Pick 3 topics from the list on Brightspace. For each topic answer the questions in the survey. Bring your survey answers to class. | 10/2 |
| | Conceptual Overview: How big a problem is v. how important a problem is. | Practice Question: Size v. importance | |
| | | | |

| Exploring Diversity & Equity | | | |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 10/10-11 Week V | Introduction to Open-Source Information: Buyer Beware. How to read charts, tables, and figures In class exercise | <p>Watch demonstration video on Brightspace on Open-source Data.</p> <p>Visit https://opendata.cityofnewyork.us/ https://github.com/cityofnewyork https://www.nyc.gov/site/ccrb/policy/data-transparency-initiative-mos.page</p> | 10/10 |
| | | <ul style="list-style-type: none"> Written Assignment: Pick One Chart from the CCRB that you think is clear and (read the chart) explain in a paragraph what the chart is saying. <p>Pick another chart from the CCRB that you find confusing or are having trouble reading. In a single paragraph, say how the chart is confusing. Include both Charts in the body of the assignment</p> | |
| | | <ul style="list-style-type: none"> Practice Assignment: Reading tables, what did the table tell you? | |
| 10/16-18 Week VI | Brown v. Board of Education Brown was decided in 1954, Yet into the 1980s there were still school districts in desegregation litigation, including Schools in places like Yonkers and Boston. | <p>Reading: Rosenberg, Gerald (2008), <u>The Hollow Hope</u>, Bound for Glory? Brown and the Civil Rights Revolution Selections on Brightspace</p> <p>Written Assignment: Defining the value of diversity.</p> <p>Submit one annotated article on your topic See Brightspace for instructions</p> | 10/16 |
| | | <ul style="list-style-type: none"> Written Assignment: Defining the value of diversity. How might you measure it? Written Assignment: Submit one annotated article on your topic See Brightspace for instructions | |
| | | <ul style="list-style-type: none"> How would you measure that? | |
| 10/23-25 Week VII | Students For a Fair Admissions, Inc v. President and Fellows of Harvard College | <p>Readings: Students For a Fair Admissions, Inc v. President and Fellows of Harvard College, 600U.S.181(2023) Selections Brightspace</p> <p>Supreme Court Rejects Affirmative Action</p> <p>Conservative activist steers US Supreme Court college race cases</p> | 10/23 |
| | | <p>Written Assignment, 1.5 Pages Present the opinion you most disagree with. What are the assumptions of the argument? What is the logic of the argument?</p> | |
| | | <p>Practice Question: Alternative interpretations.</p> | |
| 10/30-11/1 Week VIII | Diversity In Municipal Workers Return to the CCRB | Reading: CCRB History | 10/30 |

| | | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| | Why was the data collected? In class exercise | Written Assignment: Interrogating the Quality of your Data. Where does your data come from? How might the History of the CCRB be reflected in the data collected? Practice Assignment: data by another name. | |
| 11/6-8 Week IX | How to display information in Charts for Interpretation. In Class Exercise of making charts and selecting element to include, or exclude. | Written Assignment: See Brightspace for full assignment <ul style="list-style-type: none"> Review the CCRB Chart on Ethnicity, How does that compare to the population of NYC? What do your observations say about the diversity of the NYCPD? What do you think the impact of a more diverse police force would be? Practice Assignment: What did you count? | 11/6 |
| 11/13-15 Week X | Constructing Tables to include periodization. What happens when you re-caste a table. How to show your data for different groups and time periods. Constructing rates. | Practice Assignment: See Brightspace for full assignment <ul style="list-style-type: none"> Using the CCRB Data on Brightspace examine Complaints by Ethnicity and Year How does that compare to your findings from last week? Recreate the Figure using a different denominator. Interpret your Figure Practice Assignment: grouping data | 11/13 |
| 11/20 Week XI | In Class Reviewing the basics of making Charts | Assignment: <ul style="list-style-type: none"> Submit at least one chart, figure, or table from your project. See Brightspace for components Practice Assignment: rows and columns | 11/20 |
| 11/27-29 Week XII | Interpreting your data matching words and numbers In class exercise on comparing claims and what the data show. | Assignment <ul style="list-style-type: none"> Submit at least one chart from your project with a short description of what the chart shows. Practice Assignment: miss-match of claims and evidence | 12/4 |
| 12/4-6 Week XIII | Student Presentations and Critique | See Brightspace for how to constructively critique presentation. Use the outline on Brightspace | 12/4 |
| 12/11 Week XIV Continued | Student Presentations and Critique | See Brightspace for how to constructively critique presentation. Use the outline on Brightspace | 12/11 |
| 12/20 | <i>Predicted data for the Final set by the college Final Projects Due.</i> | https://www.jjay.cuny.edu/final-exam-schedules | |

*Subject to change

General Education Writing Rubric

| | 5 Impressively Exceeds Expectations | 4 Exceeds Expectations | 3 Meets Expectations | 2 Below Expectations | 1 Significantly Below Expectations | 0 Absent |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------|---------------------------|
| 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. | | | | | | |

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

New Course Proposal Form

Date Submitted (REVISED September 9, 2024)

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: Law and Police Science

b. **Name** and contact information of proposer: KIMORA

Email address: kimora@jjay.cuny.edu

Phone number: 914-613-7824

2. a. **Title of the course: Educating Behind Bars: Policy Implications, Programs, and Issues in Correctional Education**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Correctional Ed Policy & Progs

c. **Level** of this course ___100 Level ___200 Level X 300 Level ___400 Level

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

This course is at a higher-level application of corrections within the field of correctional education. Convergent mixed methods design has been adopted to investigate the positive and complicated aspects of correctional education. This form of specialization in both application and research is generally reserved for 300 level courses. The length and difficulty of readings and assignments are appropriate for the 300-level.

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

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.)

A correctional education course has never been offered. In 1990, the UN General Assembly adopted "Basic Principles for the Treatment of Prisoners" which provides for the need to treat those who are in prisons or jails with respect. (United Nations, 1990). They included specific reference to the right of those people to take part in 'cultural activities and EDUCATION aimed at the full development of the human personality'.

Correctional education addresses those needs and rights. The students can learn about correctional education as a way to promote racial justice and social equity. Finally, students can envision correctional education as a possible career choice.

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

This course examines policies, practices, and issues in correctional education programs as a means to rehabilitate offenders (participants) in prisons, jails, and locked wards in hospitals. Educational programming for parolees and probationer will be examined. Students will be introduced to teaching techniques used by correctional educators and reflect on how students learn. The course will also examine policies and their implications for correctional education in the U.S. Students will explore the career of a correctional educator in the context of American corrections.

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

ENG 201; COR 101 or ICJ 101 or PSC 101 or CJBS 101, or permission of the instructor/department

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 ___X___ Yes. If yes, then please provide:

- a. Semester and year: See below
- b. Professor: Kimora
- c. Enrollment(s): See Below
- d. Prerequisites(s): ENG 201; COR 101 or ICJ 101 or PSC 101 or permission of instructor

| Semester(s) and Year(s) | Enrollments |
|-------------------------|-------------|
| Fall 2021 | 32 |
| Fall 2020 | 28 |
| Fall 2019 | 28 |
| Fall 2018 | 28 |
| Fall 2017 | 31 |

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

Students will:

1. Describe the role of correctional education in prisons, jails, and locked wards in hospitals.
2. Analyze research regarding correctional educational policies.
3. Understand concepts in correctional education such as cognitive skills, corrections, correctional educator, leadership skills, racial justice and social equity, various policy implications of correctional education, vocational education, GED completion, and remedial instruction.
4. Research and write a succinct and thought-provoking midterm essay exam and final essay exam which utilize correctional educational programs, policies, and issues to support claims.

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)

Minor in Corrections (Part Two: Electives); and the CJBS major, Part Three, Distribution Area, Cat. C and the 300-level requirement of the CJBS major.

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

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

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

A variety of methods, including but not limited to the following, will be used to assess student learning: two essay exams, and application of five correctional research questions as part of class participation. Grading rubric is explained in detail in the syllabus to provide clarity of expectations in the course.

This course assesses student learning through a combination of class participation, and two essay exams.

- 1) Class participation-25%
- 2) Midterm Essay Exam-25%
- 3) Final Essay Exam-50%

1) Class Participation-25%

During the first week of class, the student will submit an assignment in which the student will reflect on a series of questions, including career goals, which allow the professor to have an INDIVIDUAL DISCUSSION with EACH STUDENT, regarding how those career goals fit with the course. In the process, the student learns about the course learning outcomes as they relate to their own career interests. For the rest of the semester, a series of reading assignments that are culturally responsive, inclusive and anti-racist and a written assignment dealing with five research questions in correctional education are given in the context of "READ and PONDER", allowing the student to check-in with the professor, emphasizing a need to relate the field of corrections to correctional education. In addition, the student is encouraged to explore issues of social equity as they relate to correctional education so that the student becomes more committed to fairness, justice, and equality in the formation of ideas to serve the public interest. (The professor will promote a culturally responsive, inclusive and anti-racist curriculum.)

2) Midterm Essay Exam-25%

During the midpoint of the semester, a midterm essay exam will be assigned to the students. The essay exam will consist of TEN (10) essay questions that will be used to assess to what degree the student can sort through a large body of information in the required readings, and then figure out what is important, and explain why it is important. The midterm essay exam will challenge the student to derive key course ideas presented at this point, cite sources of information using APA citations, and utilize analytical skills and critical thinking skills to argue their own opinions with convincing evidence. Students will critically examine the role of correctional education in an aspect of criminal justice called corrections. The questions in the midterm essay exam shall be culturally responsive, inclusive and anti-racist.

3) Final Essay Exam-50%

Toward the final weeks of the course, a final essay exam will be assigned to the student. The essay exam will consist of TEN (10) essay questions that will be used to assess to what degree the student can sort through a large body of information chosen from the required readings and then figure out what is important, and why it is important. The final essay exam will challenge the student to derive key course ideas presented during the entire semester, cite sources of information using APA citations, and utilize analytical skills and critical thinking skills to argue their own opinions with convincing evidence. Students will critically examine the role of correctional education in an aspect of criminal justice called corrections.

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

Yes__X__ No__

- If yes, please state the librarian's name: Professor Ellen Sexton_____
- Are there adequate resources in the library to support students' work in the course
Yes___X___ No_____
- Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: September 22, 2021

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

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**?

___X___ No

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

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

___ Not applicable

___ No

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

Professor Kimora informed Professor Peter Moskos, then Chair of LPS, during spring, 2020, that she would do application for COR 395 to become a permanent course. The result was that Professor Moskos thought this was a great idea.

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

___X___ No

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

19. Approvals: Dr. M. Haberfeld, Chair, Law and Police Science

John Jay College of Criminal Justice
 Law, Police Science and Criminal Justice Administration (LPS)
 The City University of NY (CUNY)
 524 West 59th Street
 Room 422T
 New York, NY 10019

Corrections 395: Educating behind bars: Policy Implications, Programs, and Issues in Correctional Education (Correctional Education: Policy and Programs)

(COR 395.99)

Code 41606

Fall, 202x

ONLINE class!

(Asynchronous class)

Office Hours:

Professor Kimora

Reverend Professor Kimora

(Kimora, Ph.D.)

kimora@jjay.cuny.edu

The best way to communicate with me is via e-mail. I respond promptly to e-mails. Put “COR 395” in the subject header of the e-mail to me.

Course Description for COR 395

This course examines policies, practices, and issues in correctional educational programs as a means to rehabilitate offenders (participants) in prisons, jails, and locked wards in hospitals. There will be an emphasis on topics involved in cognitive skills education (social skills, problem-solving skills, anger management, critical thinking skills, and coping skills.) In addition, students will learn teaching techniques of the correctional educator. In addition, policy implications of cognitive skills educational programming will be explored. Finally, the role of the correctional educator will be explained in the context of jails, prisons, and treatment programs in locked wards (such as hospitals). Students will read and discuss an evidence-based book that covers a correctional educational program for those who are incarcerated. Students will also read research articles that relate to correctional education as well as correctional education policy issues.

Learning Objectives for COR 395

By the end of the course, students will have become aware of the various correctional educational options utilizing education. Students will examine correctional educational programs. Students will discuss the role of the correctional educator in the context of prison, jail, and locked wards in hospitals. The students will learn to enhance their own writing skills to enhance their potential work as a correctional educator. Finally, the students will apply policy implications of increased correctional education so recommendations will emerge from the research studies to prepare students for work as potential policy makers in the field of correctional education.

Students will:

1. Describe the role of correctional education in prisons, jails, and locked wards in hospitals.
2. Analyze research regarding correctional educational policies.
3. Understand concepts in correctional education such as cognitive skills, corrections, correctional educator, leadership skills, racial justice and social equity, various policy implications of correctional education, vocational education, GED completion, and remedial instruction.
4. Research and write a succinct and thought-provoking midterm essay exam and final essay exam which utilize correctional educational programs, policies, and issues to support claims.

Key Terminology

Education

Correctional Education

Correctional Educator

Empowering Education

Cognitive Skills

Critical Thinking Skills

Vocational Education

GED (General Educational Development)

Remedial Instruction

Leadership

Policy Implications of Correctional Education

GOGI (Going Out by Going In)

Culturally responsive, inclusive and anti-racist course (COR 395)

Equity

Ethics

ICPA (International Corrections and Prisons Association)

CEA (Correctional Education Academy)

Prerequisites for COR 395: English 201; CJBS 101 or COR 101 or ICJ 101 or PSC 101 or permission of instructor/department.

Required Text

GOGI, GOGI Certificate Program: 12-week Certificate Course. Los Angeles, CA.

("This Certificate Program contains all the information and assignments you will need to complete your certificate program. To receive your certificate, you will be mailing this portion of your workbook to GOGI for it to be reviewed for academic excellence, completion of required assignments, dates of assignments, required signatures, consistency of work, etc. If your work meets the rigorous standards of academic review, you will receive your certificate within 6-8 weeks. If you need to complete portions of an assignment or more information or certification is needed, you will receive a packet with clear instructions on what is needed to earn your completion certificate." (Source: GOGI, The GOGI Certificate Program, PO Box 88969, Los Angeles, CA 90009, www.gettingoutbygoingin.org, page vi.)

Erismann, W. & Jeanne Bayer Contardo. (November, 2005). Learning to Reduce Recidivism: a 50-state analysis of postsecondary correctional education policy. Washington, D.C: The Institute for Higher Education Policy
<https://files.eric.ed.gov/fulltext/ED558210.pdf>

Evans, D. What Information Travels after Release? (2009?) White Paper. Reentry Research in the First Person. John Jay College Institute for Justice and Opportunity.

Fine, M., Alexis Halkovic. (November, 2013). Higher Education and Reentry: The Gifts they bring. John Jay College, Institute for Justice and Opportunity.
<https://files.eric.ed.gov/fulltext/ED558779.pdf>

Foundation for Critical Thinking. (2003). Three modes of character integration.

Gandy, O. (January, 2014) Choosing the points of entry: strategic framing and the problem of hyperincarceration. Atlantic Journal of Communication 22 (1)

Greene, A. C. (2013?) Checking the Box: Enduring the Stigma of Applying to Graduate School Post-Incarceration. White Paper, John Jay College Institute for Justice and Opportunity.

Institute for Justice and Opportunity, John Jay College of Criminal Justice. (July, 2019) Back to School: A Guide to Continuing Your Education after Prison. U.S. Department of Education.

_____. (2021) Getting the Record Straight: A Guide to Navigating Background Checks.

_____. (March 8, 2019) Is College for Me?

_____. (2020) Mapping the City University of New York.

_____. (2019) Mapping the Landscape of Higher Education in New York State Prisons. (Includes video that supports the enrollment, retention, graduation, and post-college employment success of students with past criminal legal system involvement.)

_____. (March 18-20, 2015) Pretrial Practice: Rethinking the Front End of the Criminal Justice System.

_____. (2021) Reflections on Building a Partnership with Corrections: A Resource Guide for College-in-Prison Programs.

_____. (December 10, 2020) Resource Guide: Reentry and College Access Organizations.

_____. (September 30-October 1, 2015) Solitary Confinement: Ending the Over-use of Extreme Isolation in Prison and Jail

_____. (March, 2017) Women Injustice: Gender and the Pathway to Jail in New York City.

John Jay College of Criminal Justice. (2020). Social justice and racial equity: its implications at John Jay College of Criminal Justice.

