

John Jay College of Criminal Justice

**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS
COMMITTEE**

AGENDA

**December 19th, 2025
9:45 A.M. – 12:00 P.M.**

Zoom Meeting

<https://jjay-cuny.zoom.us/j/86185936842?pwd=Q04wt5yHYrPatRKsIbVbSdZBRvZZ9A.1>

Meeting ID: 861 8593 6842

Passcode: 461441

1. ***Dean's Welcome and Announcements*** – Dean Andrew Sidman
2. ***Approval of the minutes of November 21st, 2025***
3. ***Old Business*** - None
4. ***New Business***

Program Review / Programs Subcommittee

1. Revision of BA in Deviance, Crime and Culture
2. New Certificate in Criminal Justice Foundations

General Education/Courses Subcommittee

New Courses

1. HIS 1XX American Environmental History (FC: US Exp)

Course Revisions

1. SOC 215 Women and Social Control

AAC&U Institute on AI, Pedagogy and the Curriculum - Action Plan

JJ's Team: Gina Rae Foster, TLC, Jacob Adler, Lloyd Sealy Library, Kayla Bassknight, Student Transition Programs, Penny Geyer, LPS, Raymond Rosas, English, Katherine Stavrianopoulos, Counseling & Human Services, Nancy Yang, Student Academic Success Programs

John Jay College of Criminal Justice
City University of New York
Undergraduate Curriculum and Academic Standards Committee

Minutes of November 21st, 2025

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting on November 21st, 2025, at 9:45 A.M., on Zoom. Dean Andrew Sidman called the meeting to order.

Voting Members Present: Joel Capellan, Bettina Carbonell, Rocio Carranza Brito, Jocelyn Castillo, Angelique Corthals, James De Lorenzi, Virginia Diaz-Mendoza, Crystal Endsley, Sergio Gallegos, Penny Geyer, Thomas Herndon, Katherine Killoran, Gerry Markowitz, Kelly McWilliams, Fatma Najar, Lisandro Perez, Judy-Lynne Peters, Francely Ravel, Andrew Sidman, Erin Thompson, Marisa Tramontano, Katie Zuber

Voting Members Absent: Kamaya Benjamin, Roosbelinda Cardenas, Ma'at Lewis, Daniel Matos, Shavonne McKiever, Matthew Wiesner

Non-voting Attendees Present: Cat Alves, Maggie (Malleidulid) Arismendi, Alexander Bolesta, Yaritma Cabral, Katarzyna Celinska, Melissa Dolan, Wynne Ferdinand, Maxwell Mak, Stacy Nardin, Chrissy Pacheco, Patrizia Pelgrift, Dyanna Pooley, Kate Szur

I. Dean's Announcements—Dean Andrew Sidman

Dean Sidman opened with two announcements: first, he noted that members would soon receive a survey from the Academic Assessment Committee asking how departments conduct assessment, use assessment findings, and connect that work to curriculum decisions; second, he reported that the new Academic Integrity Committee had held its first meeting to discuss procedures and that he would share more information later in this meeting, and he will also introduce the committee's work to the broader college community.

II. Approval of the minutes of October 17, 2025

There was no discussion.

A motion was made and seconded to approve the minutes of October 17, 2025. The minutes were approved unanimously with 18 votes in favor.

1 **III. Old Business—None**

2
3 **IV. New Business**

4
5 **A. Program Review / Programs Subcommittee**

6
7 **i. Program Review**

8
9 **1. Self-Study for BA in Political Science**

10
11 Dean Kathy Killoran reported that the self-study is strong and responsive to the review
12 instrument. The subcommittee's main recommendation was that the department more
13 explicitly close the loop by tying the findings in the narrative to a clearer set of conclusions and
14 recommendations in the final section.

15
16 Professor Katie Zuber then summarized the self-study. She explained that since the last review
17 in 2016–2017, the department has eliminated five rigid concentrations and moved to a more
18 flexible structure that lets students choose from a broader selection of courses, reducing the
19 need for course substitutions and scheduling work-arounds. The department has significantly
20 expanded experiential learning, including judicial internships that place students in New York
21 City courts, clinics that place students in district attorneys' offices and government legal
22 agencies, and a semester-long Albany program where students work with state legislators.
23 Demand for these opportunities has grown, with applications to the judicial internship nearly
24 doubling and far outpacing available seats.

25
26 She also described the department's assessment work, including a POL 101 coordinating
27 committee that oversees gateway-course assessment and efforts to use prior assessment
28 results to improve students' written communication and ability to draw conclusions from
29 evidence. Three areas for further improvement were highlighted: first, building more full-time
30 faculty coverage to sustain research opportunities and experiential courses; second,
31 strengthening advising, ideally through a dedicated faculty advisor; and third, improving data
32 collection to better track transfer students and alumni outcomes.

33
34 Professor Maxwell Mak added detail on the heavy reliance on adjuncts to support key
35 experiential programs, arguing that the department needs more full-time hires and
36 infrastructure to maintain quality experiences and scale up opportunities that are already over-
37 registered. Professor Gerald Markowitz commended the rigor of the political science program

1 and noted that students consistently report it as one of the most demanding majors at the
2 college.

3
4 **A motion was made and seconded to approve the self-study for the BA in Political Science.**
5 **The motion was approved unanimously with 20 votes in favor.**

6
7 **ii. Program Revisions**

- 8
9 1. Revision of the BA in Forensic Psychology
10 2. Revision of the BA/MA Program in Forensic Psychology
11 3. Revision of the Accelerated Dual Admission Program in Forensic Psychology BA
12 Leading to the MA in Forensic Mental Health Counseling
13

14 Dean Killoran proposed taking the three psychology program revisions as a slate. After
15 approval, she then explained that the proposals respond to findings from the forensic
16 psychology academic program review and external evaluation. Currently, the major requires
17 two capstone courses functioning as topical senior seminars. These revisions would reduce this
18 to a single capstone and shift the freed credits into an additional major elective. This is
19 intended to improve time-to-degree, particularly for transfer students who have had difficulty
20 completing two capstones.

21
22 Professor Kelly McWilliams elaborated that having two capstones is unusual compared to other
23 psychology programs and is unnecessarily burdensome for students. Under the new, single
24 capstone structure, capstone options are streamlined into four clearer thematic categories:
25 clinical, forensic psychology, social justice, and research experience. This way, it is clearer
26 where the special topics will fall, and students will have an easier time finding courses of
27 interest. She also described how graduate-level requirements are fulfilled in the BA/MA and
28 ADAP programs so that students' course plans are more transparent.

29
30 **A motion was made and seconded to consider the revisions to the BA in Forensic Psychology,**
31 **the BA/MA Program in Forensic Psychology, and Accelerated Dual Admission Program in**
32 **Forensic Psychology BA Leading to the MA in Forensic Mental Health Counseling as a slate.**
33 **The motion was approved unanimously with 20 votes in favor.**

34
35 **A motion was made and seconded to approve the slate. The motion was approved**
36 **unanimously with 20 votes in favor.**
37

4. Revision of the BA in Criminology
5. Revision of the BA in Sociology
6. Revision of the Minor in Criminology

Dean Killoran explained that these revisions implement changes the committee has been discussing over the past year. A newly approved Sociology quantitative reasoning course, SOC 200, is being added as an option alongside STA 250 in both the Criminology and Sociology majors. In addition, electives in Criminology and Sociology, as well as in the Criminology Minor, are being refreshed so that several recently approved courses are added as options. Professor Marisa Tramontano noted that the intention is to give students more meaningful choices, especially ones emphasizing information literacy and quantitative reasoning in applied contexts, rather than defaulting to theoretical statistics-based courses.

A motion was made and seconded to consider the revisions to the BA in Criminology, the BA in Sociology, and the Minor in Criminology as a slate. The motion was approved unanimously with 21 votes in favor.

A motion was made and seconded to approve the slate. The motion was approved unanimously with 21 votes in favor.

7. Revision of Minor in History and Law

Dean Killoran noted that the department has been looking for ways to increase enrollments in its minors (including History, Middle Eastern Studies, and History and Law) and that the specific issue here involves students who wish to major in Global History while also completing the History and Law minor.

Professor James De Lorenzi said that this revision is designed to make it easier for Global History majors to combine their major with the History and Law Minor while maintaining a meaningful distinction between the coursework in each program and remaining within the limits imposed by the policy on overlapping credits. He characterized it as a small revision with a significant benefit for students interested in law-related historical study.

A motion was made and seconded to approve the revision to the Minor in History and Law. The motion was approved unanimously with 21 votes in favor.

B. General Education / Courses Subcommittee

i. New Courses

1. SOC 2ZZ (239) Coming Home: Challenges of Re-entry & Reintegration

Dean Wynne Ferdinand introduced this course, noting that it would be listed as an option in Part 1 of the Criminology major's "Applications" area and in both the Criminology and Sociology minors. The course includes a variety of writing assignments, including a major scaffolded project and frequent in-class writing, as a way of strengthening student writing and responding to concerns about students' use of external tools when composing work outside the classroom.

Professor Tramontano described the course's rationale and design. She explained that reentry is a distinct and growing career field for criminology majors, with many roles focused on early reentry processes and longer-term reintegration. The department wanted a course entirely dedicated to these issues. Professor Carla Barrett, the curriculum chair, was credited as the course designer and was praised for her extensive experience as director of the Prison-to-College Pipeline program, which works with incarcerated students and supports their transition to college. Dean Killoran added that the program connects to John Jay's partnerships with BMCC and reentry pathways for students coming out of facilities such as Otisville Correctional Facility, further grounding the course in real student trajectories.

Professor Lisandro Perez used this course as an example in a broader critique of increasingly long and detailed course descriptions in the bulletin. He argued that very long descriptions are unlikely to be read by students and that the college has moved away from concise descriptions of courses in the catalog, in part because incomplete sentences were banned in course descriptions, leading to repetitive phrasing like "In this course we examine ...". He noted that this course's description was around 90 words, in-line with this observed trend.

Professor Tramontano replied that the description had already been revised substantially, but it still landed at about 90 words because the Courses Subcommittee is trying to strike a careful balance. They don't want flowery descriptions or attention-grabbing, sensational opening lines, noting they had removed one such sentence from an earlier draft. However, since these descriptions are student-facing, they need to give students a clear sense of what will happen in the class.

1 She described the subcommittee's goal as something closer to an article abstract that outlines
2 the major topics, the kinds of assignments students can expect, and the lenses or frameworks
3 the course will utilize. Over the last five years, revisions to course descriptions have generally
4 moved toward providing more information rather than less for consistency's sake. More
5 detailed descriptions in the bulletin, syllabus, and instructor materials help standardize what
6 the course covers so students have a more comparable experience regardless of who teaches it.

7
8 While there is some debate in the subcommittee about how much detail belongs in the official
9 bulletin description versus simply putting more information in instructor-facing materials, they
10 eventually settled on a middle ground for the bulletin description, which is reflected here.
11 Professor Tramontano is open to relaying additional thoughts.

12
13 Professor Katarzyna Celinska asked whether consultation with other departments such as LPS
14 and Criminal Justice had occurred for this course, given that reentry content might resemble
15 corrections-related offerings in those areas. Professor Tramontano responded that the
16 criminology curriculum committee had considered possible overlap and had not identified
17 courses as close as those already discussed during earlier coordination (e.g., with Gender
18 Studies), but she expressed willingness to facilitate further conversation with any departments
19 that had specific concerns.

20
21 Dean Killoran noted that the Sociology Department had already been talking with Professor
22 Chris Herrmann in the LPS Department, who was developing a course connected to restorative
23 justice. She sees that as an opportunity for stronger collaboration, suggesting that departments
24 should be able to cross-refer students and benefit from one another's offerings.

25
26 Dean Killoran further suggested that faculty meet to align the curricula to ensure both
27 programs benefit. When asked who should be involved, Professor Celinska named several
28 faculty members and stressed that both department chairs should be contacted so they could
29 route the conversation to the right people. Professor Tramontano referenced Professor Teresa
30 Booker's involvement in comparing last month's Alternatives to Incarceration course to existing
31 courses. She also relayed that Professor Barrett viewed the newer Reentry course as framed
32 through a uniquely sociological and criminological lens. Professor Tramontano committed to
33 passing along the names and ensuring clearer communication so that course overlaps can be
34 resolved in a way that benefits students.