John Jay College of Criminal Justice (2021). Seven principles for a culturally responsive, inclusive, and anti-racist curriculum at John Jay College of Criminal Justice” (adopted by College Council on April 8, 2021.
 hrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://new.jjay.cuny.edu/sites/default/files/2023-08/7_P

Parrish, N. (March 15, 2019) Ensuring that instruction is inclusive for diverse learners.

Picard, C. J. (2004) Strategies for effective teaching in the 21st century: supplement for special education in Louisiana Teacher Assistance and Assessment Program, Louisiana Department of Education.

Riggs, R. (November 29, 2016). Higher Education and Incarceration in the United States: The Intersection of Institutions. White Paper, John Jay College Institute for Justice and Opportunity. http://johnjay.jjay.cuny.edu/files/Roundtable_Monograph.pdf

Scott, C.C. (n.d.) "The rules for being human".

Shor, I. (1992). Empowering education: critical teaching for social change Chicago: The University of Chicago Press.

Sum, A., Khatiwads, I. McLaughlin, J. and Tobar, P. (2007). The Educational Attainment of the Nation's Young Black Men and Their Recent Labor Market Experiences: What Can be done to Improve their Future Labor Market and Educational Prospects? Boston, MA: Center for Labor Market Studies, Northeastern University.

Taylor, M. (2012). GOGI Certificate Program: 12-week certificate course. GOGI.

United States Department of Justice and the Fortune Society. Employing your Mission: Building Cultural Competence in Reentry Service Agencies through the Hiring of Individuals who are Formerly Incarcerated and/or in Recovery.

Urban Institute. (August, 2010). Partnering with Jails to Improve Reentry: A Guidebook for Community-Based Organizations.

_____. The Jail Administrator's Toolkit for Reentry.

Vanderwater, C. (July, 24, 2014). Interview: Lessons in lock-up: what is it like to teach in prison?

NO Incomplete Grade Policy

I do NOT issue Incompletes in this course. I expect you to finish the course if you are registered for it. Discuss with me any concerns you have about the course and I will do my best to help you.

NO Extra Credit during the semester

I do NOT issue extra credit in this course. You are expected to complete your work in a timely and professional manner. If you follow instructions, you should not have a problem. You are in charge of your grade. If you have concerns, ask me.

Americans with Disabilities Act (ADA) Policies

Qualified students with disabilities will be provided with reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the professor must receive written verification of a student's eligibility form OAS, which is located in L.66.00 NB. (It is next to Student Affairs.) Contact them by calling 212-237-8031. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to Professor Kimora. You MUST notify Professor Kimora during the FIRST week of class if you qualify. Thank you for your cooperation so we all benefit from ADA Policies.

Resources/Services for Students

Contact the **Counseling Services at the Wellness Center at John Jay College** if you are experiencing psychological and adjustment issues. This includes depression, anxiety and relationship issues. The Counseling Center can help with stress management, time management, etc. Contact them by calling 212-237-8111.

Single Stop is a non-profit organization housed at the Wellness Center for students to access free resources and build financial literacy skills. Our goal is to maintain economic security so that you can stay enrolled and achieve your goals. All of the services are FREE and available to John Jay students and anyone who lives with them. Contact Single Stop at SingleStop@jjay.cuny.edu

The Office of Compliance and Diversity furthers the College's commitment to promote inclusiveness and diversity in the College community. It promotes educational and training efforts that engender respect for all members of our community. It ensures that employment practices are proper and non-discriminatory. If you have questions, please call 646-557-4674.

Additional John Jay Student Resources:

- Admissions/Bursar Holds/Financial Aid
- Technology Issues
- Emergency Support
- Academic Support/Tutoring
- Extra- & Co-Curricular Opportunities
- Research and Special Opportunities
- Student Support Centers/ Services
- Career Services/ Planning

Contact John Jay College at 212-237-8000 for information about “Additional John Jay Student Resources”.

Resources for Racial Justice and Social Equity at John Jay College

LPS Mission Statement

Statement from President Karol Mason of John Jay College

<https://www.jjay.cuny.edu/news/statement-president-karol-v-mason-during-time-unrest>

Statement from the John Jay College Student Council

<https://twitter.com/JJCCouncil/status/1266943252776787969/photo/1>

John Jay Racial Justice Research and Practice Dialogue Series

<https://www.youtube.com/watch?v=NYTxARHOALw>

Ethics Focus in COR 395

The ethics of Corrections, and thus this course, COR 395, embraces core values of respect for human rights, a sense of responsibility, judiciousness, truthfulness, vigilance and discipline. Students are encouraged to review principles of professional conduct in Corrections if they choose to have a career in Corrections.

Course Requirements

25%=Attendance and Participation (This includes the Enrollment Verification Assignment and Five Correctional Research Questions.)

25% = Midterm Essay Exam

50%= Final Essay Exam

Class Participation and Attendance (25%)

Be sure to complete the Enrollment Verification assigned that is distributed by Professor Kimora during the first week of class. See the Announcement Page from Professor Kimora for details. You must be registered for the class and you must respond with the Enrollment Verification assignment. This assignment is worth 5% of your Class Participation and Attendance grade. If you do not do this first assignment, Professor Kimora will think you are not in the class. She will then notify the Registrar. This is a requirement of John Jay College.

Since this is an ONLINE class, you must have an active John Jay e-mail account and you must watch for Announcements posted on your student e-mail account from the professor during the semester. Normally, Professor Kimora will send you an Announcement each Sunday.

You must read the COR 395 syllabus, understand it, and agree to follow it. See Announcement Page on Blackboard for this course.

Consistent and active participation in the course is encouraged. It is very important that you get the required book and read the assignments. You will flunk the course without the required text. Exams are based on the readings in the required book as well as the other assigned readings. Finally, be sure to respond to me if I send you a note.

You must complete the assignment regarding four (4) correctional research questions. (See the listing of the questions and instructions on the September 22, 2021 course schedule for further instructions. Each question is worth 5 points. This assignment is 20% of your Class Participation and Attendance grade. See Blackboard for further instructions for this assignment since you will be sharing your answers to the correctional research questions with your peers. The assignment must be completed before midnight on Wednesday, September 29, 2021 or you will receive an "F" on this assignment.

To be clear, Class Participation and Attendance grade in COR 395 consists of:

- 1) Enrollment Verification Assignment-5%
- 2) Correctional Research Questions-20%

The field of corrections needs leaders. You can be one of them by being prepared! Racist, sexist, homophobic, and/or ageist language is not allowed in the online class. In other words, no hate speech is allowed. You are not allowed to create a hostile learning environment. No one is permitted to make your peers or the professor uncomfortable in any shape or form. We are here to build community.

If you have questions, just ask me. I will do my best to answer your questions.

Welcome to the class!

Decorum

Please be sure to respond to any INDIVIDUAL e-mails, I may send YOU. If you ask for information, I will be happy to answer you. This sounds silly, but be sure to write me a note and thank me. That is being polite, professional and it shows me you read the e-mail.

Always put “COR 395” in the subject header so I see your e-mail right away.

I am here for you, so PLEASE reach out if you need help, have questions, etc. I want you to succeed in this course.

You may e-mail me, Professor Kimora, at any time at Kimora@jjay.cuny.edu

Visit the Osborne Association?

It is OPTIONAL for you to visit the Osborne Association ONCE during the semester (not including December) to watch Professor Kimora in action as a CORRECTIONAL EDUCATOR. She is Education Director of Prevention and Treatment Services at the Osborne Association. Since this is a course on correctional education, it would be helpful if you saw Professor Kimora teach probationers and parolees. Since this is an online class, it may be inconvenient for you to visit the Osborne Association and visit with Professor Kimora. Therefore, this is merely a SUGGESTION, as this experience will aid you, especially if you want to become a correctional educator, a social worker, a mental health counselor, etc. Contact Professor Kimora if you wish to schedule a visit. Be aware that you MUST dress professionally for the visit and you must follow strict rules while you are there. You must make an appointment through Professor Kimora. No student can drop in to the Osborne Association. You cannot bring friends or family with you. You must sign a confidentiality agreement when you visit. You must get clearance BEFORE the visit. You must follow other instructions that Professor Kimora will provide. Finally, you will find the experience quite FUN and INTERESTING. Many students have taken advantage of this option and they LOVE the experience. Are you interested? If so, contact me during the semester.

NOTE for fall, 2021 Regarding an OPTIONAL visit to the Osborne Association: Until further notice, we will NOT be allowing you to visit the Osborne Association as we are CLOSED at this time due to the COVID-19 pandemic (As of September, 2024, some departments at Osborne are open but COVID precautions are in place.). You must contact me via my e-mail address for further information. Please be patient regarding this OPTIONAL opportunity. Thank you.

Midterm Essay Examination (25%)

The midterm essay exam will consist of TEN (10) essay questions based on the required readings and the GOGI homework. Be sure to write in complete sentences. Proofread your work. Be sure to follow APA style of referencing. You will be given the questions ahead of time. Check the calendar in the syllabus for the midterm. **You will receive an “F” on the midterm essay exam if it is late.**

The midterm essay exam and exam instructions will be posted on Blackboard on the Announcement Page and under “Tests and Quizzes”. Be sure to follow essay exam instructions so you can do well on the exam. . It is your responsibility to be aware of the College’s Academic Integrity Policy and the consequences for not adhering to it.

GRADING RUBRIC

Note that EXEMPLARY (“A” or “A- grade) WORK on the midterm essay exam will be writing that is skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness.

Note that SATISFACTORY (“B+” or “B” or “B-“ or “C+” or “C” grade) WORK on the midterm essay exam will be writing that is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of EXEMPLARY work.

Note that BELOW SATISFACTORY (“C” or “C-“ or “D+” or “D” or “D-“ grade) WORK on the midterm essay exam will be writing that is inconsistent, ineffective, shows lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial.

Note that UNSATISFACTORY (“F” grade) is writing that is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness.

In addition, students will AUTOMATICALLY FAIL with an “F” grade on the midterm essay exam if the students do not reference ALL work using APA format of documentation. That means that all direct quotes must be cited properly AND a BIBLIOGRAPHY using APA format MUST be included in the midterm. Plagiarism is NOT allowed in this course.

Final Essay Examination (50%)

You will need to complete the final essay exam for the course. The format for the final essay exam is the same as for the midterm exam! The final essay exam will be announced under “Announcements” on Blackboard. Go to “Tests and Quizzes” for the final essay exam and instructions. Follow ALL instructions. It is your responsibility to be aware of the College’s Academic Integrity Policy and the consequences for not adhering to it. Be sure to follow APA style of referencing.

GRADING RUBRIC

Note that EXEMPLARY (“A” or “A- grade) WORK on the final essay exam will be writing that is skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness.

Note that SATISFACTORY (“B+” or “B” or “B-“ or “C+” or “C” grade) WORK on the midterm essay exam will be writing that is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of EXEMPLARY work.

Note that BELOW SATISFACTORY (“C” or “C-“ or “D+” or “D” or “D-“ grade) WORK on the midterm essay exam will be writing that is inconsistent, ineffective, shows lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial.

Note that UNSATISFACTORY (“F” grade) is writing that is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness.

In addition, students will AUTOMATICALLY FAIL with an “F” grade on the final essay exam if the students do not reference ALL work using APA format of documentation. That means that all direct quotes must be cited properly AND a BIBLIOGRAPHY using APA format MUST be included in the midterm. Plagiarism is NOT allowed in this course.

Statement of the College Policy on Plagiarism

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their professors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, [http:// www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php). See Chapter IV Academic Standards)

Plagiarism detection software-The College subscribes to **Turnitin.com** and Blackboard has a similar module called **SoftAssign**.

The accuracy and completeness of all references is your responsibility as a writer. Use APA style of citation.

Example of APA format in the BODY of the paper:

(Holt & Miller, 2006).

Example of APA format in the list of references at the END of the paper:

Holt, D. F. & Sam Miller (2006). Family ties during imprisonment. *Journal of Sociology and Social Welfare*, 18 (1), 87-105.

Avoid using references from the Web, as credibility can be a concern.

Course Schedule for COR 395, FALL, 2021

Wednesday, August 25 (Week 1)

Introduction to COR 395

First day of class!

Introduction to the course (syllabus)

Student Information (Enrollment Verification Assignment)

Purpose of COR 395

COR 395 as a landmark course

Correctional education

Ethics in Corrections

Cognitive Skills

John Jay Racial Justice Research and Practice

Monday, August 30 (Week 2)

Correctional Education: Teaching and Leadership

Enrollment Verification (Student Information) is due before midnight!!

“Rules for Being Human” (n.d.) by Cherie Carter-Scott, Ph.D.

Foundation of critical thinking (2003). Three modes of character integration.

Techniques of quality teaching and leadership

Edith Cowan Institute for Education Research in Perth, Australia

<https://www.ecu.edu.au/degrees/study-areas/teacher-education>

Picard, C. J. (2004) Strategies for effective teaching in the 21st century: supplement for special education in Louisiana Teacher Assistance and Assessment Program, Louisiana Department of Education.

Teaching in a correctional setting

[https://teach.com/blog/teaching-in-prison-](https://teach.com/blog/teaching-in-prison-system/#:~:text=As%20far%20as%20qualifications%2C%20you,teachers%20opt%20to%20not%20teach.)

[system/#:~:text=As%20far%20as%20qualifications%2C%20you,teachers%20opt%20to%20not%20teach.](https://teach.com/blog/teaching-in-prison-system/#:~:text=As%20far%20as%20qualifications%2C%20you,teachers%20opt%20to%20not%20teach.)

(Written interview with Cathy Vadewater entitled “Lock-up: What it’s really like to teach in prison?” July 24, 2014)

Wednesday, September 1
Psychopathy

Beck, A. (1990). "Revised Psychopathy Checklist" (p.150) in Cognitive therapy of personality disorders.

Psychopathy vs. Sociopathy

Psychopathy and its link to Correctional Education

Bowen, B. (June 17, 2015). Rehabilitation for psychopaths. Science News.

<https://www.sciencenews.org/article/rehab-psychopaths>

Note: Subscribe to "Science News" to receive article. Subscription is FREE. If it is not free at the time you read it, contact Professor Kimora.

Monday, September 6 (Week 3)

No Class!

Holiday

Wednesday, September 8

No Class!

Holiday

Monday, September 13 (Week 4)

GOGI (Going Out by Going In): A cognitive skills training certificate program for correctional educators

"GOGI Certification Program (required book for this course)

GOGI

<https://www.youtube.com/watch?v=d3864KrfZfg&t=376s>

(Video of Coach Mara Taylor discussing GOGI with Sheriff Leroy Baca of the Los Angeles Police Department)

Wednesday, September 15

No Class!

Holiday

Monday, September 20 (Week 5)

Correctional education and crime reduction; Corrections and Recidivism

Bazos, A., and Jessica Hausman (2004) Correctional education as a crime control program, UCLA School of Public Policy and Social Research, Department of Policy Studies, prepared for the United States Department of Education in the Office of Correctional Education.

How does correctional education affect the reduction of crime?

<https://lincs.ed.gov/professional-development/resource-collections/profile-512#:~:text=This%20study%20compares%20the%20cost,in%20incarceration%20prevents%20350%20crimes.>

Erismann, W. & Jeanne Bayer Contardo. (November, 2005). Learning to Reduce Recidivism: a 50-state analysis of postsecondary correctional education policy. Washington, D.C: The Institute for Higher Education Policy
<https://files.eric.ed.gov/fulltext/ED558210.pdf>

"Choosing the points of entry: strategic framing and the problem of hyperincarceration" by Oscar H. Gandy, Jr.

<https://www.tandfonline.com/doi/abs/10.1080/15456870.2014.859977>

Riggs, R. (November 29, 2016). Higher Education and Incarceration in the United States: The Intersection of Institutions. White Paper, John Jay College Institute for Justice and Opportunity.
http://johnjay.jjay.cuny.edu/files/Roundtable_Monograph.pdf

Midterm essay exam questions are distributed to you on Blackboard under “Tests and Quizzes”.