35
36 Dean Sidman noted that because of the way John Jay is structured with multiple criminal justice
37 departments and a separate criminology major, these boundary issues are more common.

1 Regardless, when faculty across departments come together to talk through curriculum,
2 students are better served.

3
4 **A motion was made and seconded to approve the new course SOC 22Z. The motion was**
5 **approved unanimously with 21 votes in favor.**

6
7 **ii. Course Revisions**

- 8
9 1. PSY 425 Seminar in Forensic Psychology
10 2. PSY 430 Clinical Topics in Forensic Psychology
11 3. PSY 482 Selected Topics in Psychology
12 4. PSY 485 Advanced Undergraduate Research Experience in Psychology
13

14 Dean Killoran explained that these revisions are follow-ups to the Forensic Psychology program
15 changes and are focused on aligning course titles and descriptions with the new capstone
16 structure. While the initial draft included a two-paragraph course description, collaborations
17 with Professors McWilliams and Jill Gross-Feifer substantially tightened it while preserving
18 necessary details.

19
20 **A motion was made and seconded to consider the revisions to PSY 425, PSY 430, PSY 482, and**
21 **PSY 485 as a slate. The motion was approved unanimously with 21 votes in favor.**

22
23 **A motion was made and seconded to approve the slate. The motion was approved**
24 **unanimously with 21 votes in favor.**

- 25
26 5. SOC 333 Gender Issues in International Criminal Justice
27

28 Dean Killoran explained that the short title used for this course in CUNYfirst and on transcripts
29 incorrectly reads “Gender Issues in Criminal Justice” instead of “International Criminal Justice”,
30 reflecting the course’s placement in the ICJ program. This proposal corrects this short title in
31 CUNYfirst, and thus on students’ transcripts.

32
33 **A motion was made and seconded to approve the revision to SOC 333. The motion was**
34 **approved unanimously with 21 votes in favor.**

- 35
36 6. SOC 335 Migration and Crime
37

Dean Killoran described the change as a substantial update to the course's title and description. Professor Tramontano explained that the team had deliberately avoided using the emerging term "crimmigration" in the official title and description, preferring instead a longer description that would be accessible to students from varied backgrounds while still describing the key concepts of the course. She noted that many people in ICJ and related areas had contributed to the new description.

A motion was made and seconded to approve the revision to SOC 305. The motion was approved unanimously with 21 votes in favor.

7. Bulk Revision – Moving SFEM Courses (ESA, FIS, PMT, SEC) to new Academic Organizations (departments)

Dean Killoran reiterated that the Security, Fire, and Emergency Management (SFEM) department was officially dissolved at the September 19th College Council meeting. The associated programs have already been reassigned to either the Public Management Department or the Law and Police Science Department. This proposal now moves the course prefixes to the appropriate departments. SEC courses are being moved to LPS, and ESA, FIS, and PMT courses are going to Public Management.

A motion was made and seconded to approve the bulk course revision to move SFEM courses to new academic organizations. The motion was approved unanimously with 21 votes in favor.

C. Academic Standards

1. Revision of the Academic Integrity Policy

Dean Sidman introduced a revision to the Academic Integrity Policy, explaining that when the college last updated its policy to align with the CUNY-wide academic integrity framework, it designated the College-wide Grade Appeals Committee as the fact-finding body when students contest allegations of academic dishonesty. Over roughly a year of practice, that arrangement proved unworkable. In response, the college has created a dedicated ad hoc Academic Integrity Committee, chaired by Dean Sidman and made up of seven faculty members elected by the Faculty Senate. The committee has already begun meeting to discuss procedures. The proposed policy change removes references to the College-wide Grade Appeals Committee and replaces them with references to the Academic Integrity Committee.

A motion was made and seconded to approve the revision of the Academic Integrity policy. The motion was approved unanimously with 21 votes in favor.

2. Revision of the Incomplete Policy (INC)

Dean Sidman next presented a revision to the incomplete grade policy. The previous revision attempted to set common deadlines for resolving incompletes, e.g., that fall and winter incompletes must be resolved in the next long semester. This phrasing did not align well with how CUNY defines academic sessions, particularly the fact that winter is considered part of the spring term rather than a separate session.

The new language clarifies that incompletes earned in the fall must be resolved by the last day of classes in the following spring semester. Incompletes earned in winter, spring, or summer must be resolved by the last day of classes in the following fall semester. This clarifies the deadlines and ensures that incompletes convert to FIN on a predictable timeline if the work is not completed. Students can still complete coursework after a FIN has been posted if faculty submit a grade change.

During discussion, Chrissy Pacheco asked whether the revised policy language would appear in the bulletin so that offices such as the Veterans Affairs can accurately communicate deadlines; Dean Sidman confirmed that it would.

A motion was made and seconded to approve the revision to the INC policy. The motion was approved unanimously with 21 votes in favor.

V. Other Business

1. General Education—Report on Quantitative Reasoning Outcomes—Dean Ferdinand

Dean Ferdinand explained that a group of faculty is reviewing draft quantitative reasoning (QR) learning outcomes and that this work is part of a longer college-wide effort to create usable general education outcomes and assessment tools, similar to the prior, multi-year process for writing outcomes. The QR effort goes back to 2023, when Dean Sidman surveyed departments to map where students develop QR skills in different majors and minors. Since then, the team has gathered information about QR practices at other institutions and convened a cross-college

1 faculty advisory group for multiple meetings and has subjected a draft to several rounds of
2 revisions.

3
4 A key point of consensus from the advisory group is that a single required math course is not
5 enough to build the kind of QR proficiency students need not just for their programs, but also
6 for undergraduate research, and for life beyond college, including in civic decision-making.

7 Dean Ferdinand invited faculty to comment directly in a shared Google Doc so the outcomes
8 can be revised again before returning in the spring for final consideration. She also noted that
9 formative assessment work is happening in parallel, involving faculty who piloted QR-focused
10 assignments aligned to these outcomes.

11
12 Dean Sidman underscored how long and difficult this kind of cross-disciplinary work is. He
13 thanked Dean Ferdinand and the committee, pointing out that while the college has decades of
14 shared conversation about writing, QR has not had the same treatment, making it especially
15 challenging to draft outcomes that can apply to every student across different programs.

16
17 Professor Gerald Markowitz asked what it means to “identify and apply the principles of
18 credible research design”. Professor Thomas Herndon responded by connecting the phrase to
19 modern approaches in empirical quantitative research, often described as the “credibility
20 revolution” focused on distinguishing causation from correlation and addressing issues like
21 selection bias. He offered examples of misleading correlations, like consumption of expensive
22 alcohol trending positively with high life expectancy, and explained why research design
23 matters for interpreting claims responsibly. When Professor Markowitz asked how this applies
24 to humanities students, Professor Herndon replied that making and evaluating causal claims
25 shows up broadly, including in humanities arguments. QR literacy includes being able to read
26 and assess data-driven claims of all kinds.

27
28 Professor Zuber said the outcomes feel broad enough to work across general education and not
29 be limited to math courses, but she worries some phrases are too generic. In particular, she
30 suggests that “credible research principles” might benefit from a few concrete examples to help
31 faculty across disciplines interpret it consistently, and she flags the “problem-solving
32 approaches” outcome as overly broad unless the wording more clearly signals what makes the
33 approach specifically quantitative.

34
35 Dean Ferdinand reiterated that the document is open for comment from any interested faculty
36 and asks members to share the link with their departments to widen participation before the
37 outcomes move forward. As for next steps, the Gen Ed Assessment Committee is thinking

1 through how to turn the outcomes into a formative assessment tool. At the same time, student
2 work is being collected from roughly a dozen faculty who piloted QR assignments aligned with
3 the draft outcomes. Alongside refining the outcomes and assessment tools, the assessment
4 team also plans to curate and share examples of effective assignments, thus building a
5 repository to support faculty without prescribing specific instruction.

6
7 Dean Sidman closed by thanking everyone.

8
9 The meeting concluded at 11:02 AM.

10
11 Submitted by,

12 Alexander Bolesta, scribe

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:** December 10, 2025
2. **Department or program proposing these revisions:**

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

Marta Haynes

Coordinator, Deviance Crime & Culture Major, Anthropology

Ed Snajdr

Chair, Anthropology

Email address of proposers: mhaynes@jjay.cuny.edu
esnajdr@jjay.cuny.edu

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

Deviance Crime & Culture Major (BA)

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: October 10, 2025
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Ed Snajdr

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

The Anthropology Department is requesting to make two revisions to the Deviance Crime & Culture Major. The first is an updating and revision of the description and learning outcomes of the major to better reflect our actual program. The second is a revision of the course requirements. These revisions are proposed following our 2023 Departmental Self-Study, feedback from external evaluators and the implementation of our Action Plan which included a faculty retreat this October to discuss and make revisions to the major.

Revision One: Revision to the Description and Outcomes

Current Bulletin Description

The major in Deviance, Crime and Culture uses an interdisciplinary and ethnographic approach to train students to research, analyze and understand deviance and crime in the context of culture. With a focus on experiential learning through ethnographic fieldwork, core requirements include first-hand study of social problems, theoretical training in cross-cultural analysis, in social, political and structural inequality and in historical and contemporary interventions aimed at achieving social justice. Students learn qualitative research and writing skills including observation, participant-observation, interviewing, mapping, case studies and archival research as well as quantitative literacy. A wide range of interdisciplinary elective courses give students an opportunity to develop their own areas of expertise such as interpersonal violence, crime and transgression and individual and group conflict. In the capstone seminar students integrate current social and cultural theory with real-world ethnography to design and deliver a senior research proposal or an ethnographic field study on a subject of their choice. The professional skills students develop through this major prepare them for either careers or advanced study in the fields of criminal and social justice, law enforcement, community justice and intervention, civic activism and social science research.

Learning Outcomes. Students will:

- Understand and appreciate culture and diversity, exploring these subjects at the level of the individual and at the level of whole societies.
- Understand social science concepts of deviance, crime and culture.
- Develop and refine written and oral communication skills including the presentation of data and analysis.
- Develop information and ethical literacy skills.
- Demonstrate experience in carrying out a research project involving ethnographic fieldwork utilizing qualitative research methods.
- Be prepared to work in fields that require: a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Proposed Revision to Bulletin Description

Following our **2023 Self Study**, our external evaluators praised the interdisciplinarity of our program but suggested we **revise our description** to better reflect what our program actually accomplishes and how. The original description was too abstract and sounded passive and bureaucratic. The skills described also lacked context. The revised description is below:

The **Deviance, Crime, and Culture (DCC)** major examines how societies define, regulate, and resist deviance and crime. We explore how power and inequality define our ideas of justice and punishment. Rooted in anthropology — the study of humans and their systems — the program emphasizes the analysis of race, gender, class, and violence in cross-cultural contexts. Students learn to see “deviance” as a window into how people negotiate morality, belonging, and social order.

Through hands-on research experience students explore how socio-political forces shape systems such as policing, corrections, social services, law, governance, education and health. Majors learn valuable skills like research design, participant observation, interviewing, mapping, and conducting case studies—alongside training in writing, data analysis, and ethical inquiry. Core courses connect anthropological theory with real-world fieldwork and experiential learning, critically examining structures of control and resistance.

Majors work with experts on education, language and communication, religion and spiritualism, environmental justice, race and ethnicity, sex and gender, addiction, urban planning, violence and policing, with research sites in Africa, Asia, Latin America and the Caribbean, Eastern Europe, United States, and the Middle East.

A wide range of interdisciplinary electives allows students to pursue their interests in criminology, psychology, sociology, corrections, history, political science, police science, Latinx Studies, Africana Studies, and law. The senior capstone seminar integrates research design, social theory, and ethnographic methods, culminating in an independent project based on fieldwork.

Graduates leave the program with a robust foundation in cultural analysis, research, and communication—skills essential for engaging issues of justice and inequality across sectors. Whether pursuing careers in law, law enforcement, public policy, social services, or advocacy, DCC students are equipped to navigate and transform complex multicultural environments like New York City and beyond.

Proposed Revision to Learning Outcomes

As mentioned above, we held a retreat this October 2025 to discuss reviewer feedback and to **revise our learning outcomes**. Our aim was to revise language to convey that the major, although interdisciplinary and focused on social-problems, was also anthropology-based, and justice -centered. Drawing on our external evaluators' recommendations we sought to a) strengthen the anchor the major's outcomes in anthropology, b) address the broader purpose of the course offerings, c) emphasize the major's grounding in the study of power and inequality, and d) make explicit mention of the role of ethics and empathy in the major's approach to issues of justice. The revised learning outcomes are below:

By the time they complete the major, students will be able to:

1. **Interpret human behavior and institutions cross-culturally** — applying anthropological insight to law, policing, and community settings in a diverse society.
2. **Analyze power and inequality** — understanding how race, gender, class, and culture shape systems of justice, social control, and institutional practice.
3. **Design and conduct ethical qualitative research** — collecting and interpreting data to inform public policy, community work, or organizational decision-making.

4. **Communicate with clarity and cultural competence** — engaging effectively with people from different backgrounds in professional, legal, and social service contexts.
5. **Integrate theory with practice** — using anthropological and social science perspectives to address real-world problems related to law, violence, and social inequality.
6. **Exercise ethical and empathetic judgment** — approaching justice work, advocacy, and research with cultural sensitivity, self-awareness, and integrity.

Revision Two: Revision of Course Requirements

We propose to add two additional Anthropology courses to the major's requirements. The first addition, **ANT 332 Race, Class, Ethnicity & Gender in Anthropological Perspective**, provides majors with additional choices in the **Part Two. Theoretical Foundations** portion of the major. The second course addition, **ANT 212 Applied Anthropology**, will enhance the **Part Three. Methodological Skills** component of the major. This will increase Part Three to 9 credits.

We also propose to **reduce the Thematic Cluster Requirements** from four courses to three to maintain the interdisciplinary component but not alter the overall credit requirement of 39 credits. Also, ANT 212 is being removed from the Cluster C. choices since it will now be required in Part Three.

Proposed Course Requirement Revisions

Foundational Courses (Choose one)	[KEEP AS IS]	[3 credits]
ANT 101	Introduction to Anthropology	
CJBA 110	Major Issues in Criminal Justice	
CJBS 101	Introduction to the American Criminal Justice System	
PSY 101	Introduction to Psychology	
SOC 101	Introduction to Sociology	
Part One. Ethnographies of Deviance Topical Core	[KEEP AS IS]	[9 credits]
ANT 110/SOC 110	Drug Use & Abuse	
ANT 210/PSY 210	Sex and Culture	

[ANT 230](#) Culture and Crime

Part Two. Theoretical Foundations (Select two) [ADD ANT 332] [6 credits]

[ANT 315](#) Systems of Law, Justice and Injustice Across Cultures

[ANT 330](#) American Cultural Pluralism, Justice and the Law

ANT 332 **Race, Class, Ethnicity & Gender in Anthropological Perspective**

[ANT 340](#) Anthropology and the Abnormal

Part Three. Methodological Skills [ADD ANT 212] [9 credits ~~6-credits~~]

ANT 212 **Applied Anthropology**

[ANT 325](#) Ethnographic Research Methods in Anthropology

[ANT 327](#) Writing for a Multi-Cultural World: Ethnographic Writing

Part Four. Interdisciplinary Thematic Clusters [drop from 4 to 3] [9 credits ~~12-credits~~]

(Select **three** ~~four~~ **courses** from list) [See 10 below]

Part Five. Required Capstone [3 credits]

[ANT 450](#) Major Works in Deviance and Social Control

Total Credit Hours: 39 [TOTAL CREDITS REMAIN THE SAME]

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

As mentioned above, we held a retreat this October 2025 to discuss reviewer feedback and to revise the description and learning outcomes. Our aim was to revise language to convey that the major, although interdisciplinary and focused on social-problems, was also anthropology-based, and justice -centered. During this retreat, the department also assessed the major's requirements and concluded that we would **1)** provide majors with additional 300-level course choices in the **Part Two. Theoretical Foundations** portion of the major (**adding ANT 332**) and **2)** give students in the program an enhanced **Methodological Skills** component in Part Three by including a course-

based opportunity to gain an understanding of how anthropological studies are applied to real world challenges and problems, and how professional anthropologists utilize their training in professional contexts, including governmental, non-governmental and private sector work environments (**adding ANT 212 Applied Anthropology**).

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: <https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources>, click on your Program>Monitor Progress in Major).

The proposed revisions will affect the Degree Map slightly to add the newly required course, ANT 212. The proposers are working with Academic Advisement Center folks to update the map.

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

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

The proposed changes will not affect other programs or departments.

9. **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>.

N/A

10. **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

Deviance, Crime and Culture, BA

[from 2025-26 UG Bulletin reflecting proposed changes]

Why are some behaviors labeled crimes while others are not?

The Deviance, Crime, and Culture (DCC) major examines how societies define, regulate, and resist deviance and crime. We explore how power and inequality define our ideas of justice and punishment. Rooted in anthropology — the study of humans and their systems — the program emphasizes the analysis of race, gender, class, and violence in cross-cultural contexts. Students learn to see “deviance” as a window into how people negotiate morality, belonging, and social order.

Through hands-on research experience students explore how socio-political forces shape systems such as policing, corrections, social services, law, governance, education and health. Majors learn valuable skills like research design, participant observation, interviewing, mapping, and conducting case studies—alongside training in writing, data analysis, and ethical inquiry. Core courses connect anthropological theory with real-world fieldwork and experiential learning, critically examining structures of control and resistance.

Majors work with experts on education, language and communication, religion and spiritualism, environmental justice, race and ethnicity, sex and gender, addiction, urban planning, violence and policing, with research sites in Africa, Asia, Latin America and the Caribbean, Eastern Europe, United States, and the Middle East.

A wide range of interdisciplinary electives allows students to pursue their interests in criminology, psychology, sociology, corrections, history, political science, police science, LatinX Studies, Africana Studies, and law. The senior capstone seminar integrates research design, social theory, and ethnographic methods, culminating in an independent project based on fieldwork.

Graduates leave the program with a robust foundation in cultural analysis, research, and communication—skills essential for engaging issues of justice and inequality across sectors. Whether pursuing careers in law, law enforcement, public policy, social services, or advocacy, DCC students are equipped to navigate and transform complex multicultural environments like New York City and beyond.

The major in Deviance, Crime and Culture uses an interdisciplinary and ethnographic approach to train students to research, analyze and understand deviance and crime in the context of culture. With a focus on experiential learning through ethnographic fieldwork, core requirements include first-hand study of social problems, theoretical training in cross-cultural analysis, in social, political and structural inequality and in historical and contemporary interventions aimed at achieving social justice. Students learn qualitative research and writing skills including observation, participant observation, interviewing, mapping, case studies and archival research as well as quantitative literacy. A wide range of interdisciplinary elective courses give students an opportunity to develop their own areas of expertise such as interpersonal violence, crime and transgression and individual and group conflict. In the capstone seminar students integrate

current social and cultural theory with real-world ethnography to design and deliver a senior research proposal or an ethnographic field study on a subject of their choice. The professional skills students develop through this major prepare them for either careers or advanced study in the fields of criminal and social justice, law enforcement, community justice and intervention, civic activism and social science research.

Learning Outcomes: Students will:

1. Interpret human behavior and institutions cross-culturally — applying anthropological insight to law, policing, and community settings in a diverse society.

2. Analyze power and inequality — understanding how race, gender, class, and culture shape systems of justice, social control, and institutional practice.

3. Design and conduct ethical qualitative research — collecting and interpreting data to inform public policy, community work, or organizational decision-making.

4. Communicate with clarity and cultural competence — engaging effectively with people from different backgrounds in professional, legal, and social service contexts.

5. Integrate theory with practice — using anthropological and social science perspectives to address real-world problems related to law, violence, and social inequality.

6. Exercise ethical and empathetic judgment — approaching justice work, advocacy, and research with cultural sensitivity, self-awareness, and integrity.

- Understand and appreciate culture and diversity, exploring these subjects at the level of the individual and at the level of whole societies.
- Understand social science concepts of deviance, crime and culture.
- Develop and refine written and oral communication skills including the presentation of data and analysis.
- Develop information and ethical literacy skills.
- Demonstrate experience in carrying out a research project involving ethnographic fieldwork utilizing qualitative research methods.
- Be prepared to work in fields that require: a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Credits Required.

Deviance, Crime and Culture Major: 39

General Education: 42

Electives: 39

Total Credits Required for BA Degree: 120

Additional Information. Students who enrolled for the first time at the College or changed to this major in September ~~2026~~ 2018 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 2025-26 ~~2017-18~~ Undergraduate Bulletin.

Note: Former title: Culture and Deviance Studies. The title change was approved by NYSED in May 2020.
Program Code: NYSED IRP Program Code: 02540; HEGIS Code: 2299.00; CIP Code: 45.9999

FOUNDATIONAL COURSES

Subtotal: 3 cr.

Choose one.

ANT 101 Intro to Anthropology
CJBA 110 Major Issues in Criminal Justice
CJBS 101 Intro to the American Criminal Justice System
PSY 101 Intro to Psychology
SOC 101 Intro to Sociology

Advisor recommendation: Several of these courses can fulfill areas of the Gen Ed Program: ANT 101 satisfies the Flexible Core: World Cultures and Global Issues, PSY 101 and SOC 101 fulfill the Flexible Core: Individual and Society.

PART ONE. Ethnographies of Deviance Topical Core Required.

Subtotal: 9 cr.

ANT 110/SOC 110 Drug Use and Abuse
ANT 210/PSY 210 Sex and Culture
ANT 230 Culture and Crime

PART TWO. Theoretical Foundations Choose two.

Subtotal: 6 cr.

ANT 315 Systems of Law, Justice and Injustice Across Cultures
ANT 330 American Cultural Pluralism, Justice and the Law
ANT 332 Race, Class, Ethnicity & Gender in Anthropological Perspective
ANT 340 Anthropology and the Abnormal

PART THREE. METHODOLOGICAL SKILLS Required

Subtotal: 9 cr. ~~6 cr.~~

ANT 212 Applied Anthropology
ANT 325 Ethnographic Research Methods in Anthropology
ANT 327 Writing for a Multi-Cultural World: Ethnographic Writing

PART FOUR. Interdisciplinary Thematic Clusters

Subtotal: 9 cr. ~~12 cr.~~

Select **three** ~~four~~ of the following courses. Only two may be at the 100-level. (Note: Students can focus on one cluster of particular interest or choose courses from two or three clusters).

The Deviance, Crime and Culture major enables students to select thematic clusters both across disciplines and within disciplines. Thus, students are advised to consult the College Bulletin course descriptions for specific prerequisite information for particular courses. For example, all GOV, POL, PSC, PSY, and SOC courses require a 101 prerequisite in their respective disciplines. Students are advised to plan their cluster course selections with this in mind. Likewise, some 200-, 300-, and 400-level courses are sequence-based, meaning that the topic and theme is continued at the upper-level, should students wish to pursue further study of a topic or subject. Students wishing to concentrate their courses beyond the anthropology core in psychology should be aware that, for example, PSY 331 requires PSY 266 and PSY 268 as prerequisites. PSY 350 requires PSY 266, PSY 268 as well as PSY 331 as prerequisites. Please note that some concentration courses do not require specific prerequisites beyond the basic 101-level but do require ENG 101 or ENG 201.