Wednesday, September 22

Correctional Education Research

Participation and Attendance Assignment: Answer each of the five (5) questions below, based on the readings below. Each answer is worth 5 points. This assignment is worth 25% of your final grade. Number each question. State each question in boldface or capital letters. Cite at least ten (10) sentences to answer each question. You must cite evidence, using APA style of referencing. Include a bibliography at the end of the assignment. The assignment is due before midnight on Wednesday, September 29, 2021. See further details on Blackboard this week.

Correctional education research:

https://www.rand.org/pubs/research_reports/RR564.html

(“How effective is correctional education and where do we go from here?” by Lois Davis)

Research questions to ponder:

- 1) What is known about the effectiveness of correctional education programs for incarcerated adults?
- 2) What is known about the effectiveness of correctional education programs for juvenile offenders?
- 3) What does the current landscape of correctional education look like in the United States?
- 4) What are some of the emerging issues and trends to consider?
- 5) What recommendations emerge from the study?

Monday, September 27 (Week 6)

Cognitive skills and Correctional Education

Cognitive skills and their relationship to correctional education

Cognitive skills and their relationship to correctional education policy implications

Leadership in correctional education

Promotion of correctional education

Read “Introduction, and Weeks 1-3” (Introduction; Week 1- The Boss of My Brain Tool”; Week 2-The Belly Breathing Tool”; Week 3-“The Five Second Light switch Tool”) in the required GOGI text.

Do ALL exercises in GOGI, pages 1-42.

NOTE: By completing ALL the questions in the GOGI book, you will be preparing for the midterm essay exam and the final essay exam. Note that other required readings will be included in the exams as well.

Note: Write your answers to exercises in your GOGI book!!! If you do that, you can apply for certification to teach GOGI in a correctional setting under the supervision of Coach Mara Taylor, GOGI. (Contact Professor Kimora for more details if you are interested in this venture.)

Wednesday, September 29

GOGI

Read Week 4 (Week 4: “The Positive Thoughts Tool) in GOGI required book.

Do ALL exercises in GOGI, pages 43-57.

Work on your midterm exam!

Monday, October 4 (Week 7)

MIDTERM ESSAY EXAM is due before midnight! If exam is late, it is an “F”. (See Blackboard for exam instructions and exam under “Tests and Quizzes”).

Wednesday, October 6**GOGI**

Read Week 5 (Week 5: “The Positive Words Tool”) in GOGI required book.

Read Week 6 (Week 6: “The Positive Actions Tool”) in GOGI required book.

Do all exercises in GOGI, pages 58-71.

Monday, October 11, (Week 8)

NO Class!

Holiday!

Wednesday, October 13, 2021**GOGI**

Read Week 7 (Week 7: “The Claim Responsibility Tool”) in GOGI required book.

Do all exercises in GOGI, pages 85-98.

Social Justice and Racial Equity: its implications at John Jay College and in Correctional Education

<https://www.jjay.cuny.edu/about-us/resources-racial-justice>

Book Talk about Attica Prison: Hosted on Zoom by Professor Kimora

Community Hour (optional)

Monday, October 18, (Week 9)**Vocational Education in Prisons and Jails; Community-based Organizations; Reentry**

LINCS: The Literacy Information and Communication System

<https://lincs.ed.gov/about>

Vocational education and Corrections

GED Programming

HSE (High School Equivalency) Connect—Collaborative effort between the John Jay College Institute for Justice and Opportunity and the Manhattan Educational Opportunity Center (MEOC), funded through the Mayor’s Office for Economic Opportunity (NY Opportunity)

Adult Literacy Programming

Remedial Instruction

Graduate School Post-Incarceration

Brazzell, D. Anna Crayton, Debbie A. Mukamal, Amy L. Solomon, and Nicole Lindahl. (2009) From the Classroom to the Community: Exploring the Role of Education during Incarceration and Reentry. The Urban Institute. http://johnjay.jjay.cuny.edu/files/Roundtable_Monograph.pdf

Fine, M., Alexis Halkovic. (November, 2013). Higher Education and Reentry: The Gifts they bring. John Jay College, Institute for Justice and Opportunity. <https://files.eric.ed.gov/fulltext/ED558779.pdf>

Greene, A. C. (2013?) Checking the Box: Enduring the Stigma of Applying to Graduate School Post-Incarceration. White Paper, John Jay College Institute for Justice and Opportunity.

United States Department of Justice and the Fortune Society. Employing your Mission: Building Cultural Competence in Reentry Service Agencies through the Hiring of Individuals who are Formerly Incarcerated and/or in Recovery.

Urban Institute. (August, 2010). Partnering with Jails to Improve Reentry: A Guidebook for Community-Based Organizations.

_____. The Jail Administrator's Toolkit for Reentry.

Wednesday, October 20
Empowering Education

Shor, I. (1992). Empowering education: critical teaching for social change. Chicago: The University of Chicago Press.

<https://www.youtube.com/watch?v=AsEILmwg8Rc>

(Global Thursday Talks: Ira Shor on empowering education during COVID-November 13, 2020)

Monday, October 25 (Week 10)

GOGI

Read Week 8 (Week 8: "The Let Go Tool") in GOGI required book.

Do all exercises in GOGI, pages 99-112.

Final essay exam questions are distributed to you on Blackboard under "Tests and Quizzes" on Blackboard.

Wednesday, October 27

GOGI

Read Week 9 (Week 9: "The Forgive Tool") in GOGI required book.

Read Week 10 (Week 10: "The What if Tool") in GOGI.

Do all exercises in GOGI, pages 113- 127.

Monday, November 1 (Week 11)

GOGI

Read Week 11 (Week 11: "The Reality Check Tool") in GOGI.

Read Week 12 (Week 12: "The Ultimate Freedom Tool") in GOGI.

Read Section 2-"Do you want more GOGI?" in GOGI.

Do all exercises in GOGI, pages 141-155.

Submit book to Coach Taylor for Certification. Contact her at coach@gettingoutbygoingin.org or you may call her at 1-310-402-9642. Inform her that you are enrolled in "COR 395" with Professor Kimora at John Jay College of Criminal Justice in New York City.

Wednesday, November 3

Correctional educational resources for correctional educators

Correctional education in hospitals and locked wards in hospitals

Correctional education in drug treatment programs

The Osborne Association

The Fortune Society

VERA Institute

Reality House, Inc.

Monday, November 8, (Week 12)

Correctional education in Europe

ICPA (International Corrections and Policing Association)

Professor Kimora's correctional education programming in Europe, 2021

Wednesday, November 10

Norwegian correctional educational system

Norwegian Prisons-film

The relevance of the song “We are the world”

Monday, November 15, 2021 (Week 13)

Correctional education policy

Andre Bethea, Policy Advisor and Program Analyst, Bureau of Justice Assistance, United States Department of Justice

Correctional education programs

<https://bja.ojp.gov/taxonomy/term/68106>

Wednesday, November 17

Correctional Education research at John Jay College of Criminal Justice: part 1

Institute for Justice and Opportunity (formerly the Prisoner Reentry Institute) at John Jay College, directed by Ann Jacobs: a) Educational Pathways b) Advocacy and c) Publications

Publications from the Institute for Justice and Opportunity:

- 1) Reflections on Building a Partnership with Corrections: A Resource Guide for College in Prison Programs
- 2) Getting the Record Straight: A Guide to Navigating Background Checks
- 3) New York State Back to School Guide: Pursuing College after Incarceration

<https://justiceandopportunity.org/research-and-publications/>

Monday, November 22, (Week 14)

Education in the prisons and public health issues; solitary confinement

From Punishment to Public Health-research organization at John Jay College, directed by Jeff Coots: 1) Access and Connections to Behavioral Health Care; 2) Information Sharing and Consent; and 3) POLICY CONCERNS

<https://justiceandopportunity.org/research-and-publications/>

Institute for Justice and Opportunity, John Jay College of Criminal Justice. (September 30-October 1, 2015) Solitary Confinement: Ending the Over-use of Extreme Isolation in Prison and Jail

Wednesday, November 24,

Correctional education research at John Jay College of Criminal Justice: part 2

Publication from the Institute for Justice and Opportunity at John Jay College of Criminal Justice:

Mapping the Landscape of Higher Education in NY State Prisons

<https://justiceandopportunity.org/research/mapping-the-landscape-of-higher-education-in-new-york-state-prisons/>

Evans, D. What Information Travels after Release? (2009?) White Paper. Reentry Research in the First Person. John Jay College Institute for Justice and Opportunity.

Monday, November 29, (Week 15)

Correctional education research at John Jay College of Criminal Justice: part 3

Institute for Justice and Opportunity, John Jay College of Criminal Justice. (March 8, 2019).

Is College for me?

<https://justiceandopportunity.org/research/is-college-for-me/>

_____ (March 18-20, 2015) Pretrial Practice: Rethinking the Front End of the Criminal Justice System.

_____ (2021) Reflections on Building a Partnership with Corrections: A Resource Guide for College-in-Prison Programs.

_____ (December 10, 2020) Resource Guide: Reentry and College Access Organizations.

**Wednesday, December 1,
The future of correctional education in the United States**

CEA (Correctional Education Academy)

Do you want to become a correctional educator?

How do you promote correctional education so that it is culturally responsive, inclusive, and anti-racist?

Institute for Justice and Opportunity, John Jay College of Criminal Justice (March, 2017) Women Injustice: Gender and the Pathway to Jail in New York City.

Sum, A., Khatiwads, I. McLaughlin, J. and Tobar, P. (2007). The Educational Attainment of the Nation's Young Black Men and Their Recent Labor Market Experiences: What Can be done to Improve their Future Labor Market and Educational Prospects? Boston, MA: Center for Labor Market Studies, Northeastern University.

Monday, December 6, (Week 16)

Correctional education during COVID-19

“Sustaining Connections: Community Building in Prisons through Higher Education” (Panel discussion with Professor Kimora at Marymount Manhattan College: COVID-19 and Technology) Virtual Conference, April 9, 2021 (Commentary by Professor Kimora)

Work on your final essay exam!

Wednesday, December 8

FINAL ESSAY EXAM is due before midnight or you will be given an “F” on the exam.

Monday, December 13 (Week 17)

Final essay exam is graded by today, with comments.

Conclusions sent to Blackboard via Announcement Page

Last class

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

New Course Proposal Form

Date Re-Submitted: 11/9/2023

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

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

Name: Nina Rose Fischer

Email address(es): nfischer@jjay.cuny.edu

Phone number(s): 7187754485

2. a. **Title of the course: "Doing Justice"**

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

- 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 class will introduce sophomore transfer students to John Jay's justice mission and Interdisciplinary Studies' unique social justice-oriented pedagogy and gen ed/Minor pathway and learning community to support a successful transition. Transfer sophomores are taught by experienced faculty who are experts in their fields and will be able to connect students to academic and professional resources. The class is assigned a peer success coach, who will provide ongoing support and serve as a connection to the campus. The transfer seminars/courses increase the retention rates of John Jay's transfer student population.

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

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

There is a significant effort at John Jay to increase the 200-level offerings specifically for transfer students at John Jay in order to increase their retention and graduation rates. This course reflects the learning outcomes in our first year seminar, ISP 100 Justice Who's in and Who's Out class, to introduce our transfer students to justice frameworks. Our department has shown remarkable success with our freshmen retention and graduation rates in comparison to

the larger John Jay population. "Doing Justice " takes ISP 100 to the "200" level by applying the justice foundation to various fields and practices of justice. ISP 200 "Doing Justice" would provide new John Jay students with the introduction they need to begin their path on being "Fierce Advocates for Justice." This transfer-seminar will also be part of the Justice Core I area of the Gen Ed as is ISP 100.

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 many interdisciplinary ways that justice is pursued in the real world across time and place, from the abolition of slavery to prison abolition, LGBTQ rights to anti-war and pro-union campaigns. Musicians, visual artists, actors, playwrights, writers, poets, journalists, political and social activists as well as grassroots groups, organizations and institutions will be studied to understand that it takes a kaleidoscope of perspectives and modalities to do justice. Students will sample different struggles and forms of justice-making and engage in their own justice pursuits. We will incorporate unique insight from diverse approaches to address the harms of injustice to envision and co-create a more fair and equitable community, country and world.

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**?

 x No

 Yes. If yes, then please provide:

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

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

John Jay College Option Justice Core I Learning Outcomes. Students will:

- *Inquiry*: Analyze issues of justice using methodologies appropriate to course subject matter/discipline
- *Habits of Mind*: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
- *Collaboration*: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.

Examples of Assignments that Align with Outcomes:

Students will complete final multimedia projects paired with individual research papers applying a framework of justice to a field of justice. This collaborative group project and paper will be the culmination of scaffolded assignments leading them to their own unique understanding of justice reflecting the course content throughout the semester.

Course-Specific Learning Outcomes

Students will:

- Articulate a definition of and frameworks for thinking broadly about justice.

Examples of Assignments that Align with Outcomes:

Unit 1: Thinking about Justice (Weeks 1-3) Justice Frameworks

IN CLASS: What is a justice framework/theory? Get into small groups each **taking an excerpt** from: Jeremy Bentham, "Principles of Morals and Legislation" (1789) Michael Sandel, "The Greatest Happiness Principle: Utilitarianism" (2009) John Rawls, "A Theory of Justice" (1971, excerpts); Michael Sandel, "The Case for Equality: John Rawls" (2009). Report back. How do they compare to the Opatow? Explore campus graphics and discuss types and scopes of justice.

HOMEWORK: **Justice Frameworks**- Write a Blackboard Discussion post describing a "framework" of justice that resonates most from you from the Opatow, Bentham, Sandal and Rawls excerpted readings. Cite references.

- Apply theoretical concepts of justice to a wide range of justice-advocacy actions and organizations to evaluate their impacts and effectiveness.
- Develop critical analysis skills to understand how race, class, gender and sexuality affect and interact with frameworks and processes of justice.

Examples of Assignments that Align with Outcomes:

- Op Ed Paper (2-3 pages): What is your justice framework? READ the following excerpts and refer to the readings from class to inform your framework and choose at least one of your own sources from the John Jay Library Databases. Intersectionality- Excerpt; bell hooks on social justice; Liberatory Education Theory- Freire, "Banking System of Education" and Queer Theory, a graphic novel.
- Coproduced Report (3-5 pages): Identify a justice serving organization that addresses the injustice that interests you. How does the org describe the root problem? What Justice framework does it employ to describe the issue? What is its history, mission/vision, goals, organizational structure, methods, challenges and accomplishments.

- Artistic Expression: Incorporate the arts to enhance your justice message. Decide how you will show this in your final project i.e. photo journal, short play, poem.

Term Project:

Part 1. Identify an injustice of common interest, analyze its root causes and current status.

- *Individuals* FINAL PAPER: 3-5 pages. APA style. Choose an injustice. Discuss its root cause and current status and how one or a combination of justice frameworks could address the issue. (10 pts)

Part 2. Identify an org that addresses your group's injustice.

- *Groups* Co-produce a report 3-5 page on the history, mission/vision, goals, structure, methods, challenges and accomplishments of your chosen organization. Incorporate the arts to enhance your message. Decide how you will show this in your final project i.e. photo journal, short play, poem. (10 pts)

Part 3. *Individuals* submit a reflective essay about how this project affected your understanding of what it takes to Do Justice and your potential as a justice maker, include your experience of the collaborative process. (10 pts)

NOTE: Students will "perform" their collaborative, multimedia final project presentations to peers, showing how to "Do" justice using a combination or one of the justice frameworks learned from the course including at least one form of artistic expression.

Op Ed Essays: See above example. Using The Op Ed Project guidelines, you will write three original Op Ed essays that advocate for specific policies or action on issues raised in class. Op Eds should be 2-3 pages long and include cited quotes from relevant course materials. (3 @ 10 pts)

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)

Minor in Interdisciplinary Studies, Part Two. Electives

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

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

College Option:

| | |
|-------------------------------------------------------|---|
| Justice core: | |
| Justice & the Individual (100-level) | |
| Justice & the Individual (200-level transfer seminar) | X |
| 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.

This section will introduce sophomore transfer students to Interdisciplinary Studies' unique social justice oriented, experiential learning pedagogy; and gen ed/Minor pathway and learning community to support a successful transition to John Jay. Transfer sophomores are taught by experienced faculty who are experts in their fields and will be able to connect students to academic and professional resources. This class is assigned a peer success coach, who will provide ongoing support and serve as a connection to the campus. This transfer course aspires to increase the retention rates of John Jay's transfer student population.