A. Abuse, Interpersonal Relationships and Human Services

ANT 224/ PSY 224/ SOC 224 Death, Dying and Society
ANT 319 Anthropology of Global Health
COR 230/ PSC 230 Sex Offenders in the CJ System
LLS 265/ HIS 265 Class, Race and Family in Latin American History
PSY 161 Chemical Dependency and the Dysfunctional Family
PSY 211 Developmental Psychology
PSY 234 Psychology of Human Sexuality
PSY 266 Group Dynamics in Chemical Dependency Counseling
PSY 266 Understanding Addiction through Research
PSY 268 Therapeutic Interventions in Chemical Dependency
PSY 331/ CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling
PSY 342/ CSL 342 Intro to Counseling Psychology
PSY 350/ CSL 350 Advanced Topics in Chemical Dependency Counseling
PSY 375 Family Conflict and the Family Court
PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling
SOC 160 Social Aspects of Alcohol Abuse
SOC 380 Sociology Laboratory in Dispute Resolution Skill Building
STA 250 Principles and Methods of Statistics

B. Crime, Deviance, Institutions and Culture

AFR 210 Drugs and Crime in Africa
ANT 317 Anthropology of Development
ANT 328/ ENG 328 Forensic Linguistics
ANT 345/PSY 345 Culture, Psychopathology and Healing
ANT 347 Structural Violence & Social Suffering

COR 101 Intro to Corrections
COR 201 The Law and Institutional Treatment
COR 202 The Administration of Correctional Programs for Juveniles
COR 250 Rehabilitation of the Offender
ECO 170 Crime, Class, Capitalism: The Economies of Justice (**restricted to freshmen**)
ECO 315/ PSC 315 An Economic Analysis of Crime
ECO 325 Economics and the Law
HIS 224 A History of Crime in NYC
HIS 320 Topics in the History of Crime & Punishment in the US
POL 250 International Law and Justice
PSC 101 Intro to Police Studies
PSC 201 Police Organization and Administration
PSC 202 Police and Diversity
PSC 235 Women in Policing
PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)
PSY 370/ LAW 370 Psychology and the Law
PSY 372 Psychology of Criminal Behavior
PSY 373 Correctional Psychology
SOC 203 Criminology
SOC 216 Probation and Parole
SOC 236/ CRJ 236 Victimology
SOC 240 Deviance and Conformity
SOC 301 Penology
SOC 302 Social Problems
SOC 308 The Sociology of Violence
STA 250 Principles and Methods of Statistics

C. Individual and Group Identities and Inequalities

AFR 250 Law and Justice of Africa
AFR 237 Institutional Racism
AFR 250 Political Economy of Racism
AFR 317 Environmental Racism
~~ANT 212 Applied Anthropology~~
ANT 220 Language and Culture
ANT 229 Global Asian Popular Culture
ANT 324 Anthropology of Work
ANT 332 Race, Ethnicity, Class and Gender in Anthropological Perspective
ANT 339 Asian American Identity and Struggles for Justice
HIS 214 Immigration and Ethnicity in the US
LAW 313/ POL 313 The Law and Politics of Race Relations
LLS 220 Human Rights and Law in Latin America
LLS 261/ HIS 261 Revolution and Social Change in Contemporary Latin America
LLS 321 Latinx Community Fieldwork
LLS 322 Latinx Struggles for Civil Rights & Social Justice
LLS 325 Latinx Experience of Criminal Justice

POL 245 Politics of Global Inequality
POL 320 International Human Rights
PSY 221 Social Psychology
PSY 332 Psychology of Adolescence
PSY 333 Psychology of Gender
PSY 336 Group Dynamics
SOC 215 Women and Social Control in the US
SOC 232 Social Inequalities
SOC 309 Youth, Crime and justice
SOC 314 Theories of Social Order
SOC 351 Crime and Delinquency in Asia
SOC 420/ CRJ 420 Women and Crime
STA 250 Principles and Methods of Statistics

PART FIVE. Required Capstone

Subtotal: 3 cr.

ANT 450 Major Works in Deviance and Social Control

Total Credit Hours: 39

John Jay College of Criminal Justice
The City University of New York
Office of Academic Programs

New Certificate Proposal Form

1. **Department(s) or Programs proposing this new program:** Law, Police Science and Criminal Justice Administration, Criminal Justice B.S.

2. **Name of minor, certificate, or advanced certificate:**

Criminal Justice Foundations Certificate

3. **Credits required** (minors must consist of 18-21 credits): 24 credits

4. **Description of program as it will appear in the *College Bulletins*** (write in full sentences) and NYSED forms if needed:

The Criminal Justice Foundations Certificate is a series of eight courses (24 credits) that offers aspiring NYPD academy cadets a grounding in the ethical considerations, communication practices, and social and political theory underpinning the field of criminal justice. Students will be able to complete the certificate enroute to their registered associate or bachelor's degree program of study. By completing eighteen credits of foundational coursework, including Introduction to the American Criminal Justice System, and 6 credits of more advanced coursework focused on questions of criminal justice, students develop an understanding of the American criminal justice system and develop the complex communication and reasoning skills required for effective policing practices.

5. **Statement of learning outcomes** (what knowledge and/or skills should all students have acquired upon completion of the program? We suggest not more than 5, in assessable language):

Students will:

- Understand and analyze the historical development, functions and roles of the American socio-political criminal justice systems.
- Understand and analyze the processes of procedural justice.
- Read, understand, interpret, and explain media, texts, and quantitative information presented in a variety of formats.
- Develop critical thinking, problem solving, and ethical reasoning skills to communicate and collaborate effectively with diverse stakeholders

6. **Rationale/justification for the program** (why is this program important to include in the College's curriculum? What benefits do students derive from taking this program? Please identify a paragraph of the rationale to go into the Bulletin for a student audience):

*For Minors, before preparing this document, be sure to consult the College's *Guidelines for Minors* available at [Undergraduate Curriculum & Standards Committee | John Jay College of Criminal Justice \(cuny.edu\)](https://www.cuny.edu/undergraduate/curriculum-and-standards-committee/john-jay-college-of-criminal-justice/).

Form last revised: Nov 2023

Paragraph one is for bulletin

The Criminal Justice Foundations certificate is an enroute certificate for students who plan to complete college credits to prepare for entry to the New York Police Academy and intend to continue their education during their law enforcement career. Students who complete this certificate will access a broad foundational academic experience designed to develop understanding of the American criminal justice system and its inherent challenges and enhance academic skills required for success in the workplace and for completion of higher degrees.

Rationale

In 2025, the New York City Police Department revised standards for academy applicants to meet their hiring needs. College credit requirements for academy entrance were reduced from a total of 60 cr. to 24 cr., and the minimum age for entry was lowered to 20.5. While 60-credit CUNY Criminal Justice associate degree programs, or completion of 60 credits in bachelor's degree programs previously served as a credential for entry to the academy, students can now qualify with fewer earned credits.

This proposed certificate is a direct response to revised entry requirements. In addition, John Jay incorporated input from the Chairperson of our Law and Police Science Department, who served as Assistant Commissioner NYPD's Office of Professional Development during the 2024-2025 academic year in the design of this program. This certificate preserves an opportunity for students to develop foundational skills and knowledge in preparation for law enforcement training and further education. In addition, many of these courses fulfill general education requirements so students make progress towards their baccalaureate degree requirements. The other courses all apply to our CJBS degree so students also earn some credits towards the major.

7. Curriculum: List of courses constituting the program with required pre-requisites (Indicate the core requirements, capstone course, etc):

Please note: New courses developed for new programs must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.

Part One: Foundational Courses

(Subtotal: 15 credits)

ENG 101: English Composition I	3
ENG 201: English Composition II	3
MAT 108: Social Science Mathematics (MAT 105: College Algebra or MAT 106: Liberal Arts Mathematics or above or MAT 1 [for transfer students]) Note: any college-level math course can fulfill this requirement	3

*For Minors, before preparing this document, be sure to consult the College's *Guidelines for Minors* available at [Undergraduate Curriculum & Standards Committee | John Jay College of Criminal Justice \(cuny.edu\)](https://www.jay.cuny.edu/undergraduate/curriculum-and-standards/).

Form last revised: Nov 2023

COM 113: Oral Communication	3
Select one: POL 101: American Government & Politics (FC:US Exp) OR SOC 101: Introduction to Sociology (FC: Ind & Soc)	3

Part Two: Criminal Justice Core Courses

(Subtotal: 9 credits)

Required	
CJBS 101 Introduction to the American Criminal Justice System	3
Select Two Courses:	6
<ul style="list-style-type: none"> • AFR 215: Police & Urban Communities • AFR 227: Community Based Approaches to Justice • LLS 250: Drugs, Crime, and Law in Latin America • PHI 2XX: Criminal Justice Ethics (under development AY 25-26) • PSC 202: Police and Diversity • PSC 235: Women in Policing • SOC 203: Criminology 	

Total Credits for the Certificate: 24 cr.**8. Administration of the program:**

- a. **Name, location, phone number, and email address of the program coordinator/advisor** (to be used in college publications):

Professors Christopher Herrmann (cherrmann@jjay.cuny.edu) and Noam Haviv (nhaviv@jjay.cuny.edu), Department of Law and Police Science.

Please note: Enrollment in the certificate will be supported by staff in the offices of Student Academic Success Programs and the Academic Advising Center through the freshmen intake process.

- b. **Requirements for admission and/or completion of the program if any** (i.e. GPA, course grades, deadlines, etc.):

1. Admission to this certificate will be determined by the College's admission requirements for freshmen or transfers. No special requirements are necessary beyond those.
2. Courses used to meet the requirements for the certificate meet the requirements for a major, a minor in another field, or the general education requirements. In general, at John Jay, only two courses are allowed to double-count across majors, minors or certificate programs. Since this is

*For Minors, before preparing this document, be sure to consult the College's *Guidelines for Minors* available at [Undergraduate Curriculum & Standards Committee | John Jay College of Criminal Justice \(cuny.edu\)](https://www.jjay.cuny.edu/undergraduate-curriculum-standards-committee).

Form last revised: Nov 2023

intended to be an ‘en route’ certificate, this program will **not** be subject to the two-course overlap rule. This is customary for our advanced certificates and master’s programs which are intended to be ‘en route’ as well.

3. Certificate requirements must be completed with an earned 2.0 (C) grade point average.

4. Students should declare the certificate by the time they have earned 60 credits. Students who transfer to John Jay College with an earned associate degree in another field through the CUNY Justice Academy may declare the certificate upon enrollment at John Jay College.

5. Certificates may not be conferred retroactively upon students who have already graduated.

c. Please describe the governance structure for the new program:

This certificate will be based in the Law and Police Science Department and so will be governed by the usual departmental mechanisms and their curriculum committee.

9. Statement on expected enrollment and resources required:

We expect a portion of the current Criminal Justice BS majors to complete this program, including up to 100 students per year after initial launch.

This certificate will be supported through existing classroom facilities and computer labs. In proposing the certificate, we are especially cognizant of the fact that classroom space at John Jay is limited and so the certificate is structured to include existing courses, especially general education courses, that most students with less than 60 credits earned will complete as a part of their studies.

10. Evaluate the library resources available to support this program (paragraph form, please include the names of specific resources as appropriate)

The Lloyd Sealy Library at John Jay College of Criminal Justice is one of the leading criminal justice libraries in the world. The library is a leader in cataloging gray materials in criminal justice and a net contributor of catalog records into the World Cat database. The library already supports multiple undergraduate majors, two graduate programs and the PhD program in Criminal Justice.

Identify new library resources that are needed (provide bibliography): None

11. Evaluate the facilities, computer labs, or other resources needed to support this program:

This certificate will be supported through existing classroom facilities and computer

labs. If offered online, the certificate will require some coordination with the Office of Digital Learning.

12. Summarize consultations with other departments that may be affected:

The following departments will be involved in offering courses in the certificate. Africana Studies, English, Latin American and Latinx Studies, Mathematics, Sociology, and Political Science. There will be no disruption to the existing course offerings since most of the certificate requirements follow the Criminal Justice BS degree requirements and courses already in our General Education Program.

13. Name(s) of the Chairperson(s), Program Director, or Governance Committee:

Maria (Maki) Habermeld, Chairperson, Department of Law, Police Science and Criminal Justice Administration.