11. How will you assess student learning?

Students will complete final multimedia projects paired with individual research papers applying a framework of justice to a field of justice. This group project and paper will be the culmination of scaffolded assignments leading them to their own unique understanding of justice reflecting the course content throughout the semester.

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

Yes___X___ No___

- If yes, please state the librarian's name___Kathleen Collins_____
- Are there adequate resources in the library to support students' work in the course
Yes___X___ No_____
- Will your students be expected to use any of the following library resources? Check all that apply.
 - The library catalog, CUNY+ _____
 - EBSCOhost Academic Search Complete ___X___
 - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
 - LexisNexis Universe _____
 - Criminal Justice Abstracts _____
 - PsycINFO _____

- Sociological Abstracts _____
- JSTOR _____
- SCOPUS _____
- Other (please name) _____

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval: 4/25/22

15. **Faculty** - Who will be assigned to teach this course? Any DIS faculty will be able to teach this course

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

☒ No

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

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

☐ Not applicable

☒ No

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

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

☒ No

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

19. Approvals:

Susannah Crowder, Chairperson, Department of Interdisciplinary Studies

Richard Haw

Major or Minor Coordinator (if necessary)

John Jay General Education College Option Course Submission Form

| | |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Prefix & Number | ISP 2XX |
| Course Title | Doing Justice |
| Department or Program | Interdisciplinary Studies |
| Discipline | Interdisciplinary Studies |
| Credits | 3 |
| Contact Hours | 3 |
| Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses) | ENG 101 |
| Co-requisites | n/a |
| Course Description | This course explores the many interdisciplinary ways that justice is pursued in the real world across time and place, from the abolition of slavery to prison abolition, LGBTQ rights to anti-war and pro-union campaigns. Musicians, visual artists, actors, playwrights, writers, poets, journalists, political and social activists as well as grassroots groups, organizations and institutions will be studied to understand that it takes a kaleidoscope of perspectives and modalities to do justice. Students will sample different struggles and forms of justice-making and engage in their own justice pursuits. We will incorporate unique insight from diverse approaches to address the harms of injustice to envision and co-create a more fair and equitable community, country and world. |
| 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) X <input 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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------|

Learning Outcomes

| In the left column explain the course assignments and activities that will address the learning outcomes in the right column. | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Justice Core I: Justice and The Individual (200 level transfer seminar) Please explain how your course meets these learning outcomes. Students will: | |
| The syllabus is divided into four units. In Unit 1, students compare and contrast diverse frameworks for thinking about justice (Weeks 1, 2, 3). In Unit 2, students apply the “Fairness” frameworks of justice to case studies related to advocacy for Voting Rights, BLM and Immigration. (Weeks 4, 5, and 6). In Unit 3, students apply the Pedagogy of the Oppressed Justice framework with its theater of the oppressed method to justice issues addressed thru Journalism, Media, and the Arts. Students engage with an interdisciplinary array of case studies that deploy creative communication strategies that seek justice by raising awareness, including GLAAD’s media awards program that recognizes excellent coverage of LGBTQIS issues, such arts activist projects as The Yes Men and ACT Up as well as Shawn Dunwoody’s community-engaged urban mural painting; and women who captivate the public with daring acts of resistance (Weeks 7, 8, 9, and 10). In Unit 4, students apply Intersectionality, Restorative Justice and Reparations justice frameworks to Legal and Judicial Action case studies in NYC and two Truth and Reconciliation efforts in South Africa and Rwanda (Weeks 11, 12 and 13). | <ul style="list-style-type: none"> • Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline. |
| Students write analytical homework thru Op Eds and Blackboard Discussion and annotate reading responses that cumulatively track their evolving ideas and attitudes about injustice and the many ways that individuals and groups pursue justice. The experiential term project requires them to identify and gather information about injustices, research and identify justice-seeking organizations. A reflective final essay challenges them to reflect on their experiences in the class and their term project and assess their own capacity as agents of justice in their academic, professional, and personal lives. | <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>A Major Part of the Term Project is done in small groups:</p> <p>Part 1. Identify an injustice of common interest, analyze its root causes and current status through one or a combination of justice frameworks.</p> | <ul style="list-style-type: none"> • Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals. |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Part 2. Identify an org that addresses your group's injustice. For final project co-produce a report 3-5 page with analysis of justice issue root causes and current status through one or a combination of justice frameworks; and the history, mission/vision, goals, structure, methods, challenges and accomplishments of your chosen organization that addresses your issue.</p> <p>Part 3. Incorporate the arts to address your justice issue. Decide how you will show this in your final project i.e. photo journal, short play, poem.</p> <p>Part 4. "Perform" your collaborative, multimedia final project presentations to your peers showing Report and Artistic Expression.</p> | |
| <p>In Week 1, students explore the JJay campus graphics on different types of justice and reflect on what they mean and how being exposed to them affects their understanding of the broad scope of justice. That week they also read an excerpt from Susan Opatow's <u>The Scope of Justice</u> to appreciate the significance of our world-class faculty.</p> <p>Students will also be introduced to the Library Research Databases and how to identify viable source material; Student Clubs and Advocacy Groups; Educational, academic, and personal goals related to justice; An introduction to the Writing Center; The Career Center - justice-related careers; and available internships and fellowships.</p> | <p>Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community; and Support career and academic development.</p> |

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
524 W. 59th Street, New York, NY 10019

ISP 2XX: Doing Justice

Justice and the Individual 2, College Option/Transfer Seminar
Prerequisite ENG 101 or Equivalent



Shawn Dunwoody

Professor Nina Rose Fisher

Office location:

Contact hours: TBA

Phone

nfisher@jjay.cuny.edu

Professor Amy S Green

Office Location: 06.65.04

Contact hours: TBA

Phone: 917 817-2155 text only, pls

agreen@jjay.cuny.edu

Course Description

Doing Justice takes the struggle for justice into the streets, boardrooms, concert halls, legislature, courtroom, sports arenas, galleries, museums and across media outlets to explore how justice is pursued in the real world. By whom? How? Using what strategies? To what effect? Do these activities contribute to creating a more just society? How might they perpetuate injustice? How do we determine their impact?

Bulletin Description

This course explores the many interdisciplinary ways that justice is pursued in the real world across time and place, from the abolition of slavery to prison abolition, LGBTQ rights to anti-war and

pro-union campaigns. Musicians, visual artists, actors, playwrights, writers, poets, journalists, political and social activists as well as grassroots groups, organizations and institutions will be studied to understand that it takes a kaleidoscope of perspectives and modalities to do justice. Students will sample different struggles and forms of justice-making and engage in their own justice pursuits. We will incorporate unique insight from diverse approaches to address the harms of injustice to envision and co-create a more fair and equitable community, country and world.

John Jay College Option Learning Outcomes

- *Inquiry*: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.
- *Habits of Mind*: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.
- *Collaboration*: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
- *Community Awareness*: Develop understanding of opportunities, resources, and services available in the campus community.

Course-Specific Learning Outcomes

- Articulate a definition of and frameworks for thinking broadly about justice.
- Apply theoretical concepts of justice to a wide range of justice-advocacy actions and organizations to evaluate their impacts and effectiveness.
- Identify, explore and understand justice-seeking actions, individuals and organizations (experiential component).

Course Materials

There are NO textbooks or required purchases. This course will be based on different readings, pdf's and audiovisual material(s), which will be provided during the course or uploaded to Blackboard. We will provide the necessary materials for the course. You provide close reading and participation in class. If you want to suggest some material, please feel free to talk to us; we love new and interesting material from students!

Remember this class is not a lecture style. We are going to build the knowledge together. Our premise is that YOU have knowledge and experiences to bring to our class, so let's construct this class together!

Please Note: The syllabus may change. We will let you know of any changes in class and through Blackboard and email.

Assignments and Grading

Homework assignments: may include prepared contributions to class, mini essays, mini-research projects, reading responses, etc. (20 pts)

Op Ed Essays: Using The Op Ed Project guidelines, you will write three original Op Ed essays that advocate for specific policies or action on issues raised in class. Op Eds should be 2-3 pages long and include cited quotes from relevant course materials. (3 @ 10 pts)

Final Term Project:

Part 1. Identify a social justice issue you are passionate about, explore its historical context, root causes, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? What action can be done now to affect change related to the justice issue?

- *Individuals* FINAL PAPER: 3-5 pages. APA style. Identify a social justice issue you are passionate about, explore its historical context, root causes, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? What action can be done now to affect change related to the justice issue? Discuss its root cause and current status and how one or a combination of justice theories/frameworks could address the issue. (10 pts)

Part 2. Identify an org that addresses your group’s injustice.

- MULTI-MEDIA GROUP PRESENTATION: 15-20 minutes. Use your shared social justice interests to get into groups. Choose a social justice organization. Co-create a multi-media presentation. Present the social justice issue, its historical context, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? Choose a justice framework from class that helps you understand how it should be addressed. How your chosen organization addresses the social justice issue. Present the social justice organization’s history, mission/vision, goals, structure, methods, challenges and accomplishments. Incorporate the arts to enhance your message. Decide how you will show this in your final project i.e. photo voice, photo journal, short play, poem. (10 pts)

Part 3. *Individuals* submit a reflective essay about how this project affected your understanding of what it takes to Do Justice and your potential as a justice maker, include your experience of the collaborative process. (10 pts)

NOTE: You will “perform” your collaborative, multimedia final project presentations to your peers, showing how to “Do” justice using a combination or one of the justice theories/frameworks you learned from the course including at least one form of artistic expression.

Attendance.

ISP counts attendance as part of participation which is 50% of the grade. It is important for you to attend every online session, arrive on time, and stay for the duration of the class. NOTE: THREE MISSED CLASSES COUNT AS AN “F” no matter what the reason. Classes are only once a week for 2.5 hours (synchronous and asynchronous). Missing one class is like missing two. If you miss a class for any reason, please communicate with us beforehand. Inform us of any emergencies or long-term illnesses as soon as possible. Send us an email! Please do not wait until the end of the semester to make us aware of any issues that may have an impact on your attendance or course performance.

Participation.

Classes are student centered. This means all students are responsible and active participants. We expect you to engage with the readings, contribute to discussions, and share your thoughts, questions, and comments with the rest of the class through whole group discussions, activities and

through BrightSpace. Take a risk! We are here to support your learning! Talk to us or to your classmates, so we can help you to be more active with a few tips. On the contrary, if you are active, share the air, hone your facilitation skills to ask classmates their thoughts!

Final grades will be determined by:

| | |
|------------------------------|----------------|
| • Homework assignments | 20 pts |
| • 3 Short papers / Op Eds??? | 30 pts |
| • Active Participation | 20 pts |
| • <u>Term Project</u> | <u>30 pts</u> |
| Total | 100 pts |

Classroom Policies & Student Expectations

Collaborative Work.

You will work with classmates on group work as well as a final project. You should do your very best to contribute equally to all group assignments. We hope that you will all collaborate and learn from each other. Exchange contact information with your classmates. Feed your network; arrange efficient means of communication with your group members. Empathy is needed in order to succeed.

Safe space/Respect.

This course will delve into issues that may be uncomfortable and/or controversial for some of us to discuss. We ask that everyone be respectful of one another's viewpoints and that everyone adheres to the university's expectations of student conduct. This course is designed to (a) help all of us become more aware of social constructs and how they affect us, (b) help students develop an open mind toward individual differences, and (c) develop critical thinking. This concept does require further discussion based on our own points of view. What is a safe space? What kind of space do you want to create in this classroom? We will establish our class "Norms" what we need to create a productive, supportive class environment in Class One. Let's negotiate it together!

Sensitive Topics.

Gender, race, ethnicity, sexuality, age, ability and immigration status are central to our sense of self. They are deeply personal yet embedded in social norms. It is important that we be sensitive to each other and see that each individual is respected and supported. Please note that some of the topics that we will be studying may be personally sensitive and could spark new or confusing thoughts, memories, or feelings. If you need our help in making discussion of any of the topics safe for you, please let us know in advance so that we can work out a way to make the course intellectually rewarding for you.

JJ Resources

- **Coronavirus Updates** for members of the John Jay Community: <http://www.jjay.cuny.edu/coronavirus-updates>
- **The Wellness Center** is open and offers tele-counseling. If you are a student in crisis or would like to speak to a counselor, please email Cory Head at chead@jjay.cuny.edu or Gerard Bryant at gbryant@jjay.cuny.edu. Links to additional mental health resources at JJ or in NYC are available here as well: <https://www.jjay.cuny.edu/mental-health-resources>
- **The Office of Accessibility Services** is available to help students with disabilities facilitate implementation of ADA accommodations (see (<http://www.jjay.cuny.edu/cuny-accommodations-policy>)). Contact them for information and to register for services: <https://www.jjay.cuny.edu/accessibility>
- **The Writing Center** is available online in a format that attempts to mirror in person services: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. Writing center staff work with students to help them improve their writing along a number of dimensions including organization, proof-reading, grammar, etc. We strongly recommend that you consult with the writing center prior to handing in papers. This resource is for everybody in this class.
- **Loaner Laptops:** Students who are in need of a loaner laptop should make sure to request an appointment to pick up a loaner by emailing the DoIT Helpdesk at helpdesk@jjay.cuny.edu. All laptops should be requested and picked up on campus by appointment only.
- **E-Resource Center** for students for whom **English is their second language** to receive writing and grammar support through online tutorials and resources: <https://jjc.jjay.cuny.edu/erc/>
- **Health care:** <https://www.jjay.cuny.edu/wellness-health-services>
- **Foodbank:** <https://www.jjay.cuny.edu/john-jay-food-bank>
- **Emergency Funding:** www.jjay.cuny.edu/emergency-funding



Email Etiquette

The best way to contact us is by email. Please be sure to check your email on a regular basis. We will do our best to respond to your emails within 24 hours of receiving them. When emailing us, please be sure you include **both professors' emails and write ISP 2XX** in the subject line (**must**). When you write to us, please use complete sentences and check for spelling errors. Sign your full name so we know who you are.

If you need to talk with us outside of class, email us and we can find a time to speak.

Please be sure to check your jjay email on a regular basis. You are responsible for having your @jjay email account and your blackboard active. If you have any doubts, go to DoIT Technology HelpDesk helpdesk@jj.

CUNY Policy on Academic Integrity

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic->

[integrity-policy/](#)

- Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
- Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

- 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 their instructors. 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 Turnitin.com and Blackboard has a similar module called SafeAssign. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.
- See the guidelines for Responsible Use of AI here:
https://new.jjay.cuny.edu/sites/default/files/2024-05/REF_AI%20Responsible%20Use%20Guidelines_May%201%202024.pdf

10 Steps for Success in this Course

1. **Read** the material provided
2. **Actively participate** in the discussions
3. **Write** your papers engaging with theory
4. **Read** the material provided
5. **Check** email and Bright Space daily
6. **Communicate** with your professors and your classmates
7. **Read** the material provided
8. **Actively participate** in the discussions
9. **Come** to class prepared to engage in class discussions and activities, which means read the material provided and participate.
10. **Finally**, do not be shy, talk to us and **read** the material provided.



Course Calendar

| Week & Topic | In Class | Assignments |
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| Unit 1: Doing Justice Frameworks (Weeks 1-3) | | |
| WEEK 1 INTRODUCTION | <ul style="list-style-type: none"> • Introductions- Fun Ice Breaker (students take turns each week doing ice breakers to practice multimedia final projects, choose for the next week) • Goals and “Norms” of class discussion: Establish for Class • How is justice “done”? Brainstorm. • Scope of Justice, Susan Opatow close reading What is a justice framework/theory? Get into small groups each taking an excerpt from: Jeremy Bentham, “Principles of Morals and Legislation” (1789) Michael Sandel, “The Greatest Happiness Principle: Utilitarianism” (2009) John Rawls, “A Theory of Justice” (1971, excerpts); Michael Sandel, “The Case for Equality: John Rawls” (2009). Report back. How do they compare to the Opatow? • Review of Syllabus and discuss assignment next week providing references for APA formatting, citations and references. | Justice Frameworks- Write a BrightSpace post: 500 words describing your “framework” of justice from the Opatow, Bentham Sandal and Rawls reading. Use APA in paper citations and references. Comment on one of your classmate’s post that you agree with and why. |
| WEEK 2 FAIRNESS | <ul style="list-style-type: none"> • Student Ice Breaker • READ the following excerpts for in class activity. They will also be used for an OpEd Assignment due WEEK 4. Intersectionality- Excerpt from; bell hooks on social justice; Liberatory Education Theory- Freire, “Banking System of Education” and Queer Theory, a graphic novel. • Get into small groups and share BrightSpace “Justice Framework” papers comparing and | ASSIGNMENT: Read Alexander, Michelle, <i>The New Jim Crow</i> “The Rebirth of Caste” (2012) and annotate (summarize and comment) using Perusall: https://www.perusall.com/ using the following prompts What surprised you about what you read? Why? Which justice frameworks relate to the Alexander reading? How and why? Give an example in your annotation. Comment on one of |

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| | <p>contrasting your theories of justice. Discuss the justice theories discussed in class above and integrate one or parts of all into a shared justice framework for your group, cite your references, share with larger group</p> <ul style="list-style-type: none"> • Discuss examples of how these frameworks inform ways of “Doing Justice” • Review how to use https://www.perusall.com/ the annotation homework. • HOW to IDENTIFY a VIABLE SOURCE Review Databases and have visit from Librarian i.e. Kathleen Collins https://www.lib.jjay.cuny.edu/databases | <p>your classmate’s annotations that you find interesting and tell them why.</p> |
| <p>WEEK 3 YOUR JUSTICE FRAMEWORK: Mass Incarceration</p> | <ul style="list-style-type: none"> • Student Ice Breaker • Watch documentary “Thirteenth.” Discuss the film and annotation reading assignment. Why is there mass incarceration in the US? What justice frameworks inform your thoughts about mass incarceration and what should be done about it? To prepare for- • Op Ed Project Training: introduction to Op Ed writing in class to find our voices as justice advocates <ul style="list-style-type: none"> ○ In class group discussion: Why do we have mass incarceration in the US? What are the effects? What can we do to create a more just system? | <p>ASSIGNMENT: Wrapping up Unit 1 Short Justice Framework OpEd: Write a 2-3 page Opinion Editorial (Op Ed Project Training) using your justice framework to explain why mass incarceration happens in the US and what should be done about it. Refer to one or more of the justice framework/theory readings from class to inform your opinion and choose at least one of your own sources from the John Jay Library Databases. READINGS: Intersectionality- Excerpt from; bell hooks on social justice; Liberatory Education Theory- Freire, “Banking System of Education”, Queer Theory, a graphic novel, Opatow, Bentham Sandal and Rawls reading.</p> |

| Unit 2: Doing “Fairness” Justice Frameworks in Action | | |
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| WEEK 4 FIGHTING for FAIRNESS: Voting Rights Then and Now | <ul style="list-style-type: none"> ● Student Ice Breaker ● Discuss Case Study of Justice Frameworks in Action: Stacey Abrams's Fight for a Fair Vote The New Yorker APPLY the below prompts as a class. ● In six small grps.: <u>As practice towards your final project</u>, use Stacey Abram’s and these Case Studies through excerpts, links shared in class, and small grp research: Malcolm X <i>The Ballot or the Bullet</i>; John Lewis, “Bloody Sunday,” from <u>Walking in the Wind</u> (each topic is covered by two of the small grps to compare responses). Before getting into grps DISCUSS ways of doing research and how to identify a viable source. Introduce the students to John Jay Databases to use in their small group activity. <ul style="list-style-type: none"> ○ What is the justice issue identified through the case study? Discuss its root cause. ○ How was it addressed in the case study? What that an effective way of doing justice? ○ What is the current status? How do one or a combination of justice frameworks help us address the issue in a new way? ○ Report Back and Discuss how this is practice for the final group presentation and paper. | |
| WEEK 5 FIGHTING for FAIRNESS: BLACK LIVES MATTER | <ul style="list-style-type: none"> ● Student Ice Breaker In class Case Study: Black Lives Matter (Sources: https://blacklivesmatter.com/ https://www.adl.org/education/educator-resources/lesson-plans/black-lives-matter-from-hashtag-to-movement) | |

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| | <ul style="list-style-type: none"> ○ Get into small groups and answer the following questions using source material ○ What is BLM and what are its aims? ○ How did/does BLM “do justice”? What types of strategies does it use? ○ Is BLM effective? Why or why not? ○ Which Justice Framework informs the strategies used by BLM? What ways would make BLM more effective at fulfilling its mission? ○ Report Back and Discuss how this is practice for the final group presentation and paper. | |
| WEEK 6 FIGHTING for FAIRNESS: IMMIGRANT WORKERS’ RIGHTS | <ul style="list-style-type: none"> ● Student Ice Breaker ● In class Case Study: Dolores Huerta: The Civil Rights Icon Who Showed Farmworkers 'Sí Se Puede': The Salt - NPR LISTEN TOGETHER <ul style="list-style-type: none"> ○ In large group answer the following questions using source material ○ What happened in this case study? What were the farmworker’s aims? ○ What types of activities propelled the farm worker’s movement? ○ Was it effective? Why or why not? ○ Which Justice Framework informs the strategies used by the farm worker’s movement? What ways would make the farm workers movement more effective at fulfilling its mission? ● Get into FINAL PRESENTATION GRP. Brainstorm what social justice issues you are most passionate about/interested in. Create groups together based on shared interest. Review FINAL MULTI-MEDIA GRP assignment together and | <p>Due: Write a 2-3 page OpEd using APA Style and 4-6 references applying one or a combination of the “Fairness” Justice Frameworks to one of the case studies from Units 4-6 Voting Rights, Black Lives Matter and Immigrant Workers’ Rights. Use PHOTO VOICE as an additional method to identify images that were used effectively to advocate for justice related to one of the topics. Which justice framework informs how justice should be done in response to this injustice? Describe the injustice, what has been done about it, the justice framework you think would help inform a solution and what solution you think would “do justice” in response to the current status of the injustice. Use PhotoVoice to show how photography was used to express what was injustice was occurring and how justice could be done.</p> <ul style="list-style-type: none"> ● SOURCE MATERIALS plus your own |

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| | <p>discuss how the three in class activities have been examples of how to do their finals. Identify possible organizations for each of the group's justice issues.</p> <ul style="list-style-type: none"> ● MULTI-MEDIA GROUP PRESENTATION ASSIGNMENT: 15-20 minutes. Use your shared social justice interests to get into groups. Choose a social justice organization. Co-create a multi-media presentation including the following: Present the social justice issue, its historical context, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? Choose a justice framework from class that helps you understand how it should be addressed. How does your chosen organization address the social justice issue? Present the social justice organization's history, mission/vision, goals, structure, methods, challenges and accomplishments. How would you enhance their strategies? Incorporate the arts to enhance your message. Discuss how you may show this in your final project i.e. photo voice, photo journal, short play, poem, there will be more time to explore during class (10 pts) ● Discuss Photo Voice as Bridge to next unit about Doing Justice through the Arts: https://photovoice.org/ and how it is used. Show an example and discuss how it can be used in the final project and will be used in the Assignment due the following week. | <p>research:</p> <ul style="list-style-type: none"> ● <u>Stacey Abrams's Fight for a Fair Vote The New Yorker</u> ● Malcolm X <i>The Ballot or the Bullet</i> ● John Lewis, “Bloody Sunday,” from <u>Walking in the Wind</u> ● <u>https://blacklivesmatter.com/</u> <u>https://www.adl.org/education/educator-resources/lesson-plans/black-lives-matter-from-hashtag-to-movement</u> ● <u>Dolores Huerta (US National Park Service) 2018 documentary: Delores 90 mins, pbs doc Interview with Dolores Huerta</u> |
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| Unit 3: “Doing Justice” through the Arts | | |
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| WEEK 7 “Doing Justice” through Theater | <ul style="list-style-type: none"> • Student Ice Breaker • Introduction to Art’s Based Justice. Review Freire’s <i>Pedagogy of the Oppressed</i> theory and introduce Augusto Boal’s Theater of the Oppressed: https://imagination.org/media/our-methods/theatre-of-the-oppressed-2/ is “doing justice” thru Freire’s justice framework. • In class Case Study: Theater of the Oppressed NYC- https://www.tonyc.nyc/ • Discuss final project and ways of making connections to advocacy groups/non-profits that work to create justice. Get into final project grps: Identify an org that addresses your group’s injustice. Start working on your final report of the history, mission/vision, goals, structure, methods, challenges and accomplishments of your chosen organization. Discuss how you could incorporate the arts to enhance our message. Report back. | |
| WEEK 8 “Doing Justice” through Theater Continued... | <ul style="list-style-type: none"> • Student Ice Breaker • WATCH Shawn Dunwoody, “A Brief But Spectacular Take on Bridging Communities with Art” https://www.youtube.com/watch?v=-zCdhxm1skY and DISCUSS: how did this piece define and address a social injustice? Was it effective? Why or why not? • Get into your groups to continue work on your FINAL PROJECT and Discuss how the Pedagogy of the Oppressed justice framework and its method Theater of the Oppressed informs your justice issue | <p>ASSIGNMENT: WRITE a 500-word Post on BrightSpace describing how Arts can be used as a method for doing justice based on the below sources. Describe how and which Art’s based method could be used to do justice for your final group project. Use the below sources to define and discuss which Artistic Method informed how you would use the Arts to address your justice issue. PERUSE the following to find what fits for your project. You do not have to do a close read of all sources. COMMENT on one of your grp member’s post to share why you think their suggestion is effective.</p> |

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| | <p>based on your homework. Choose one example to report back to class as well as the status of your planning.</p> | <ul style="list-style-type: none"> • READ: “Principles,” from <i>Beautiful Trouble, A Toolbox for Revolution</i>, • Excerpt from Duncome and Lambert, <u>Art of Activism</u>, pp 1-44; Excerpt from the <u>Art of Activism Workbook</u>, pp 6-29 • WATCH: The Yes Men Fix the World: https://www.youtube.com/watch?v=OazUh0Ym8rc • How to become a yes man The Yes Men TEDxCALArts |
| WEEK 9 “ Doing Justice ” through multiple Creative Mediums | <ul style="list-style-type: none"> • Student Ice Breaker • In class Case Study: ACT UP https://www.newyorker.com/magazine/2021/06/14/how-act-up-changed-america. <ul style="list-style-type: none"> ○ What social injustice was ACT UP addressing? ○ What arts-based methods were used to “do justice”? ○ Were they effective? Why? ○ Share your Posts and Compare with ACT UP methods. • Get in your final presentation grps: Work on the artistic element of your final presentations. | |
| WEEK 10 “ Doing Justice ” merging the Arts and Intersectionality | <ul style="list-style-type: none"> • Student Ice Breaker • Group Discussion: Theater as Justice through Intersectionality. How do they relate? Review the Justice Frames/Theories. • In class Case Study: Get into six small groups and have each grp take one of the following case studies- two grps will cover the same case study to | <p>ASSIGNMENT: Annotation of “Mapping the Margins,” by Kimberle Crenshaw through Perusall.com. Answer the following three prompts in at least three annotations and respond to one fellow student’s annotation about why you agree with their annotation. 1) How is intersectionality defined? 2) Why did the theory emerge? 3) How</p> |

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| | <p>compare findings:</p> <ul style="list-style-type: none"> 1. The Woman Who Took Down a Confederate Flag on What Came Next - The New York Times 2. CeCe McDonald, FREE CeCe 3. Juliet Butterfly chaining herself to a Bigleaf Maple Tree to protest the logging industry <p>• Present- what injustice is occurring? How does Intersectionality help you understand what happened? How is theater used as a justice method? Was it effective? Why?</p> | <p>did this new theoretical lens “do justice” in the case used in the article?</p> |
| Unit 4: “Doing Justice” through Legal and Judicial Action | | |
| WEEK 11 INTERSECTIONALITY AND THE JUSTICE SYSTEM | <ul style="list-style-type: none"> • Student Ice Breaker • Use the White Board and define Intersectionality as a group. Discuss and apply to the case study in Crenshaw’s article. How does Intersectionality apply to your justice issue for your final group project. • DISCUSS Final Individual Paper: 3-5 pages. APA style. Identify a social justice issue you are passionate about (it can be the one for your grp project or a different one), explore its historical context, root causes, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? What action can be done now to affect change related to the justice issue? Discuss its root cause and current status and how one or a combination of justice theories/frameworks could address the issue. (10 pts) | <p>ASSIGNMENT: Annotation of Coates, The Case for Reparations by Ta-Nehisi Coates - The Atlantic through Perusall.com. Answer the following three prompts in at least three annotations and respond to one fellow student’s annotation about why you agree with their annotation. 1) How is Reparations defined? 2) Why did the concept emerge? 3) How would Reparations “do justice” in in response to the racial injustices outlined in the article?</p> |
| WEEK 12 REPARATIONS | <ul style="list-style-type: none"> • Student Ice Breaker • Use the White Board and define Reparations as | |

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| | <p>a group. Get into small groups and choose a racial injustice described in Coate's article to use as an example of how and why Reparations should be applied.</p> <ul style="list-style-type: none"> ● Do "Reparations" apply to your justice issue for their final group project? If so, how? Report back. | |
| <p>WEEK 13 RESTORATIVE JUSTICE</p> | <ul style="list-style-type: none"> ● Student Ice Breaker ● FINAL PRESENTATION PRACTICE and Discussion <ul style="list-style-type: none"> ○ What Makes an Effective Presentation? Develop a Likert Scale we will use to assess each other's work. Define Peer Review. ○ CHOOSE TIME SLOTS for Presentations over the next two weeks. ○ Answer any questions about Final Presentations Papers. ● Watch What is Restorative Justice? https://www.youtube.com/watch?v=OQY9hOKwZFI <ul style="list-style-type: none"> ○ Take Notes and respond to the following prompts while watching: <ul style="list-style-type: none"> ■ Define Restorative Justice ■ How does Restorative Justice apply to your justice issue for your presentation or paper? ○ Report back to class- grp discussion about definition and application to finals <p>RESTORATIVE JUSTICE RESOURCE LIST if you want to use for your papers or final presentations:</p> <ul style="list-style-type: none"> ○ Desmond Tutu and Mpho Tutu, <u>The Book of Forgiving: The Fourfold Path for Healing</u> | |

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| | <ul style="list-style-type: none"> ○ <u>Ourselfs and Our World 2014</u> ○ <u>No Future Without Forgiveness 2009</u> ○ <u>The Legacy of Rwanda's Community-Based Gacaca Courts HRW</u> ○ <u>Gacaca: A Successful Experiment in Restorative Justice?</u> ○ NYC <u>Restorative Justice Initiative</u>; special court? | |
| WEEK 14 | FINAL PROJECT PRESENTATIONS | |
| WEEK 15 | FINAL PROJECT PRESENTATIONS; REFLECTIONS AND CONFERENCES; and FINAL PAPER DUE | |

Final Term Project

The goals of the Final Paper and Presentation are to show your culmination of knowledge through the understanding, analysis and proposal of a social justice action to address a social justice issue most important to you.

Part 1. Identify a social justice issue you are passionate about, explore its historical context, root causes, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? What action can be done now to affect change related to the justice issue?

- *Individuals* FINAL PAPER: 3-5 pages. APA style. Identify a social justice issue you are passionate about, explore its historical context, root causes, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? What action can be done now to affect change related to the justice issue? Discuss its root cause and current status and how one or a combination of justice theories/frameworks could address the issue. (10 pts)
- What makes a viable source? Review Databases from Andrew Lloyd Sealy Library AND have a visit from Kathleen Collins: <https://www.lib.jjay.cuny.edu/databases>

Part 2. Identify an org that addresses your group’s injustice.

- MULTI-MEDIA GROUP PRESENTATION: 15-20 minutes. Use your shared social justice interests to get into groups. Choose a social justice organization. Co-create a multi-media presentation. Present the social justice issue, its historical context, what social action has been “done” in response to the social justice issue? Was it effective? What is the current status? Choose a justice framework from class that helps you understand how it should be addressed. How your chosen organization addresses the social justice issue. Present the social justice organization’s history, mission/vision, goals, structure, methods, challenges and accomplishments. Incorporate the arts to enhance your message. Decide how you will show this in your final project i.e. photo voice, photo journal, short play, poem. (10 pts)

Part 3. *Individuals* submit a reflective essay about how this project affected your understanding of what it takes to Do Justice and your potential as a justice maker, include your experience of the collaborative process. (10 pts)

NOTE: You will “perform” your collaborative, multimedia final project presentations to your peers and provide each other Peer Review. WHEN WE INTRODUCE THE final project presentation in Week 6 we will discuss what components make an effective presentation to co-create a “Likert Scale” 1 for least effective and 5 for most effective. Each student will use the Likert Scale of the final days of the presentations to provide anonymous feedback, practicing what scholars do to assess each other’s work. The presentations will demonstrate how to “Do” justice using a combination or one of the justice theories/frameworks you learned from the course including at least one form of artistic expression.