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

New Course Proposal Form

Date Submitted: Oct 6, 2025

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

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

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

Name: Dustin Meier

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

Phone number(s) 212-237-8828

2. a. **Title of the course:** American Environmental History

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

c. **Level** of this course: ☒ X ☐ 100 Level ☐ 200 Level ☐ 300 Level ☐ 400 Level ☐ Grad

Please provide a brief rationale for why the course is at the level (not required for Graduate courses):

This course provides an introduction to the study of environmental history, a subfield with which most students will not have background knowledge. It also introduces students to major themes in American History.

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

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

This course introduces students to the complex ways in which the environment has both influenced and been influenced by the history of the United States. Considering the role of the environment in American history provides new perspectives on topics like Native American dispossession, westward migration, urbanization, suburbanization, immigration, and political development. The course stresses the diversity of the American experience, questioning how the natural environment has historically intersected with race, gender, and class. It will feature

familiar figures like Theodore Roosevelt and John Muir but also stress the experiences of marginalized populations. Students will understand how colonization and westward expansion changed Native Americans' relationship with the land. We will examine the contributions of women like Rachel Carson and Lois Gibbs to the development of environmental movements. We will explore how African Americans and other racial minorities in urban settings understood and sought out the natural environment in the twentieth century. The course will amplify the history of environmental injustices and subsequent environmental justice movements.

Environmental history provides students with ample opportunities to practice the historian's craft. Students will read primary historical documents and secondary scholarly works. They will also investigate maps, photographs, and paintings which illustrate historical themes. Environmental history presents a specific set of questions which students can ask as they engage with these sources. This analysis will be developed in analytical papers, group discussions, and in-class activities.

Environmental issues are central to the challenges facing young people as they join the workforce in the twenty-first century. Crafting solutions to problems like climate change, environmental injustice, food security, and others relies on a firm understanding of the past. This course aims to provide historical context that can inform future decisions. Students working in public service, business, law, and other professions will gain important insights. The history of environmental justice will be particularly useful for John Jay students confronting injustice in their careers.

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 introduces students to the complex ways in which the environment has both influenced and been influenced by the history of the United States. Considering the role of the environment in American history provides new perspectives on topics like Native American dispossession, westward migration, urbanization, suburbanization, immigration, and political development. The course stresses the diversity of the American experience, questioning how the natural environment has historically intersected with race, gender, and class.

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?

Course Outcomes	History Department Outcomes	Pathways Outcomes
Contextualize the role of the environment in United States history by critically analyzing and evaluating primary source documents.	Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources)	Gather, interpret, and assess information from a variety of sources and points of view Evaluate evidence and arguments critically or analytically
Write cohesive essays containing original arguments and grounded in evidence from primary sources concerning the role of the environment in the history of the United States	Write an argumentative essay grounded in evidence	Produce well-reasoned written or oral arguments using evidence to support conclusions
Analyze the role that natural and built environments have played in the history of the United States, and think critically about the historical roots of contemporary environmental issues.	Identify and explain the historical significance of critical events, trends, and themes in modern history	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S literature Analyze and explain one or more major themes of U.S history from more than one informed perspective
Question how the environment has contributed		Evaluate how indigenous populations, slavery, or

to racial and socioeconomic inequality and injustice throughout the history of the United States.		immigration have shaped the development of the United States Analyze and discuss common institutions or patterns of life in contemporary U.S society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation
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9. Will this course be part of any **major(s), minor(s) or program(s) or graduate program(s)**?

_____No __X__Yes

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

Global History Major, Part Two. Other Electives
Global History Minor, Part Two. Other Electives
Environmental Justice Minor, Part Two. Electives

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

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

Flexible Core:

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

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

Through the lens of environmental history, this course provides a basic understanding of American History. The diversity of the American experience is stressed. Key topics include the history of Native Americans and westward expansion, plantation slavery, urbanization, systemic racism, immigration, and others.

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

Students will write two analytical papers based on primary source readings. This will assess their ability to analyze primary sources and to make historical arguments through writing. Instructors will assess these papers based on students' ability to articulate strong thesis statements which are backed up with evidence from course readings. Students will also receive feedback on their ability to communicate these ideas clearly and concisely. The course also includes a midterm and final exam which take place in-person and consist of multiple-choice questions, short answer responses, and an essay. Multiple choice questions assess students' ability to recall information about key terms from the course. Short answer questions take the form of "identifications." Students are asked to identify key terms by explaining what they are, when they happened, and why they are historically significant. This assesses students' ability to place people and events within their historical context. Essays on the midterm and final ask students to synthesize information from course readings, lectures, and activities. Daily classes include discussion of primary sources, which take the form of group activities, debates, and partner work. These activities can be used to assess students' abilities to produce and articulate original arguments.

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

Yes____ No_X__

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

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

14. Date of **Department or Program Curriculum Committee** approval: September 22, 2025

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

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s) or programs**? 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: Stephen Russell, September 23, 2025, Chairperson, Department of History

CUNY Common Core Course Submission Form

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

College	John Jay College of Criminal Justice		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	HIS 1XX		
Course Title	American Environmental History		
Department(s)	History		
Discipline	History		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	N/A		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	This course introduces students to the complex ways in which the history of the United States has both influenced and been influenced by the natural environment. Considering the role of the environment in American history provides new perspectives on topics like Native American dispossession, westward migration, urbanization, suburbanization, immigration, and political development. The course stresses the diversity of the American experience, questioning how the natural environment has historically intersected with race, gender, and class.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended		
Indicate the status of this course being nominated: <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed			
CUNY COMMON CORE Location Please check below the area of the Common Core for which the course is being submitted. (Select only one.)			
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences		Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression	

Learning Outcomes

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

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

B. U.S. Experience in its Diversity

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

In weekly readings, students analyze various sources of information such as primary historical documents, scholarly journal articles, book chapters, and documentary films. They demonstrate their ability to interpret and assess information through a scaffolded set of weekly reading reflections, in-class activities, and paper assignments. In low-stakes weekly reading reflections, students are asked to express their opinions about, reactions to, and arguments with or against the readings. In class, students complete a myriad of small group activities through which they develop a more robust set of questions and lens of analysis through which to analyze course readings, especially primary sources. In two paper assignments, students are assessed on these skills which they have developed in weekly reading reflections and in-class activities. These papers are also based on a scaffolded approach. Students develop skills in reading and analyzing primary sources through weekly reading reflections and in-class group work. In class, students spend time drafting their thesis statements and completing an outline for their papers. The prompts for these two papers are scaffolded to encourage a close reading of primary sources, comparison between different sources, and finally an original argument about the documents. In midterms and final exams, students are assessed on their ability to gather, interpret, and assess a variety of different sources. In the essay portion of the exam, students are assessed on their ability to draw from course readings and lectures to write synthetic essays which make an argument about change over time. Students spend time in class drafting a thesis statement and an outline for these essays.

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

<p>Students will be expected to demonstrate their ability to critically analyze how the environment has intersected with American history from the 1800s through the present. From the start of the course, they will develop a set of questions to ask about the definition of nature and the environment, Americans' changing perceptions of the natural environment, how environments contribute to social and racial inequality, and others. Reading primary historical documents, students will learn to question the authors' motives and perspectives, considering what these documents can tell us about various historical time periods. For example, students examine Civilian Conservation Corps newspapers to deduce what life was like for young men taking part in this New Deal program and how it impacted their sense of environmentalism. They will be assessed on their ability to analyze these sources in several ways. After learning how to analyze sources in class, students have an opportunity to demonstrate these skills each week in weekly reading reflections. In both paper assignments, they will be assessed on their ability to analyze sources closely and to use this close reading to develop an original argument. In midterm and final exams, they will be assessed on their ability to provide an original thesis statement about change over time which is backed up with evidence. For each of these assignments, students develop their skills through in-class workshops.</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
<p>Students learn to produce arguments backed by evidence through two types of writing assignments. The two paper assignments are scaffolded to develop students' skills in analyzing primary source documents, construct a thesis statement, draft an outline, and complete a paper which includes an original argument backed by evidence. This scaffolding is completed in class. Students participate in workshops about organizing their essay, as well as how to use Chicago Style footnotes to properly cite their evidence in their papers. In midterm and final exams, students are assessed on their ability to draw from primary sources, secondary scholarship, and class lectures to develop synthetic arguments about change over time. These essays also include a scaffolded approach. In small groups in class, students draft thesis statements and outlines. Throughout the class, students are assessed on their ability to communicate well-reasoned oral arguments. In-class activities develop in complexity throughout the semester. This begins with discussions about readings and course materials, both in small groups and as a class. As the semester progresses, students participate in debates and are asked to present information from small group work to the larger class. For example, students will read primary sources about conservation and preservation during the early 1900s. In</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>class, they will debate whether conservation or preservation was the better policy for the United States during that time.</p>	
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will learn to identify and apply fundamental concepts and questions in environmental history. From the beginning of the course, they will begin to question how the environment has intersected with American history, and how this changes our understanding of this history. Students ask how the environment has both influenced and been influenced by political, social, and economic history. Throughout the semester, students will become acquainted with specific topics like resource management, environmentalism, energy use, agriculture, climate, urbanization, and more. In class, students will use these questions and methods to analyze primary historical documents, asking how the environment is represented in these sources and how the answers to these questions alters our understanding of American history. Students will be assessed on this skill in several ways. In paper assignments, they will apply these questions and methods to their analysis of primary sources to make their own original arguments about these concepts. In their second paper assignment, for example, they must provide an original argument about the environmentalism of working-class men during the 1930s. In the midterm and final, students complete "identification" short answer responses, which ask students to explain why key terms are historically significant. This assesses their ability to contextualize specific people and events within larger themes in environmental history.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
<p>Students will learn to apply the methods of environmental history to analyze how indigenous populations, slavery, and immigration have shaped the development of the United States. Through analyzing and assessing primary sources, students ask questions grounded in environmental history to understand how the environment has intersected with these themes. Reading primary sources, students ask how land, disease, and other aspects of the environment contributed Native American dispossession. They ask how the environment contributed to the cotton economy and the westward expansion of slavery. They ask how the</p>	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

<p>environment shaped push and pull factors which brought immigrants to the United States. Students demonstrate this competency first through in-class activities. For example, students read excerpts from Solomon Northrup's <i>Twelve Years a Slave</i> to understand the environmental conditions in which enslaved laborers worked. Later, they read a sharecropper's contract from 1866, which demonstrates cotton's influence on the lasting impacts of slavery and systemic racism. Students are assessed on this analytical skill in their two paper assignments. In their first paper assignment, students complete a close reading of primary sources concerning Irish immigrants in the Five Points neighborhood of Manhattan in the 1850s. Building off of these analytical skills developed through weekly reading reflections and in-class activities, they construct an original argument about the environment's role on the immigrant experience in the 1800s.</p>	
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>From the beginning of the course, students learn to question how the environment has contributed to race, ethnicity, class, gender, and other forms of social differentiation. They demonstrate this analysis through in-class discussions about primary sources. In a class on environmentalism, for example, they read letters written by children for the first Earth Day in 1970 to local and national politicians. They question how the child's background influences which aspects of the environment they are concerned with. They are assessed on this analysis in two forms of written assignments. In their first paper assignment, students are assessed on their ability to analyze how the environment contributes to socioeconomic and ethnic differences. In their midterm and final, they are assessed on their ability to find patterns over time. In their midterm, for example, students must draw from course readings and lectures to argue how the environment contributed to social and racial inequality throughout the 1800s.</p>	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

History 1XX
American Environmental History

Instructor: Dustin Meier
Instructor Email: dmeier@jjay.cuny.edu
Fall 2024
Class Times: Tuesday and Thursday 9:25-10:40
Format of Instruction: Lecture and Discussion

Office: 8.65.08 New Building
Office Hours:
Tuesday and Thursday, 11:00-12:00
or gladly by appointment



Americans with Disabilities Act (ADA) CUNY Accommodations Policy

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

Course Description:

This course examines the role that the environment has played in American history since the 1800s. This includes analysis of spaces like forests, lakes, or agricultural land, but also the cities and suburbs of which we are probably more familiar. We will explore how people of diverse backgrounds have used, thought about, and engaged with the natural and built environments. We will question the ways in which nature has influenced human behavior. Specific topics which we will cover include colonization, agriculture, climate, recreation, environmentalism, and more. We will pay close attention to the ways in which the natural environment intersects with the political, economic, social, and racial history of the United States. The class especially stresses the role that nature has played in exacerbating social and racial injustices, and its influence on political movements to combat these injustices. Students will learn of the historical roots of present-day environmental issues like food security, climate change, and water pollution.