Steps Described in the Syllabus Calendar

- Get into FINAL PRESENTATION GRP. Brainstorm what social justice issues you are most passionate about/interested in. Create groups together based on shared interest.
- Review FINAL MULTI-MEDIA GRP assignment together and discuss how the three in class activities have been examples of how to do their finals. Identify possible organizations for each

of the group's justice issues.

- Create shared norms for your group process based in Class 1- be sure to include the following steps: 1. When are you going to meet in person, on Zoom? 2. Decide who's going to scribe, you can take turns. 3. Who is going to do what portion of the presentation? 4. When are we going to meet to sew the pieces together and do a test rehearsal before the class presentation? What will happen if a group member does not follow thru?
- **MULTI-MEDIA GROUP PRESENTATION ASSIGNMENT:** 15-20 minutes. Use your shared social justice interests to get into groups. Choose a social justice organization. Co-create a multi-media presentation including the following: Present the social justice issue, its historical context, what social action has been "done" in response to the social justice issue? Was it effective? What is the current status? Choose a justice framework from class that helps you understand how it should be addressed. How does your chosen organization address the social justice issue? Present the social justice organization's history, mission/vision, goals, structure, methods, challenges and accomplishments. How would you enhance their strategies? Incorporate the arts to enhance your message. Discuss how you may show this in your final project i.e. photo voice, photo journal, short play, poem, there will be more time to explore during class (10 pts)
- Discuss final project and ways of making connections to advocacy groups/non-profits that work to create justice. Get into final project grps: Identify an org that addresses your group's injustice. Start working on your final report of the history, mission/vision, goals, structure, methods, challenges and accomplishments of your chosen organization. Discuss how you could incorporate the arts to enhance our message. Report back.
- Get in your final presentation grps: Work on the artistic element of your final presentations.
- **DISCUSS Final Individual Paper:** 3-5 pages. APA style. Identify a social justice issue you are passionate about (it can be the one for your grp project or a different one), explore its historical context, root causes, what social action has been "done" in response to the social justice issue? Was it effective? What is the current status? What action can be done now to affect change related to the justice issue? Discuss its root cause and current status and how one or a combination of justice theories/frameworks could address the issue. (10 pts)

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.**

Date Submitted: 9/27/24

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

2. Contact information of proposer(s):

Name(s): Hunter Johnson

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

3. Current number and title of course: **CSCI 358 Machine Learning**

4. Current course description:

This course focuses on machine learning - a collection of techniques for extracting useful information from data. This information is commonly used to make predictions. Students learn how many companies use predictive analytics for calculating or identifying such information as credit scores, real estate values, social connections, online behavior, and/or financial performance. Students will also understand how some applications of machine learning can be loaded with ethical implications such as the prediction of criminality, gene expression, credit worthiness and/or job effectiveness. In this course students will focus on understanding and applying basic issues and techniques in machine learning such as overfitting, linear models, validation, and standard algorithms. Students will primarily study supervised learning, though the course will also investigate unsupervised methods (for example clustering) toward the end of the semester.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, CSCI 272, MAT 301, MAT 310

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

6. Rationale for the proposed change(s): CSCI 358 Machine Learning is being added as a required course to the Applied Math major. The programming classes that students in the major take are

CSCI 171-172. CSCI 172 must be added as an alternative pre-requisite to the programming class that computer science majors take so we don't create a 'hidden' pre-requisite barrier to student completion of the major.

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

- a. Revised course description: No change
- b. Revised course title: No change
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change
- d. Revised learning outcomes: No change
- e. Revised assignments and activities related to revised outcomes: No change
- f. Revised number of credits: No change
- g. Revised number of hours: No change
- h. Revised prerequisites: ENG 201; **CSCI 172 or** CSCI 272; MAT 301, MAT 310

8. Enrollment in past semesters: 15-20 students

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: September 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Shweta Jain, Chairperson, Department of Math and Computer 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.**

Date Submitted: 9/16/2024

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Alexa Capeloto and Alan Winson

Email(s): acapeloto@jjay.cuny.edu, awinson@jjay.cuny.edu

Phone number(s): (646) 557-4546

3. Current number and title of course: **ENG 363 Podcasting: Social Impact, Style and Practice**

4. Current course description:

Podcasting has become a major contemporary platform for citizen voices. This course allows students to gain hands-on experience in researching, writing, and producing podcasts on topics chosen by student teams and guided by the instructor. Podcast program choices will focus on topics that are relevant to current social and civic conditions, both locally and nationally. Technical training will include practice with professional sound equipment and editing and streaming software, as well as streaming broadcasting software. Students will gain a basic understanding of podcasting styles and the impact of podcasting on social justice and news media. Students will practice skills needed to create broadcast-quality podcast programs.

a. Number of credits: 4

b. Number of class hours (please specify if the course has lab hours): 4, including 1 lab hour

c. Current prerequisites: ENG 201; and ENG 131 Self, Media and Society or permission of the instructor

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

We would like to move this course to the 200 level, remove ENG 131 Self, Media and Society as a pre-requisite, and revise the course learning outcomes and assignments due to the level change.

We also propose changing the course description to be more streamlined, current and flexible for variation across sections.

6. Rationale for the proposed change(s):

Moving ENG 363 to the 200 level better suits the existing content and curriculum, much of which aligns with other 4-credit 200-level introductory media production courses: ENG 233 News Reporting and Writing and ENG 261 Digital Video Production. Just as in those courses, students learn about a medium and then practice and produce content in that medium. With this proposed revision, this course essentially becomes an audio counterpart to the courses on written and visual media. We would like to remove ENG 131 as a pre-requisite to further align it with ENG 233 and ENG 261, both of which only require ENG 201. ENG 131 is a broad media studies course in Individual & Society and while it would provide a good foundation for a podcasting course, it is not required for learning and practicing the conventions of that medium.

We recognize that this move necessitates some alteration to the course learning outcomes and assignments. The original proposal for ENG 363 listed 9 learning outcomes. We have streamlined the outcomes to 4 and keyed them to skills that are appropriate at the 200 level and correlative to the outcomes in ENG 233 and ENG 261: identification of conventions and terms, rhetorical analysis, research, and content production specific to the medium at the center of each course. And while much of the existing course still works at a 200 level, we have reduced the workload from two long podcast assignments to one shorter one at the end, allowing students to learn and practice skills more before culminating in one high-stakes assignment.

These changes (level, outcomes and assignments) also better situate the course in the sequence of learning for the Digital Media and Journalism Minor and the English Major. If/when this proposal is approved, we will submit a Program Revision Memo adding it as an elective in the DMJ Minor, and it will be included among the electives in the revised English Major. We also plan to revise the dormant ENG 336 Digital Journalism as a 300-level advanced multimedia course that students from the 200-level podcasting/video courses can move into. (ENG 233 already has such a course with ENG 334 Intermediate Reporting and Writing).

As for the course description, the current description is rather long (105 words) and outdated in its references to broadcast, so we are revising it now while we have the opportunity.

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

a. Revised course description:

Podcasting has become a major platform for citizen voices. This course allows students to study the genre and gain hands-on experience in researching, writing, and producing work of their own. Students will gain a basic understanding of podcasting styles and the impact of podcasting on social justice and news reporting. Technical training includes practice with professional sound equipment and editing and streaming software.

b. Revised course title: N/A

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

d. Revised learning outcomes: Students will:

- 1. Define podcasts on their own and in relation to other media formats and identify their conventions using appropriate technical and mass communication terms.**
- 2. Critically evaluate how podcasts of various genres communicate with and influence audiences.**
- 3. Engage the study of podcasting with issues of justice in its many forms.**
- 4. Produce podcast work that is appropriately researched, sourced and cited, crisply edited, and designed for audience engagement.**

e. Revised assignments and activities related to revised outcomes:

The original proposal for ENG 363 required students to work in teams to each complete two podcasts of 20 to 30 minutes. That is appropriate at a 300 or 400 level, but we understand it is too rigorous for 200-level students still learning the basics of the genre. The final project now is one podcast of 15 to 20 minutes per team.

The more modest production requirement allows more time for knowledge acquisition, critical analysis of the media form, and smaller-scale practice leading up to a culminating project. This is similar to ENG 233 and ENG 261, in which students learn about the genre, complete smaller assignments where they can practice their skills, and end with one larger assignment that encapsulates what they've learned (a Final Story in ENG 233 and a Final Video Project in ENG 261).

See attached Syllabus for more detail.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: This course went through governance in 2019 and was offered in Fall 2019. It was canceled due to low enrollment and has not been offered since.

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: September 2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Jean Mills, Chairperson, Department of English



ENG 2XX Podcasting: Social Impact, Style, and Practice

John Jay College of Criminal Justice/CUNY

524 W. 59th St., New York, NY, 10019

Course Code: ENG 2XX.XX

Prerequisite: ENG 201

Credits: 4 (3 class hours, 1 lab hour)

Modality: In-person

Class sessions:

Classroom:

Instructor: Alan Winson

Office Hours: MW 1:40-2:40pm
and by appointment

Office: 7.65.26 NB

Phone:

Email: awinson@jjay.cuny.edu

Course Description:

Podcasting has become a major platform for citizen voices. This course allows students to study the genre and gain hands-on experience in researching, writing, and producing work of their own. Students will gain a basic understanding of podcasting styles and the impact of podcasting on social justice and news reporting. Technical training includes practice with professional sound equipment and editing and streaming software.

Learning Outcomes:

1. Define podcasts on their own and in relation to other media formats, and identify their conventions using appropriate technical and mass communication terms.
2. Critically evaluate how podcasts of various genres communicate with and influence audiences.
3. Engage the study of podcasting with issues of justice in its many forms.
4. Produce podcast work that is appropriately researched, sourced and cited, crisply edited, and designed for audience engagement.

Course Texts:

Unless otherwise specified, all required readings on the course schedule can be found in a Digication ePortfolio. This means you won't have to buy a textbook for this course, but please note that you will need to access the course ePortfolio on a regular basis.

Office Hours:

Meeting times with the instructor are posted above or you can arrange for alternate times to meet online. It is helpful to let the professor know by email if you plan to drop by. Occasionally, official college meetings are scheduled during this time. At times, the instructor will reach out to students to meet; please treat these requests as an opportunity and not a punishment.

Class Sessions:

The class will meet twice a week to do the following:

- Discuss that week's focused topic and written responses to the reading(s) – annotated in the course ePortfolio.
- Discuss podcasting history, form and style.
- Investigate the question of what makes an effective podcast.
- Conduct technical training dealing with recording and editing an effective audio podcast.
- Form teams and report on progress with the podcast project.
- Conduct peer evaluation of podcast work.

See course schedule for topics to be covered in each week.

Lab Sessions:

Podcast teams will meet one hour a week and accomplish the following:

- Determine individual roles and responsibilities and formulate a team agreement.
- Decide on podcast focus and organization.
- Discuss, plan, and produce podcast program.
- Meet with instructor to discuss progress with the podcast project and further technical training.

Class Participation:

In-class meetings. An important component of this class is full participation. To take part in the course, students must arrive at class prepared with written and reading assignments completed and ready to ask questions and share comments, ideas, and feedback. Attendance points are part of the participation component of the course grade.

Podcast Team Lab meetings. Teamwork presents challenges and opportunities. Everyone on the team must actively participate in forming decisions, as well as carrying out those decisions. The podcast project part of the grade will be based on the work of the individual and the quality of the final product. Each student will be graded based on the following:

- Actively participating and contributing to group work.
- Completing group responsibilities fully and on time.
- Being present at team meetings with the instructor.

Attendance:

Full attendance at class and team meetings is required. Absences will affect students' final participation portion of the course grade. More than three absences will influence the final grade.

Grade Breakdown:

10% Participation.

- Class attendance and participation in in-class conversations.
- Engaging with peer evaluation of team programs within team's ePortfolio.

20% Low-Stakes Writing and Presentations:

- Student-generated annotation of articles with peer responses.
- Reflective writing following audio editing exercises.
- Each team will be assigned to script a "Podcast of the Week" presentation.

25% Podcast Preparation: This prep work will include...

- Team meetings with the instructor during lab hour.

- Scheduling time in the English Department Podcast Studio for production purposes,
- Posting in the team ePortfolio program outlines, and communication between members, to assure full participation of all team members.
- See below and course ePortfolio for more details on the responsibilities of all team members.

40% Podcast Work:

15%: Podcast Skills Building: Various smaller projects to gain basic interviewing and sound-gathering techniques, as well as skills needed for successful group dynamics. This work builds toward the Final Podcast Program.

25%: Final Podcast Program: One program of 15-20 minutes, fully edited, related to an issue of justice. This project will require research and writing assignments.

5% Final Presentation:

- An organized, recorded conversation among team members looking back on their team effort and forward to developing further podcasting ideas.

Final Podcast Program Requirements:

Each team is required to produce one 15-20 minute podcast on a single theme or idea chosen halfway in the semester. Podcast Skills Building Work before then will allow students to learn, practice and refine skills for the program.

Team Meetings. Each team is required to meet with the instructor during lab hours. Podcast teams will also be required to meet on their own to discuss the developing podcast program and to work toward a successful final product. The team Librarian will take notes during these meetings and post to the team's ePortfolio.

What you need to accomplish in planning the team's podcast

- Work toward a justice-related program topic that is of interest to all team members, and identify the audience for the topic.
- Develop an annotated bibliography for the Final Podcast Program.
- Gain proficiency on program topic via background research.
- Include a variety of recorded sound to establish audience interest. Such variety could include expert and peer interviews, original music for transitions, sound effects and environmental sound to establish place, drafted and re-drafted introductory scripting and exposition of the issue being explored.

What you will have accomplished in completing the team podcast:

- Developed a focused theme investigating a question or issue related to justice.
- Established a credible and professional voice engaging the issue being investigated.
- Identify, evaluate and utilize legitimate information from experts in selected fields via secondary and primary research, including direct interviews.
- Created a podcasting audio style by modeling established podcasts.
- Produced a clean, crisply edited, comprehensive, coherent, and engaging program.
- Explored wider out-of-college venues for the podcast idea.

Weekly Assignments:

All assignments will be discussed in class and explained in detail in the course ePortfolio. There are two sorts of assignments:

1. Class-Based Assignment.

- Reading and listening assignments with student-generated annotations within the team ePortfolio.
- Participating in class discussions of various topics in podcasting based on written responses.
- Writing focused reflection papers.
- Completing practice work around podcasting projects.

2. Team-Based Assignments. Team members are required to participate in the following:

- Brainstorming for a justice-related podcast idea and focus.
- Developing and writing a podcast program proposal.
- Gathering information for the podcast's annotated bibliography. Must include, but is not limited to, scholarly and popular articles and books.
- Participating in acquiring relevant recorded interviews and sound.
- Developing a detailed podcast program chart and outlining the program.
- Audio editing the podcast program.
- Presenting outcomes to the class.
- Writing a reflection on the podcasting process and working with a team.

Late Assignment Policy: Please note that without exception all assignments – low and high stakes – are due on time. Late submissions will not be accepted, though make-up work for lower point values will be available for one week after the initial assignment is due. Due dates are posted with the assignment.

Lab-team meeting etiquette: This podcasting class will be a safe and serious venue for critical analysis and podcast production. You should treat your peers' work with respect and as confidential. Your peers and I will endeavor to give you strong, respectful feedback based on a specific set of criteria. Further, podcast projects will be shared publicly if all members of a team agree to do so. The same approach will be taken to any work that is posted in the team's ePortfolio. You must ask for and receive permission from the team to post team work to your own digital platform.

Official College Grading Criteria:

| | |
|---------------------|--------------|
| A, A- above 90% | Excellent |
| B+, B, B- above 80% | Very Good |
| C+, C, C- above 70% | Satisfactory |
| D+, D, D- above 60% | Poor |
| F below 60% | Fail |

Technology:

DoIT helpdesk: 212-237-8200.

Plagiarism Policy:

Academic integrity is at the core of a college or university education. When students violate the academic integrity policy, they are committing an act of theft that can cause real harm to themselves and others including but not limited to their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy. Examples of academic dishonesty include:

- 1) Cheating: The unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise.
- 2) Plagiarism: The act of presenting another's ideas, research or writing, including computer-generated content, as if it were one's own.
- 3) Obtaining Unfair Advantage: Any action taken by a student that gives or attempts to give that student an unfair advantage in their academic work over another student.

Accessibility Services:

John Jay's Accessibility Services provide comprehensive access to support services and programs for students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses and psychological impairments. If you know or suspect that you need accommodations, please visit <http://www.jjay.cuny.edu/2023.php> for more information.

Please note that any accommodations required in/for class must be arranged through Accessibility Services before being discussed with any of your instructors.

COURSE SCHEDULE

WEEK 1 – Course Orientation

- **LECTURE TOPIC** – Getting the course started.
 - Why did you take this course in podcasting? What are your goals?
 - Syllabus and Assignments overview.
- **CLASS ACTIVITIES** –
 - Using and setting-up the team's Digication ePortfolios using a template.
 - **Discuss Reading** -- "How to make a great podcast."
 - **Listen & Comment** on NPR's Pop Culture Happy Hour: Guardians of the Galaxy, Part 2
- **PODCAST TEAM TASKS** – Prep for Audio Skills Exercise #1 / Podcast Program Planning Exercise #1
- **IN CLASS WRITING** – Why do you want to podcast?

TEAM LAB WORK

- **Orientation to JJAY Audio Labs**

NEXT WEEK'S ASSIGNMENT

- **Read & Annotate** – See ePortfolio course for all readings.
 - "Guide to Podcasting: A Brief History" pp. 2-5.
 - "Broadcasting as a Medium of Art" -- Encyclopedia Britannica.
- **Read** -- "Podcasting Is the New Talk-Radio." Juliette DeMaeyer. *The Atlantic*. May, 2017

WEEK 2 – Radio History & Early "Podcasting" Forms.

- **LECTURE TOPIC** – Is podcasting a new form of “radio”? Is podcasting a new form of broadcast news or entertainment or something else?
- **CLASS ACTIVITIES** –
 - **Technical aspects of audio production** -- Recording in the Podcast Studio; gathering sound in the field. Editing tools – Logic Pro/ GarageBand / Audacity.
 - Students “pitch” individual podcasting ideas to the class.
- **PODCAST TEAM TASKS -- Organizing Podcast Teams [PT].**
 - **Schedule** regular weekly PT meeting times in LAB.
 - **Prep** for Audio Skills Exercise #1
 - **Prep** for Podcast Program Planning Exercise #1
- **IN CLASS WRITING** -- Brainstorm for podcast program ideas.

TEAM LAB WORK

1. **START -- Audio Skills Exercise #1** - Each TEAM creates a 30-second Ted Talks Mash-Up. See directions in course ePortfolio.
2. **START -- Podcast Program Planning Exercise #1.** See course ePortfolio

NEXT WEEK’S ASSIGNMENT

- **Read & Annotate** –
 - “The Past, Present, and Future of Podcasting” Joseph Burns (2010)
 - “What is a podcast? Considering innovations in podcasting ...” Rime, et al. (2022)
- **Listen** -- “‘Serial’: The podcast we’ve been waiting for.” / “Serial” Go to >>>
<https://serialpodcast.org/season-one>

WEEK 3 – “Serial”: Beginning of Modern Podcasting.

- **LECTURE TOPIC** – Did podcasting start with “Serial”?
- **CLASS ACTIVITIES** –
 - **Discuss** –
 - Annotations of assigned readings.
 - Why was “Serial” a key aspect of the modern podcasting phenomenon? How truthful is this podcast?
 - **Explain** -- Podcast Platforms -- purpose and types. What podcasts are available and how to find them.
- **PODCAST TEAM TASKS** –
 - What sort of podcast are you producing? Share ideas for Team Podcast Program
 - **Discuss** -- Podcasting Production Roles -- Program Director/ Librarian/ Sound Editor(s) / Public Relation Managers.
- **IN CLASS WRITING** -- Why do you listen to podcasts? How is that listening different/same compared to other media listening?

TEAM LAB WORK:

- **COMPLETE - Audio Skills Exercise #1** - Each TEAM creates a 30-second Ted Talks Mash-Up. See directions in course ePortfolio.
- **COMPLETE - Podcast Program Planning Exercise #1.** See directions in course ePortfolio

NEXT WEEK'S ASSIGNMENT

- **Read & Annotate** – *On The Media* MANIFESTO BY Brooke Gladstone.
- **Listen** – *On The Media* – “I, Robot” July 2023
<https://www.wnycstudios.org/podcasts/otm/episodes/on-the-media-i-robot>
- **PREP for Team Podcast Critique** -- Choosing a favorite podcast. [“The Best Podcasts of 2024 \(So Far\).”](#)

WEEK 4 – “On The Media” Podcast.

- **LECTURE TOPIC** – Can media reflect on media?
- **CLASS ACTIVITIES** –
 - **Discuss** annotations of assigned readings.
 - **Interview Technique** - Discuss and practice interviewing techniques.
 - **SHARE** -- Audio Skills Exercise #1 - Ted Talks Mash-Ups.
 - History, Style and Rhetoric of *This American Life* podcast.
- **PODCAST TEAM TASKS** ----
 - **Prep** for Audio Skills Exercise #2
 - **Prep** for Podcast Program Planning Exercise #2
 - **PREP FOR TEAM Podcast Critique** - Each week one Podcast Team will critique a professional podcast. See ePortfolio for further directions.
 - Schedule Team Podcast Critique presentations
- **IN CLASS WRITING** -- How can media be reflexive? How would you form a podcast that critiques podcasts?

TEAM LAB WORK:

- **START** -- **Audio Skills Exercise #2** - Create a 30-second Soundbytes-type audio.
- **START** -- **Podcast Program Planning Exercise #2**. See course ePortfolio

NEXT WEEK'S ASSIGNMENT

- **TEAMS Meet with Instructor during Office Hour** -- to Discuss podcast program goals and planning.
- **Read & Annotate** -- Excerpt from [Active Audience/Reception Theory](#). By Maroder, Milano, Nickels & O'Donoghue (2013).

WEEK 5 – Audience Reception.

- **LECTURE TOPIC** – What is the audience relationship to a podcast series? How do audiences listen to podcasts? How does this listening behavior influence the podcast message? Who is your listener?
- **CLASS ACTIVITIES** –
 - **Discuss** readings and annotations of reading assignments.
 - **Editing** - Discuss and practice editing techniques for Podcast Skills Building
 - **Listen** to *Intersection* Podcast and note how the moderator establishes the goals of the podcast in this first program of “Intersection.”
- **PODCAST TEAM TASKS** –
 - **Team Favorite Podcast Critique #1** – TEAM PRESENTATION TBD
 - **SHARE:** Audio Skills Exercise #2.

- **IN CLASS WRITING** – Summarize ideas from discussion on how your Team Podcast will address Democracy and political Issues.

TEAM LAB WORK

- **COMPLETE - Audio Skills Exercise #2** – See directions in course ePortfolio.
- **COMPLETE - Podcast Program Planning Exercise #2.** See directions in course ePortfolio.

NEXT WEEK'S ASSIGNMENT

- **TEAMS Meet with Instructor during Office Hour** -- to Discuss podcast program goals and planning.
- **Read & Listen** -- “This American Life: Radio Review -- US Gun Control.” / *This American Life* - “487: Harper High School - Part 1” - Go To >>> <https://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one>

WEEK 6 – Podcasting as Advocacy #1 – Political Action.

- **LECTURE TOPIC** – In what ways do podcast address Democracy and political issues?
- **CLASS ACTIVITIES** –
 - **DISCUSS** -- Annotations of reading.
 - **SHARE** -- Audio Skills Exercise #2
- **PODCAST TEAM TASKS** –
 - **Team Favorite Podcast Critique #2** – TEAM PRESENTATION TBD
 - **Prep** for Audio Skills Exercise #3.
 - **Prep** for Podcast Program Planning Exercise #3
- **IN CLASS WRITING** – Is your podcast program idea addressing our time and current issues/questions of justice? How does it reflect the present social realities?

TEAM LAB WORK

- **START - Audio Skills Exercise #3** – See directions in course ePortfolio.
- **START - Podcast Program Planning Exercise #3.** See directions in course ePortfolio.

NEXT WEEK'S ASSIGNMENT

- **Read & Annotate:**
 - Interview of Jamil Smith producer of *Intersection Podcast* - *The New Republic*.
 - **Listen To** - Intersection Podcast- 1st episode - “Intersectionality and Queering Marriage.” Go to >>> <https://soundcloud.com/intersection-tnr>
- **Read & Annotate:** Are modern-day podcasting and processes of communication reflective of the social moment? Excerpt from Raymond Williams’ *The Long Revolution*.
- **Listen** – “More Perfect” Podcast -- “The Political Thicket Reprise”. June, 2023 – [CLICK HERE](#)

WEEK 7 – Podcasting as Advocacy #2 -- Focus on social problems.

- **LECTURE TOPIC** – How do podcasts address social problems – race and gender?
- **CLASS ACTIVITIES** –
 - **DISCUSS:** Annotated ideas from readings on Citizen Journalists.
- **PODCAST TEAM TASKS** –
 - **Team Favorite Podcast Critique #3** – TEAM PRESENTATION TBD
 - **Discuss** topic and organization of Final Podcast Program

- **Finalize** role assignments.
- **Discuss** potential interviews.
- **IN CLASS WRITING** – Who do you feel could be an audience for your Team Podcast Topic? OR – What is the most difficult skill in developing a podcast program? OR What skill do you need to work on if your team is going to produce a podcast program?

TEAM LAB WORK

- **COMPLETE - Audio Skills Exercise #3** – See directions in course ePortfolio.
- **COMPLETE - Podcast Program Planning Exercise #3.** See directions in course ePortfolio.

NEXT WEEK'S ASSIGNMENT

- **Read & Annotate:**
 - Can Podcasting be considered a form of citizen journalism? Excerpts from Jay Rosen's *What are Journalists For?*
 - Is podcasting the new "public sphere"-- a place for citizens of a democracy to engage in public discourse and social formation? Excerpt from "The Discursive Model of Public Space" [on Habermas] by Seyla Benhabib
 - "Citizen news podcasts and engaging journalism: The formation of a counter-public sphere in South Korea." 2017
 - "The future of journalism: Where does podcasting fit in?" Em Kuntze. Content/Insights website. March 2017

WEEK 8— Podcasting as Advocacy #3 -- Podcasting and Citizen Journalism.

- **LECTURE TOPIC** – Is there a place for amateur podcasting in journalism as the Fourth Estate? Is citizen podcasting a new variant of journalism in the American Democracy? What forms has it taken and will take?
- **CLASS ACTIVITIES** –
 - **SHARE** -- Audio Skills Exercise #3
- **PODCAST TEAM TASKS** –
 - **Team Favorite Podcast Critique #4** – TEAM PRESENTATION TBD
 - **Prep** for Audio Skills Exercise #4
 - **Prep** for Podcast Program Planning Exercise #4
 - Discuss how to increase audience listenership using Social Media presence.
 - **Assign Roles** for program. Program Director/ Librarian/ Sound Editor(s) / Public Relation Managers.
- **IN CLASS WRITING** – Reflect on the questions raised about citizen podcasting and benefits for our democracy. To what degree can your podcast program be considered as citizen journalism? Could you bring more of these elements to your Team program topic?

TEAM LAB WORK

- **START - Audio Skills Exercise #4** – See directions in course ePortfolio.
- **START - Podcast Program Planning Exercise #4.** See directions in course ePortfolio.

NEXT WEEK'S ASSIGNMENT

- **Listen & Annotate** -- The Power of Podcasting: Driving Social Media ..."

WEEK 9 – Podcast influence on American social values, beliefs and attitudes?

- **LECTURE TOPIC** – How does podcast programming reflect our social values, beliefs, and attitudes?
- **CLASS ACTIVITIES** –
 - **Class Discussion** -- Consider business model for Podcast Programs. Do these have potential in a market today?
 - **Collecting “wild” Sound & Interviews** -- for Podcast Program edit.
- **PODCAST TEAM TASKS** –
 - **Team Favorite Podcast Critique #5** – TEAM PRESENTATION TBD
 - **Discuss** – Social Media presence of Team Podcast Program.
- **IN CLASS WRITING** – How are your beliefs, values and attitudes reflected in your Team Program Topic?

TEAM LAB WORK

- **COMPLETE - Audio Skills Exercise #4** – See directions in course ePortfolio.
- **COMPLETE - Podcast Program Planning Exercise #4.** See directions in course ePortfolio.

NEXT WEEK’S ASSIGNMENT

- **Meet with Instructor** -- to discuss Project goals and planning. Office Hours.
- **Read & Annotate** -- “Guide to Podcasting” -- Business of Podcasting. pp. 6 - 17. TOW Center for Digital Journalism - Columbia University

WEEK 10 – Business of Podcasting.

- **LECTURE TOPIC** – How have the economics of podcasting evolved? Is there a profit to be made? How have these business models changed as an aspect of social change and audience listening behaviors?
- **CLASS ACTIVITIES** –
 - **SHARE** -- Audio Skills Exercise #4
 - **Team Favorite Podcast Critique #6** – TEAM PRESENTATION TBD
- **PODCAST TEAM TASKS** –
 - **Prep** for Audio Skills Exercise #5
 - **Prep** for Podcast Program Planning Exercise #5
- **IN CLASS WRITING** -- How do you plan on reaching your audience of listeners? How do you think they will respond to your message?

TEAM LAB WORK

- **START - Audio Skills Exercise #5** – See directions in course ePortfolio.
- **START - Podcast Program Planning Exercise #5.** See directions in course ePortfolio.

NEXT WEEK’S ASSIGNMENT

- **Read & Annotate** - The Science of Social Media -- 3 Social Media Management Takeaways from John.” Go To >>><https://blog.bufferapp.com/show-notes-john-yembrick-nasa> -

WEEK 11 – Getting your Podcast published.

- **LECTURE TOPIC** – Approaches to getting a Podcast Program onto major podcast platforms.
- **CLASS ACTIVITIES** –
 - **DISCUSS** -- Take-aways from John Yembrick of head of Social Media at NASA

- **PODCAST TEAM TASKS –**

- **SHARE –** Where is your Team in completing your 20-minute Podcast program? What elements are you missing? What can you do to make it more complete? More interesting?

- **IN CLASS WRITING --** What is one take-away from the reading and podcast in “The Science of Social Media”?

TEAM LAB WORK

- **COMPLETE - Audio Skills Exercise #5 –** See directions in course ePortfolio.

- **COMPLETE - Podcast Program Planning Exercise #5.** See directions in course ePortfolio.

NEXT WEEK’S ASSIGNMENT

- **Listen**

- *Too Old to Date -- Episode #1* <https://tooldtodate.com/2017/01/30/episode-1-too-old-to-date/>

- *Bar Crawl Radio –* www.barcrawlradio.com – any episode.

WEEK 12 – Producing a Podcast in NYC.

- **LECTURE TOPIC –** Conversation with NYC podcasters about their work.

- **CLASS ACTIVITIES –**

- **SHARE --** Audio Skills Exercise #5

- **DISCUSS & CRITIQUE –** Two NYC Podcasts – *Too Old To Date / Bar Crawl Radio*

- **PODCAST TEAM TASK –**

- **SHARING –** Teams share where they are with their podcast project. What needs to be completed? What areas are most troubling?

- **IN CLASS WRITING --** Where are you with your team project. What work is needed to complete the project?

TEAM LAB WORK

- **Complete** podcast Program Edits

NEXT WEEK’S ASSIGNMENT

- **Complete** work on Team ePortfolio.

WEEK 13 – Posting your Final Edited Program.

- **LECTURE TOPIC –** Prof. Winson Talks about his own podcasting – successes and not successes.

- **CLASS ACTIVITIES –**

- **Discuss --** Posting your final Program

- **Discuss --** Getting people to listen

- **Review major ideas** covered during the semester.