Required Reading:

Scholarly articles, book chapters, primary sources, documentaries, and podcasts available on Brightspace

Assigned readings should be completed before each class period

Assignments:

Attendance/Participation/Weekly Reading Reflections: 20%

Paper 1: 15%

Paper 2: 20%

Midterm Exam 20%

Final Exam: 25%

All assignments are subject to review with Turnitin.com

Attendance/Participation/

- I will take attendance each day. Students are allowed 2 unexcused absences. Feel free to email me with any scheduling conflicts.
- In addition to lectures, class sessions will often consist of various discussions and activities. Active participation will positively impact your grade.
- Before each class period, I will provide a list of **Key Terms** for that day's lecture and discussion. Many of these terms will be featured on exams.

Weekly Reading Reflections:

Each week, you will be required to write a short reading reflection, about 1 or 2 paragraphs, and submit it to Brightspace by **5:00 PM on Tuesday**. In addition to lectures and in-class activities, each class period will consist of discussions about that day's required readings. The weekly reading reflections ensure that you are prepared to discuss the readings in class, providing you with a set of ideas about the text and questions to bring to the group.

The goal of weekly reading reflections is to prove that you have been completing and thinking critically about the readings. Your reflection can consist of questions you have for discussion, things that do not quite make sense, things you found interesting or surprising, or arguments you have against or with the readings. You can write about one, two, or all of the readings for that week. The deadline is 5:00 PM on Tuesday so that I can read your ideas and help formulate our discussions on Wednesdays.

Weekly reading reflections also provide an opportunity for you to practice reading and thinking critically about primary sources, which is essential to both of your larger paper assignments.

You do not have a reading reflection due on weeks 1, 5, 8, and 13.

Analytical Papers:

- There will be two papers for this class. The first paper is due Week 5. It is worth 15% of your final grade. The second paper is due week 13. It is worth 20% of your final grade.
- Each paper should be between 3-5 pages and should include footnotes in Chicago Style.

Midterm Exam:

- The midterm is week 8. It will be an in-class exam consisting of three parts: multiple choice, short answer, and essay.

- A study guide will be provided before the exam. A good place to start studying is by reviewing each day's **key terms**.

Final Exam:

- The final exam will be during finals week.
- The final exam will be an in-class exam consisting of three parts: multiple choice, short answer, and essay.
- A study guide will be provided before the exam. A good place to start studying is by reviewing each day's **key terms**.

Grading Scale:

93 - 100 (A)	90 - 92.9 (A-)	
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E)

Expected Learning Outcomes:

- Contextualize the role of the environment in United States history by critically analyzing and evaluating primary source documents.
- Write cohesive essays containing original arguments and grounded in evidence from primary sources concerning the role of the environment in the history of the United States
- Analyze the role that natural and built environments have played in the history of the United States, and think critically about the historical roots of contemporary environmental issues.
- Question how the environment has contributed to racial and socioeconomic inequality and injustice throughout the history of the United States.

Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1	<p><u>Monday:</u> Course Introduction: The Forgotten History of the Passenger Pigeon</p> <p>Activity: We will begin by learning about the passenger pigeon, a species which once blanketed the skies of North America but went extinct in 1914 as the result of human activity in the 1800s. We will question how incorporating analyses of the environment can contribute to our understanding of the history of the United States. We will also spend time discussing the syllabus, assignments, and course policies.</p> <p><u>Wednesday:</u> Introduction to the Study of Environmental History</p> <p>Activity: Using Cronon's article as a starting point, we will introduce ourselves to some of the major</p>	<p>No required readings</p> <p>William Cronon, "Kennecott Journey: The Paths out of Town," in <i>Under an Open Sky</i>:</p>	

	<p>themes and questions in environmental history. How can analyzing environments help us to understand the history of a place? How have human and natural history intersected? What is nature? How have peoples' ideas about nature changed over time?</p>	<p><i>Rethinking America's Western Past</i>, 28-51</p>	
2	<p><u>Monday:</u> The Market Revolution and the Early Republic</p> <p>Key Terms: Market Revolution, Steam Power, Erie Canal, Railroads</p> <p>Activity: After a lecture on the market revolution and new transportation technologies in the 1800s such as canals and steamboats, we will complete our first activity of the semester involving primary sources. We will read a set of primary sources written by an Englishman commenting on the social and economic impacts of the Erie Canal on Rochester, New York. We will question how the author is describing the city and the environment, what his perspective is, and what this tells us about the impacts of these new technologies. We will question how the market revolution and transportation technology impacted peoples' relationships with the natural environment.</p> <p><u>Wednesday:</u> Indian Removal, Resource Extraction, and Westward Migration</p> <p>Key Terms: Manifest Destiny, Indian Removal Act, Gold Rush, Comstock Lode</p>	<p>A Traveler Describes Life Along the Erie Canal (1829)</p> <p>“Appeal of the Cherokee Nation” (1830)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
3	<p><u>Monday:</u> Nineteenth-Century Urban Environments</p> <p>Key Terms: Five Points, Central Park, Potato Famine, Five Points Mission</p> <p>Activity: After a lecture on the Five Points and changing urban conditions in the 1800s, we will complete an in-class activity to introduce and prepare for our first paper assignment. In groups, we will analyze both primary sources. The first two parts of the prompt for the paper require a close reading of the texts, which we will do in small groups. We will then discuss the sources as a class.</p>	<p>The Five Points Mission, “The Old Brewery and the New Mission House at the Five Points” (1854); “A Letter to the Editor Attempts to Explain Crime in the Five Points” (1854)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>

	<p><u>Wednesday:</u> Nineteenth-Century Ideas about Nature</p> <p>Key Terms: Catskills, Seneca Village, Hudson River School, Washington Irving</p> <p>Activity: Today, we will question how we can use multiple types of primary sources to understand a period better. We will read excerpts from the writings of Washington Irving describing the Catskill Mountains, alongside the paintings of these mountains by Thomas Cole, questioning how both sources can lead us to understand how urbanites understood the natural environment in the 1800s.</p>	<p>John Burroughs, “The Snow Walkers” (1910); Explore the paintings of Thomas Cole</p>	
4	<p><u>Monday:</u> Cotton and the South’s Peculiar Institution</p> <p>Key Terms: Cotton Gin, Second Middle Passage, Solomon Northrup, Great Dismal Swamp</p> <p>Activity: We will spend part of class time continuing to work on our paper assignments. We will first workshop thesis statements and then spend time coming up with an outline for our papers. We will work in small groups, but we will also discuss the paper as a class.</p> <p><u>Wednesday:</u> The Civil War</p> <p>Key Terms: Battle of Wilson’s Creek, Andersonville Prison, Prosthetics, Heat Exhaustion</p> <p>Activity: Today we will discuss how to use Chicago Style footnotes. We will practice inserting footnotes and formatting the footnotes correctly.</p>	<p>Excerpt from Solomon Northrup, <i>Twelve Years a Slave</i> (1853), 162-175</p> <p>Mark Fiege, “The Nature of Gettysburg: Environmental History and the Civil War” in <i>The Republic of Nature</i>, 199-227</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
5	<p><u>Monday:</u> Reconstruction, Jim Crow, and the New South</p> <p>Key Terms: New South, Sharecropping, Jourdan Anderson, Sherman’s Field Order No. 15</p> <p><u>Wednesday:</u> Industrialization and the Rise of Big Business</p> <p>Key Terms: Standard Oil, Andrew Carnegie, Vertical Integration, Horizontal Integration</p>	<p>A Sharecropping Contract (1866)</p> <p>Andrew Hurley, “Creating Ecological Wastelands: Oil Pollution in New York City, 1870-1900,” <i>Journal of Urban History</i> (1994), 340-364</p>	<p>Paper 1 Due Monday at 11:59 PM</p>

6	<p><u>Monday:</u> The Creation of the National Park Service</p> <p>Key Terms: Theodore Roosevelt, Yellowstone, National Park Service, Havasupai</p> <p><u>Wednesday:</u> Conservation and Preservation</p> <p>Key Terms: Gifford Pinchot, John Muir, Conservation, Preservation</p> <p>Activity: After a lecture on conservation and preservation in the early 1900s, we will read primary sources from John Muir, a prominent preservationist, and Gifford Pinchot, a prominent conservationist. We will then debate these two perspectives. In groups, both sides will come up with 5 main arguments in favor of their policy. We will then debate which policy was better for the United States in the early 1900s.</p>	<p>Watch Ken Burns' "The National Parks: America's Best Idea"</p> <p>John Muir, "The Hetch Hetchy Valley" (1908); George Knapp, "The Other Side of Conservation" (1910)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
7	<p><u>Monday:</u> The Back to Nature Movement</p> <p>Key Terms: Robert Baden Powell, Summer Camping, Woodcraft Indians, Idlewild</p> <p>Activity: The midterm exam consists of multiple-choice questions, short answer identifications, and an essay question. Today, we will work on the essay questions. In small groups, we will discuss how to answer each question. Individually, we will construct outlines for each question. We will then discuss our outlines as a class.</p> <p><u>Wednesday:</u> Urban Environmentalism in the Industrial Environment</p> <p>Key Terms: Jane Addams, Alice Hamilton, Sewer Socialism, Smoke Abatement</p>	<p>Brian McCammack, <i>Landscapes of Hope: Nature and the Great Migration</i> (2017), 60-101</p> <p>Lillian Wald, <i>The House on Henry Street</i> (1915), 67-84</p>	
8	<p><u>Monday:</u> Working-Class Environmentalism</p> <p>Activity: Today, we will spend part of class reviewing for the midterm. In addition to multiple-choice and essay questions, the midterm features short answer "identifications." For each short answer response, you will write about one key term. For each answer, you should explain what or who the key term was, when it happened (the more</p>	<p>Colin Fisher, <i>Urban Green: Nature, Recreation, and the Working Class in Industrial Chicago</i> (2015), 38-63</p>	

	<p>specific the better), and why it is historically significant. We will practice how to describe a key term's historical significance. Was it exemplary of something? Did it lead to something? Was it caused by something? These questions will help you to think about historical significance.</p> <p>Key Terms: May Day, Washington Park, "Eight Hours for What we Will," Camp Sokol</p> <p><u>Wednesday:</u> Midterm</p>		
9	<p><u>Monday:</u> Industrialization and Global Warming</p> <p>Key Terms: Urban Heat Island, Svante Arrhenius, Carbon Emissions, John Tyndall</p> <p><u>Wednesday:</u> The Dust Bowl</p> <p>Key Terms: Cimmaron County, The Great Plowup, Homestead Act, "The Rain Follows the Plow"</p> <p>Activity: Today, we will watch documentary footage of people who survived the Dust Bowl. We will also read letters from children who survived the Dust Bowl. We will question the impact that this environmental disaster had on people in the 1930s.</p>	<p>Svante Arrhenius, "On the Influence of Carbonic Acid in the Air upon the Temperature of the Ground" (1896), 237-249</p> <p>Donald Worster, <i>Dust Bowl: The Southern Plains in the 1930s</i>, 10-25; "Letter from a Dust Bowl Survivor" (1935)</p>	Reading Reflection due Tuesday at 5:00 PM
10	<p><u>Monday:</u> Nature's New Deal</p> <p>Key Terms: Agricultural Adjustment Act, Civilian Conservation Corps, Works Progress Administration, Franklin Delano Roosevelt</p> <p>Activity: After a lecture on the New Deal and the Civilian Conservation Corps, we will complete an in-class activity to introduce and prepare for our second paper assignment. In groups, we will analyze all three primary sources. The first two parts of the prompt for the paper require a close reading of the texts, which we will do in small groups. We will then discuss the sources as a class.</p> <p><u>Wednesday:</u> Total War: The United States in World War II</p>	<p><u>Readings</u></p> <p><i>The Conservationist</i> (November 1938), <i>The Conservationist</i> (December 1938), <i>The Conservationist</i> (February 1939)</p> <p>Edmund Russell, <i>War and Nature: Fighting Humans and Insects</i></p>	Reading Reflection due Tuesday at 5:00 PM

	<p>Key Terms: Coca Cola, “The Arsenal of Democracy,” Total War, Synthetics</p>	<p><i>with Chemicals from World War I to Silent Spring</i>, 95-18</p>	
11	<p><u>Monday:</u> The Cold War and the Atomic Age</p> <p>Key Terms: Plutonium, Hanford, Duck and Cover, Bikini Atoll</p> <p>Activity: We will spend part of class time continuing to work on our paper assignments. We will first workshop thesis statements and then spend time coming up with an outline for our papers. We will work in small groups and as a class.</p> <p><u>Wednesday:</u> Cars, Highways, and New Environments amid Urban Decline</p> <p>Key Terms: Urban Crisis, White Flight, Federal Highway Act, Nathan Hare</p>	<p>Mark Fiege, “Atomic Sublime: Toward a Natural History of the Bomb” in <i>The Republic of Nature: An Environmental History of the United States</i>, 281-317</p> <p>Nathan Hare, “Black Ecology,” <i>The Black Scholar</i> (1970), 2-8</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
12	<p><u>Monday:</u> Suburban Environments</p> <p>Key Terms: Federal Housing Administration, Levittown, Crabgrass, Sprawl</p> <p><u>Wednesday:</u> The Mainstream Environmental Movement</p> <p>Key Terms: Rachel Carson, Earth Day, Cuyahoga River, Santa Barbara Oil Spill</p> <p>Activity: We will spend time in class reading letters that school children wrote to politicians as a part of the first Earth Day in 1970. We will read letters from children in urban environments and children from suburban environments, parsing how they thought about and environmental damage. This exercise will also introduce a new layer to primary source analysis. What questions do we have to ask when reading primary sources written by children? In what ways will their opinions be skewed?</p>	<p>Christopher Sellers, <i>Crabgrass Crucible: Suburban Nature and the Rise of Environmentalism in the Twentieth Century</i> (2012), 105-136</p> <p>Rachel Carson, <i>Silent Spring</i> (1962), 1-39; Letter to the Editor from 3rd Grader Jay Nordgaard to the Mayor of Seattle (1970)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
13	<p><u>Monday:</u> The 1970s Energy Crisis</p>	<p>Jimmy Carter, “Address to the Nation on Energy” (1977)</p>	<p>Paper 2 Due Monday at 11:59 PM</p>

	<p>Key Terms: Jimmy Carter, OPEC, Stagflation, Strip Mining</p> <p><u>Wednesday:</u> Environmental Racism and the Environmental Justice Movement</p> <p>Key Terms: Warren County, Environmental Racism, Mount Taylor, Cleveland Rat Protest</p>	University of North Carolina Library digital exhibit on The Warren County PCB Landfill Protests, 1978-1982	
14	<p><u>Monday:</u> Globalization in the 1980s and 1990s</p> <p>Key Terms: Ronald Reagan, NAFTA, Overfishing, “Experienced Tires”</p> <p><u>Wednesday:</u> Addressing Climate Change</p> <p>Key Terms: Paris Agreement, Climate Justice, United Nations Framework on Climate Change, Extreme Weather Events</p>	<p>Jonathan Harr, <i>A Civil Action</i> (1995), 1-17</p> <p>“The United Nations Framework Convention on Climate Change” (1992)</p>	Reading Reflection due Tuesday at 5:00 PM
15	<p><u>Monday:</u> Environmental and Climate Justice in New York City</p> <p>Key Terms: WEACTION, Red Hook, Excessive Heat, New York City Environmental Justice Alliance</p> <p><u>Wednesday:</u> Into the Twenty-First Century</p> <p>Key Terms: Deforestation, Food Insecurity, Green New Deal, Biodiversity Loss</p> <p>Activity: We will begin today by discussing contemporary environmental issues. We will then spend time in small groups questioning how the history that we have learned informs our current moment.</p>	<p>“The Principles of Environmental Justice,” Adopted at the First National People of Color Environmental Leadership Summit (1991)</p> <p>Listen to “The Daily” Podcast about the Green New Deal</p>	Reading Reflection due Tuesday at 5:00 PM
Finals Week	Final Exam		

Academic Misconduct

Academic dishonesty is prohibited in CUNY. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. If in doubt, it is better to include a citation. Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: http://guides.lib.jjay.cuny.edu/citing_sources.

Artificial Intelligence

Unless specifically authorized, the use of artificial intelligence technology is a violation of the CUNY/College Policy on Academic Integrity, and constitutes both cheating and plagiarism. Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words etc. without providing appropriate credit to your sources is plagiarism.

Statement on Diversity

John Jay College of Criminal Justice affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Writing Center

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it.

HIS1XX: American Environmental History

Assignment Sheets

Assignments Included in this Document:

1. Weekly Reading Reflections
2. Paper 1: Primary Source Analysis
3. Midterm Exam Study Guide
4. Paper 2: Primary Source Analysis
5. Final Exam Study Guide

Weekly Reading Reflections

Each week, you will be required to write a short reading reflection, about 1 or 2 paragraphs, and submit it to Brightspace by 5:00 PM on Tuesday. In addition to lectures and in-class activities, each class period will consist of discussions about that day's required readings. The weekly reading reflections ensure that you are prepared to discuss the readings in class, providing you with a set of ideas about the text and questions to bring to the group.

The goal of weekly reading reflections is to prove that you have been completing and thinking critically about the readings. Your reflection can consist of questions you have for discussion, things that do not quite make sense, things you found interesting or surprising, or arguments you have against or with the readings. You can write about one, two, or all of the readings for that week. The deadline is 5:00 PM on Tuesday so that I can read your ideas and help formulate our discussions on Wednesdays.

Weekly reading reflections also provide an opportunity for you to practice reading and thinking critically about primary sources, which is essential to both of your larger paper assignments.

Paper 1 Assignment

Your first paper assignment is worth 15% of your final grade. It must be between 3-5 pages in length. Use Times New Roman, 12pt font, and double space. Your margins should be 1 inch. Your paper should include a clear thesis statement and an organized structure. You should develop a coherent argument throughout your paper. Write with clear and concise language. Avoid the passive voice.

Your paper should cite the Five Points Mission, "The Old Brewery and the New Mission House at the Five Points" and "A Letter to the Editor Attempts to Explain Crime in the Five Points" sources from week 3. You may also cite course lectures. You do not need to do any outside reading.

Please use Chicago Style footnotes when citing ideas that are not your own and when including quotations.

In this paper, you should do 3 things:

First, you should use both sources to outline the social problems facing immigrant families in the Five Points. You should note at least 3 problems that they were facing.

Second, you should compare and contrast how each author described the cause of these social problems. How do they define “the environment” and how do they attribute that environment to social problems? In what ways do these authors’ personal prejudices influence their arguments?

Finally, you should answer the following question: How did the urban and natural environments influence life for Irish immigrants in the Five Points? How did the environment contribute to these social problems?

Midterm Exam Study Guide

The midterm will take place during our regular class period. You will write all your exam answers in a blue book. You will have the entire 1 hour and 15 minutes of class time to complete the exam. The exam will consist of 100 total points. It is worth 20% of your final grade.

The exam will consist of 3 parts:

Part 1: Multiple Choice (10 questions, 2 points each, 20 points total)

Part one will consist of 10 multiple choice questions. These questions will be derived from the **key terms**.

Part II: Identifications (2 questions, 15 points each, 30 points total)

I will give you the option of 6 different **key terms** to write about. For each identification, you will need to explain what it is, when it happened (the more specific, the better), and why it is historically significant. Was it exemplary of something? Did it lead to something? Was it caused by something? These should be about 1 to 2 paragraphs.

Part III: Essay (1 question, 50 points)

On exam day, I will choose one of the following two essay questions. Follow the specific instructions. You should use information from the course readings as well as lectures. It is not necessary to provide citations. Your answer should include a clear thesis statement and specific details which support your argument.

1. How did Americans’ perceptions of the natural environment change from the early 1800s to the early 1900s? Possible topics to discuss include westward migration, capitalism, resource extraction, agriculture, urbanization, culture, environmental policy, and any other topics you deem relevant.
2. How did natural and urban environments contribute to social and racial inequality from the early 1800s to the early 1900s? Your answer should discuss the experiences of Native Americans, enslaved African Americans, immigrants, and the working class.

Paper 2 Assignment

Your second paper assignment is worth 20% of your final grade. It must be between 3-5 pages in length. Use Times New Roman, 12pt font, and double space. Your margins should be 1 inch. Your paper should include a clear thesis statement and an organized structure. You should develop a coherent argument throughout your paper. Write with clear and concise language. Avoid the passive voice.

Your paper should cite the readings from the Civilian Conservation Corps newspaper, *The Conservationist*, which we read week 10.

You may also cite course lectures. You do not need to do any outside reading.

Please use Chicago Style footnotes when citing ideas that are not your own and when including quotations.

In this paper, you should answer the following questions:

How did the CCC newspapers describe the work of conservation? Was it an economic necessity? Was it a patriotic duty? Did campers have a responsibility to conserve things? Something else? Provide evidence to support your answer.

How did campers understand their relationship with nature? What kind of language did they use to describe it? Provide evidence to support your answer.

Do the newspapers show evidence of a growing sense of environmentalism and environmental consciousness among these working-class CCC campers? Why or why not? Provide evidence to support your answer.

Final Exam Study Guide

The final exam will take place in our regular classroom. You will write all your exam answers in a blue book. You will have 2 hours to complete the exam. The exam will consist of 100 total points. It is worth 25% of your final grade.

The exam will consist of 4 parts:

Part 1: Multiple Choice (10 questions, 2 points each, 20 points total)

Part one will consist of 10 multiple choice questions. These questions will be derived from the **key terms** from the **second half of the course**.

Part II: Identifications (Review) (2 questions, 5 points each, 10 points total)

I will give you the option of 6 different **key terms** from the **first half of the course** to write about. You will write two different identifications. For each identification, you will need to explain what it is, when it happened (the more specific, the better), and why it is historically significant. Was it exemplary of something? Did it lead to something? Was it caused by something? These should be about 1 to 2 paragraphs.

For this section, you are only responsible for the following **key terms**:

Catskills	Hudson River School	Seneca Village	Potato Famine	Five Points	Cotton Gin
Trail of Tears	Gold Rush	Battle of Wilson's Creek	Sharecropping	Alice Hamilton	John Muir

Part III: Identifications (New Material) (4 questions, 5 points each, 20 points total)

I will give you the option of 12 different **key terms** from the **second half of the course** to write about. You will write four different identifications. For each identification, you will need to explain what it is, when it happened (the more specific, the better), and why it is historically significant. Was it exemplary of something? Did it lead to something? Was it caused by something? These should be about 1 to 2 paragraphs.

Part IV: Essay (1 question, 50 points)

Choose ONE essay question to write about. Follow the specific instructions. You should use information from the course readings as well as lectures. It is not necessary to provide citations.

1. How did environmentalism change from the 1930s to the 1990s? Your answer should discuss the ideas, policies, and tactics of environmentalists in the New Deal, the mainstream environmental movement, the environmental justice movement, and the climate justice movement.
2. How did the natural environment shape the economy throughout the 1900s? Possible topics to discuss include the Dust Bowl, New Deal, World War II, 1970s Energy Crisis, globalization, and anything else you deem relevant.