- **Prepare --** for next week’s sharing of your Podcast with the class.

- **Reflection** on the process of producing your team’s final audio project – what was learned, with indications of future podcasting ideas.

- **PODCAST TEAM TASKS –**

- **Getting the word out about your podcast.**

- **Receiving feedback.**

- **IN CLASS WRITING –** What is one thing that you are proud of regarding the Team Podcast. What is one part of the edit that you would want to change and improve?

TEAM LAB WORK

- **Upload** Team Podcast to social media of your choice.
- **Share** with others. And collect comments to be used in Final Presentation.
- Team preparation for next week's Podcast Presentations.

NEXT WEEK'S ASSIGNMENT

- **Final Presentation**
 - Each Team will share all or a part of their final podcast edit.
 - What were your goals? Did you reach those goals and personal expectations?
 - What would you do if you were to continue to produce podcasting programming?

WEEK 14 -- Team Presentations – Reflecting on your team Podcast Program.

For the final class each team will create a recorded oral presentation of the following. Include selections from the podcast in this presentation:

- What was the team podcast concept? Who was your intended audience?
 - How varied were the sound elements in your podcast?
 - Do you feel your podcast was well organized? If not, what changes would you make in the final edit?
 - Do you feel your podcast was credible to a college audience?
 - If there was one thing you would do to improve your podcast what would that be?
 - Do you plan on continuing in podcasting in the future? What sort of programming would you produce?
-

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.**

Date Submitted: 9/23/2024

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

Name(s): Raymond Patton
 Email(s): rpatton@jjay.cuny.edu
 Phone number(s): 646-781-5207

3. Current number and title of course: **HON 181: Honors Colloquium 1**

4. Current course description:

Honors Colloquium 1 is the first half of the year-long colloquium course requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. With an emphasis on experiential learning, this course begins to develop students' understanding of the central theme of John Jay's Honors Program: the common good. Students will learn to provide critical analysis of varying perspectives on the pursuit of the common good through the development of a viable service project that fosters personal wellness and professional development. Students will write analytical and reflection papers on justice issues using research in scholarly sources. They will work in groups to design a service project and present to the class their work plan along with an intellectual exploration of the themes of justice, service, and common good in their project. Students will present a selection of their course work in a portfolio, showcasing the way their academic work contributes to the common good. Note: This class is graded on a Pass/No Credit basis.

a. Number of credits: 1

b. Number of class hours (please specify if the course has lab hours): 1.5

c. Current prerequisites: None. The course is restricted to students in the John Jay or Macaulay Honors programs.

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

number of credits.

6. Rationale for the proposed change(s):

The purpose and structure of the course has shifted over time from its original design. Over the past several years, we have increased the focus on 1) relating the Common Good theme to specific justice issues, and 2) using peer mentor support to guiding students through reflection on the intersection between their personal and social identity and interests, and their academic and professional pursuits. Rather than a portfolio, the course concludes with an assignment in a format relevant the student's chosen pursuit. Further, with the current curricular revisions, we are using the course to introduce students to ways in which scholarly rigor and passion for justice intersect in the academy and in the professional world.

While the course was created as a 1 credit course, the amount of work and class meeting time is consistent with a 1.5 credit course. After both semesters of colloquium, students will receive 3 credits, equivalent to a full regular course, which is often more useful than 2 credits.

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

a. Revised course description:

Honors Colloquium 1 is the first half of the year-long colloquium course requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. This course begins to develop students' understanding of the central theme of John Jay's Honors Program, the common good, through both scholarly inquiry and personal reflection. Students will be introduced to how different disciplines, interdisciplinary fields, and professional communities of practice address significant common good topics through research. As they learn about how scholars and professionals engage with issues relevant to their communities and the wider world, students will reflect on their own social location and experiences, and how it shapes their perspective and interests. With support from a peer mentor, students will learn to craft an intellectual, academic, and professional narrative framing their academic and professional journey, integrating classroom and experiential learning, extracurricular opportunities, research, and postgraduate goals.

b. Revised course title: n/a

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

d. Revised learning outcomes: Students will:

- 1. Define the John Jay Honors theme of "the common good"**
- 2. Introduce research from various disciplinary, interdisciplinary, and professional fields of practice as an authentic way to address common good questions and problems**

3. **Cultivate a personal intellectual and professional narrative that relates a student's identity, interests, skills, and goals to academic and/or professional goals and interests**
4. **Connect to peers in the Honors community and utilize resources provided by the college and Program**

e. Revised assignments and activities related to revised outcomes:

- -personal and social identity exercise
- -panels with professors and professionals 4x per semester
- -personal and career landscape map assignment (first semester), with scaffolded reflection assignments
- -culminating personal statement exercise (second semester) , with scaffolded reflection assignments

f. Revised number of credits: **1.5 credits**

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: 95 / semester

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: September 23, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Raymond Patton, Faculty Director, John Jay and Macaulay Honors Programs.

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.**

Date Submitted: 9/25/2024

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

Name(s): Raymond Patton
 Email(s): rpatton@jjay.cuny.edu
 Phone number(s): 646-781-5207

3. Current number and title of course: **HON 182: Honors Colloquium 2**

4. Current course description:

Honors Colloquium 2 is the second half of the year-long colloquium course requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. With an emphasis on experiential learning, this course begins to develop students' understanding of the central theme of John Jay's Honors Program: the common good. Students will learn to provide critical analysis of varying perspectives on the pursuit of the common good through the development of a viable service project that fosters personal wellness and professional development. Students will write analytical and reflection papers on justice issues using research in scholarly sources. They will work in groups to design a service project and present to the class their work plan along with an intellectual exploration of the themes of justice, service, and common good in their project. Students will present a selection of their course work in a portfolio, showcasing the way their academic work contributes to the common good.

a. Number of credits: 1

b. Number of class hours (please specify if the course has lab hours): 1.5

c. Current prerequisites: None, restricted to students in the John Jay and Macaulay Honors Programs.

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

6. Rationale for the proposed change(s):

The purpose and structure of the course has shifted over time from its original design. Over the past several years, we have increased the focus on 1) relating the Common Good theme to specific justice issues, and 2) using peer mentor support to guiding students through reflection on the intersection between their personal and social identity and interests, and their academic and professional pursuits. Rather than a portfolio, the course concludes with an assignment in a format relevant the student's chosen pursuit. Further, with the current curricular revisions, we are using the course to introduce students to ways in which scholarly rigor and passion for justice intersect in the academy and in the professional world.

While the course was created as a 1 credit course, the amount of work and class meeting time is consistent with a 1.5 credit course. After both semesters of colloquium, students will receive 3 credits, equivalent to a full regular course, which is often more useful than 2 credits.

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

a. Revised course description:

Honors Colloquium 2 is the second half of the year-long colloquium course requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. This course begins to develop students' understanding of the central theme of John Jay's Honors Program, the common good, through both scholarly inquiry and personal reflection. Students will be introduced to how different disciplines, interdisciplinary fields, and professional communities of practice address significant common good topics through research. As they learn about how scholars and professionals engage with issues relevant to their communities and the wider world, students will reflect on their own social location and experiences, and how it shapes their perspective and interests. With support from a peer mentor, students will learn to craft an intellectual, academic, and professional narrative framing their academic and professional journey, integrating classroom and experiential learning, extracurricular opportunities, research, and postgraduate goals.

b. Revised course title: n/a

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

d. Revised learning outcomes: Students will:

- 1. Define the John Jay Honors theme of "the common good"**
- 2. Be introduced to research from various disciplinary, interdisciplinary, and professional fields of practice as an authentic way to address common good questions and problems**

3. Cultivate a personal intellectual and professional narrative that relates a student's identity, interests, skills, and goals to academic and/or professional goals and interests
4. Connect to peers in the Honors community and utilize resources provided by the college and Program

e. Revised assignments and activities related to revised outcomes:

- -personal and social identity exercise
- -panels with professors and professionals 4x per semester
- -personal and career landscape map assignment (first semester), with scaffolded reflection assignments
- -culminating personal statement exercise (second semester), with scaffolded reflection assignments

f. Revised number of credits: **1.5 credits**

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: 95 / semester

9. 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 Honors Program Advisory Committee approval: September 23, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Raymond Patton, Faculty Director, John Jay and Macaulay Honors Programs.

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.**

Date Submitted: September 24, 2024

1. Name of Department or Program: Latin American and Latinx Studies

2. Contact information of proposer(s):

Name(s): John A. Gutierrez

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

Phone number(s): 212-237-8667

3. Current number and title of course: **LLS 215: Socio-Political Developments in Contemporary Puerto Rico**

4. Current course description: Political, social, and economic issues in Puerto Rico from the 1930s to the present. Political developments leading to the establishment of the "Commonwealth" and attendant economic problems. Consequences of Puerto Rico's involvement with the United States.

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 sophomore standing or above or permission of the instructor

5. Describe the nature of the revision (what are you changing?): The LLS Department is proposing a change to the course title and course description.

6. Rationale for the proposed change(s): The LLS Department has offered a number of courses on Puerto Rico in the past. As part of a reassessment of its courses, LLS 104: History of Puerto Rico has been archived. Students interested in taking a course on Modern Puerto Rico will be directed to take LLS 215. We are updating LLS 215 by changing the course title and course description to more accurately reflect the course content.

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

- a. Revised course description: **This course examines the political, social, and economic development of Puerto Rico from 1898 to the present. Among the key issues to be studied are the transition from Spanish to American rule, political factionalism, the impact of American colonialism on Puerto Rican culture, economics, and the diaspora.**
 - b. Revised course title: **History and Politics of Modern Puerto Rico**
 - c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **HIS & POL OF PUERTO RICO**
 - d. Revised learning outcomes: N/C
 - e. Revised assignments and activities related to revised outcomes: N/C
 - f. Revised number of credits: N/C
 - g. Revised number of hours: N/C
 - h. Revised prerequisites: N/C
8. Enrollment in past semesters: 32 students (Spring 2017)
- 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: 9/11/2024
12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: John A. Gutiérrez

*Karen Kaplowitz, PhD
President
Faculty Senate*

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To: The College Council

From: The Faculty Senate

Date: October 22, 2024

This proposal is to amend John Jay Procedure's for Awarding Honorary Degrees by adding the text that is underlined and by deleting the text that is ~~struck out~~. The Faculty Senate unanimously approved these proposed revisions at its October 21, 2024, meeting.

The Procedure for Awarding Honorary Degrees was first proposed by the Faculty Senate and approved by the College Council in 1989; the procedure was subsequently revised by the Faculty Senate and the College Council in 2009, 2010, and 2016.

John Jay College Procedure for Awarding Honorary Degrees

Proposed by the Faculty Senate & Approved by the College Council in 1989

Honorary degrees shall be awarded in accordance with the City University of New York Bylaws and the Guidelines of the Board of Trustees. The procedure shall be as follows:

1. Any member of the John Jay community may nominate a person for an honorary degree. To be valid, nominations for honorary degrees must be received by the Committee on Honorary Degrees by a date established and publicized to the College community by the Committee.
2.
 - a. The Committee on Honorary Degrees shall consist of seven tenured full-time members of the faculty, who hold the rank of assistant, associate, full, or distinguished professor, and who are nominated by, but not restricted to, members of the Faculty Senate and who are elected by the Faculty Senate by secret ballot to serve three-year terms. Members of the Committee may stand for election to additional three-year terms, upon nomination by the Faculty Senate.
 - b. The members of the Committee on Honorary Degrees shall elect the chairperson of the Committee, for a two-year term, from among the members of the Committee. The Chair may be elected by the Committee for additional 2-year terms.
3. The Committee on Honorary Degrees shall examine, on a confidential basis and, except for

the chairperson of the Committee, without knowledge of the identity of the nominators, the credentials of nominees for honorary degrees and shall recommend, in a timely fashion, worthy candidates to the Faculty Senate.

4. The Faculty Senate shall meet in closed session, which shall be open only to members of the Faculty Senate and any guest(s) invited by the Senate or its Executive Committee, to consider the candidates recommended by the Committee. After confidential deliberation, and without knowledge of the identity of the nominators, the Faculty Senate shall vote **by secret ballot** on the proposed candidates and shall forward the names of those candidates who have been approved for an honorary degree by a three-quarters affirmative vote of those members of the Faculty Senate present and voting to the President of the College for his or her approval and transmission to the Chancellor and the Board of Trustees for their approval.
5. If the number of honorary degree candidates approved by the Faculty Senate exceeds the number of honorary degrees that the CUNY Board of Trustees permits be granted at an academic convocation or commencement ceremony, then the Faculty Senate shall vote by secret ballot to rank order the approved candidates and shall transmit its recommendations to the President
6. It shall be the responsibility of the President of the College, or of his or her designee, to inform forthwith each candidate approved by the Faculty Senate and by the President to receive an honorary degree that he or she has been so selected. In addition, the President of the College, or designee, shall inform the candidate that the conferral of the honorary degree is conditional on the approval of the CUNY Chancellor and of the CUNY Board of Trustees and that it is also conditional on the candidate's attendance at the commencement or convocation ceremony at which the award is to be conferred, which is a requirement of the CUNY Board of Trustees.
7. If a candidate approved by the Faculty Senate and informed by the President of the College agrees to accept the honorary degree but is unable to attend the commencement ceremony or convocation, then the invitation shall be extended by the President of the College until the following commencement or convocation, but such an extension shall be for a maximum of three years.
8. Candidates approved by the Faculty Senate and by the President of the College may be invited by the President to receive an honorary degree for a period of up to three years from the date of Faculty Senate approval. In this way, there can be established and maintained a queue of approved candidates which can facilitate the process, given the demanding schedules of such highly meritorious individuals.
9. An invitation or an extension of an invitation to receive an honorary degree shall be rescinded if the Faculty Senate, in consultation with the Committee on Honorary Degrees, or the President of the College, in consultation with the Faculty Senate and the Committee on Honorary Degrees, determines that this is in the best interests of the College. Similarly, a candidate who has been approved but who has not yet been invited may be removed from the queue by the same process as the one described above.
10. The Faculty Senate shall recommend to the President of the College which candidate or candidates shall be invited to speak at the commencement or convocation ceremony, although it shall be the right of the President to make the final decision as to who shall be the speaker(s).

11. If a recipient of an honorary degree from John Jay College subsequently engages in documented behavior that is inimical to the values for which the honorary degree had been awarded, or if a recipient of an honorary degree from John Jay College is discovered to have engaged in documented behavior prior to having received the degree that would have rendered the person ineligible or undeserving of the degree if that behavior had been known, the Faculty Senate may consult with the President of the College and with the Committee on Honorary Degrees and shall, in a closed session meeting, consider recommending to the CUNY Board of Trustees that it revoke the honorary degree. If at least three-quarters of the Senators, present and voting by secret ballot, conclude that the documented behavior is so egregious that the honorary degree should be revoked, the Faculty Senate shall forward its recommendation to the CUNY Board of Trustees for action by that body.

~~11.~~ 12. The awarding of honorary degrees shall accord with the principles of pluralism and diversity to which the University is committed.

Faculty - definition: Faculty, for the purposes of this Procedure, comprises those full-time members of the faculty who hold the rank of distinguished professor; professor; associate professor; assistant professor; instructor; lecturer; distinguished lecturer.

Rationale:

The Faculty Senate's Committee on Honorary Degrees, comprising 7 tenured members of the faculty elected by the Faculty Senate, thoroughly researches candidates for honorary degrees to ensure that the candidates it proposes to the Faculty Senate are persons of the highest integrity and truly meritorious of such an honor. Upon receiving nominations, the Faculty Senate members also independently research the candidates and may speak freely during the closed session meeting during which candidates are discussed and voted upon by secret ballot.

Despite this process, there are at times when egregious behavior, hitherto unknown, becomes known which renders the individual unworthy of an honorary degree. And, at times, after having received an honorary degree, an individual engages in behavior that is so egregious that, had that behavior taken place prior to the awarding of the honorary degree, that person would have been deemed entirely undeserving of such an honor.

When either of these situations arise, which are rare but may occur, there should be a procedure for revoking the degree and for removing the name of the recipient from the list of previous recipients that graces our commencement program each year. This proposal from the Faculty Senate provides a procedure by which the Faculty Senate may recommend to the CUNY Board of Trustees that an honorary degree awarded by John Jay College of Criminal Justice be revoked.