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: **November 10, 2025**

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

2. Contact information of proposer(s):

Name(s): **Marisa Tramontano, Sociology Curriculum Committee**
Email(s): mtramontano@jjay.cuny.edu
Phone number(s): **212-693-6418**

3. Current number and title of course: **SOC 215 Women & Social Control in the US**

4. Current course description:

This course examines how women negotiate and navigate the various systems of social control that influence how they are positioned in society. It offers an intersectional analysis which explores the complex ways race, gender, and class give meaning to and shape women's diverse experiences and life chances, as they actively engage family, health, education, economic, political, and other social institutions of society. Throughout the course students will critically examine both historical and contemporary issues to analyze how women's experiences have evolved, been sustained, challenged, and changed by examining the role of law, public policy, and protest in altering the institutions of social control that influence women's lives.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101 and SOC 101 or ANT 101 or PSY 101**

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

6. Rationale for the proposed change(s): **The Sociology Department does not have an introductory gender course in our offerings despite the fundamental place gender holds in the discipline. Instead of developing a new course, after consultation with CUNY Central about transfer articulation agreements with the community colleges, we would like to revise**

this course to cover gender more generally, rather than focus on women, and to teach about the intersections of gender and social control in a broader way. Students with particular interest in women can take SOC/CRJ 420: Women in Crime. Students with particular interest in sexualities as a means of social control can take SOC 243 Sociology of Sexualities.

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

a. Revised course description:

This course examines how people negotiate and navigate gender identity, expression, and experience. Students will gain a sociological understanding of gender as more than “men” and “women.” It uses intersectional analysis that explores the complex ways that race, class, **and other identities such as sexuality, age, physical abilities, immigration status, and religion combine and compound with gender.** Students will critically examine historical and contemporary issues to analyze how gender ideologies are produced, reproduced, challenged, and changed.

b. Revised course title: **Sociology of Gender**

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

d. Revised learning outcomes: **N/A**

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

f. Revised number of credits: **N/A**

g. Revised number of hours: **N/A**

h. Revised prerequisites: **N/A**

8. Enrollment in past semesters: The department typically offers two sections each semester with strong enrollment.

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?

_____ No

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

This course is an elective in Category B. of the BA in Gender Studies and the minor. It is anticipated that this revision will make the course more relevant to our Gender Studies programs. This proposal was shared with Director of the Gender Studies Program, Katarzyna Celinska after approval by SOC-CC.

11. Date of Department or Program Curriculum Committee approval: **November 10, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Richard Haw, Chairperson, Richard Ocejo, SOC coordinator, Carla Barrett, CRM coordinator/Chair of SOC Curriculum Committee**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
CITY UNIVERSITY OF NEW YORK
524 West 59th Street, New York City, NY 10019

Sociology of Gender

SOC 215-xx/ Semester Year

Welcome to SOC 215: Sociology of Gender! This course is an elective in the SOC, CRIM and Gender Studies majors that will introduce you to major sociological ideas about gender. Some of it might be review, some of it will be new, and all of it is essential for your success!

Course Description:

This course examines how people negotiate and navigate gender identity, expression, and experience. Students will gain a sociological understanding of gender as more than “men” and “women.” It uses intersectional analysis that explores the complex ways that race, class, and other identities such as sexuality, age, physical abilities, immigration status, and religion combine and compound with gender. Students will critically examine historical and contemporary issues to analyze how gender ideologies are produced, reproduced, challenged, and changed.

Learning Outcomes:

- Understand, via the sociological imagination, how institutions, social forces, cultural norms, economic and legal policies and patterns of life shape, and are shaped, by gender.
- Understand how inequalities based on perceptions of gender have been created, maintained, and challenged as well as compounded by other identities, such as race and class.
- Develop a preliminary understanding of the ways sociologists gather, measure, critically analyze and report data on gender.
- Understand and begin to apply key sociological theories and concepts related to gender.
- Demonstrate understanding of the sociology of gender through writing, explanatory, and/or presentational skills.

Readings

Course Textbook: Wade, L. (2022) *Gender: Ideas, Interactions, Institutions* (Norton)

Additional Readings: Provided as PDFs on Brightspace and web links to OER/open access readings

ACCESSIBILITY SERVICES

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

Grading

Attendance/Participation **20%**

Gender Portfolio (10 x 6) **60%**

Final Policy Implications Essay **20%**

Grade Explanation	Numerical Percentage	Value Equivalents
A Excellent	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D–	0.7	60.0–62.9
F Failure/Unsuccessful	0.0	Below 60.0

20% Attendance/Participation

Discussing gender is essential to learning. Students should make every effort to come to class and stay for the whole time. Chronic absence as well as tardiness/early departures will adversely affect your learning. Students can miss two class without penalty, but each additional absence must be excused, or points will be deducted from this component of the grade. Participation is so much more than simply being in the room. Come to class prepared to engage the day's readings, to have discussions informed by course material, participate meaningfully on in-class assignments, and think critically about topics within and related to this course.

Assignments

Gender Portfolio (10 entries x 6 points each) – 60%

Students will build a gender portfolio over the course of the semester.

As marked in the course calendar, these entries are based on specific prompts provided by the instructor.

Entry 1: What I believe about gender

Entry 2: Where do our ideas about gender come from?

Entry 3: Gendered Bodies

Entry 4: Gendered Performances

Entry 5: Intersectionality

Entry 6: Gender Inequalities

Entry 7: Gender in Institutions

Entry 8: Change Over Time

Entry 9: Gender in Families, Work, and Politics

Entry 10: What I now know about Gender

Final Policy Implications Essay – 20%

One of the main reasons to learn all of the jargon and disciplinary terminology about gender is to understand its diversity to develop ideas about how to prevent harm and inequalities on the basis of gender. For the final project for the course, students will choose a specific topic related to gender inequality to propose a policy that can prevent, reduce, address, or change. Methods for and examples of policy implication analysis will be provided.

COURSE CALENDAR

WEEK 1: Introduction to the Course & Our Assumptions/Knowledge about Gender

Review Syllabus

How is gender socially constructed?

WEEK 2: Ideas

Textbook Chapter 1

What are gender ideologies and how do they develop and change?

Submit Entry 1: What do I believe about Gender?

WEEK 3: Bodies

Textbook Chapter 2

How diverse are human bodies and what are the relationships between gendered bodies and ideas?

Submit Entry 2: Where do our ideas about Gender come from?

WEEK 4: Performance

Textbook Chapter 3

How do all people perform and express their gender identities?

Submit Entry 3: Gendered Bodies

WEEK 5: Intersectionality

Textbook Chapter 4

When Gender is not Enough: How do other identities such as sexuality, race, class, age change one's gender identity, express, or experience?

Submit Entry 4: Gendered Performance

WEEK 6: Inequalities

Textbook Chapter 5

Textbook Chapter 6

How do gender inequalities manifest for men, women, and people who are neither or both?

Submit Entry 5: Intersectionality

WEEK 7: Institutions

Textbook Chapter 7

How do social institutions reinforce gender ideology, performances, and inequalities?

Submit Entry 6: Gendered inequalities

WEEK 8: Change

Textbook Chapter 8

How do gender ideologies, performances, and inequalities change over time?

Submit Entry 7: Gendered Institutions

WEEK 9: Sexualities**Textbook Chapter 9**

How does one's sexuality intersect with gender ideologies, performances, and inequalities?

Submit Entry 8: Change Over Time

WEEK 10: Families**Textbook Chapter 10**

How do gender roles and gender inequality show up in families?

WEEK 11: Work**Textbook Chapter 11**

How do gender roles and gender inequality show up in work and jobs?

WEEK 12: Politics**Textbook Chapter 12**

How do gender roles and gender inequality show up in politics?

WEEK 13: Introducing Policy Analysis and The Final**Samples Provided**

Submit Entry 9: Gender in Families, Work, and Politics

WEEK 14: Representation and Media**PDFs provided**

How do gender roles and gender inequality show up in media representations?

WEEK 15: Feminism**PDFs provided**

What is Feminism as a theoretical orientation, a social movement, and an ideology?

Submit Entry 10: What I Now Know About Gender

FINAL WEEK: Policy Project Submission

Submit Final Project

John Jay College of Criminal Justice Action Plan

2025-26 AAC&U Institute for AI, Pedagogy, & the Curriculum

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Needs statement

We are in the beginning stages of a global economic and social revolution that may exceed the levels of change catalyzed by the Industrial Revolution. Artificial intelligence and emerging technologies already infuse our daily lives more than most of us realize, and their impact on justice and equity issues demonstrates the vulnerability of our individual and collective lives on accurate information, reasoning, labor, and communications. We are seeing our mission for justice reform and administration challenged. We can learn from the Industrial Revolution's creation of opportunities for equity through social mobility and access to knowledge and resources; we can also learn from this era's creation of injustices through increasing and reinforcing wealth gaps, racist policies and systems, and climate damage. As the widely acknowledged leader in justice higher education, John Jay College of Criminal Justice faces an urgent call to take leadership in ethical, effective, innovative, and sustainable engagement with AI and emerging technologies. If we not listen and respond to this call, we will be abdicating our role in justice and criminal justice spaces.

Currently, John Jay College of Criminal Justice does not have an institutional vision, framework, or plan in place for effective, ethical, innovative, and coordinated pedagogical and curricular engagement with emerging technologies. A related and deeper issue is that the college has not yet committed to the transformation of higher education that is already happening through emerging technologies, climate change, and political crises that impact our entire community in very different ways.

We are calling from grassroots levels for an overall change in our mindset and approaches to higher education. While administrative responses often focus on adapting traditions and reacting to immediate political and economic pressures, these frequently miss the deeper societal transformations underway. As instructional and administrative members of our college community, we hope that John Jay and the City University of New York (CUNY) will not only acknowledge but actively commit to systemic educational change. At the same time, through this institute we anticipate achieving small shifts that sustain the institution and prepare us for larger changes when and if these are supported, even if these small shifts fall short of the long-term stability and resilience we need.

Goal and objectives

Our overall goal is to partner with our college in creating a framework to support effective, ethical, and innovative pedagogical and curricular engagement with emerging technologies over the next three years. Our specific goals address the development of our students' learning agency with AI, with increasing faculty resources and training that includes AI with student centered, inclusive, social justice pedagogies, and with improving and expanding communications and advocacy related to AI ethics and curriculum policies.

Over the next 2-3 years, we envision several outcomes. First, we aim to establish regular reviews and updates to our responsible AI guidelines that respond to changes in emerging technologies and higher education. Second, we hope to see that faculty, staff, and student engagement with pedagogy and curriculum related to emerging technologies will align with the college's mission and strategic plan, resulting in coordinated activities across offices, departments, and committees within the framework we have proposed. Third, we hope to see a vibrant community of faculty, students, and staff, with consistent and developing leaders and groups that engage with emerging technologies from multiple perspectives towards the strength and resilience of our institution and public urban higher education. We very much hope that AI literacy and AI ethics will be shared throughout our college community and that access and sustainability will have increased in our practices.

From October 2025-March 2026, we will focus on five projects to develop and begin to implement. We will survey our college community for AI Literacy familiarity and needs and connect our community to AI Literacy training. At the same time, we will involve our Faculty Senate Technology committee in revising our AI ethics guidelines and in designing a pedagogical and curricular framework for the college to engage with emerging technologies over the next three years. Through all these projects, we will be developing and engaging our college community for ethical, effective, innovative, and sustainable use of emerging technologies.

Approach and Ethos

We believe that through strategic partnerships and broadening communications, our approach will start to move our college from acting and reporting in "silos" toward collaborations that respect individual department and program objectives while making more effective and innovative uses of

our community members and resources. Our approach is systemic, both system-wide and methodical, as we identify the areas in which we can best impact our AI and emerging technologies needs now through taking scaffolded steps towards expansion.

Infused throughout our work are our ethical goals towards building a resilient culture of care toward the whole academic person, entities, and actions. Our ethical and social framework is based on Dr. Foster's Resiliency Principles (2009) of stability, capacity, flexibility, and community and on the college's 7 Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, which guide our assessments of the AI and emerging technologies efforts that already exist in our college and those we want to catalyze and create. By emphasizing such features as consistency and reliability, growth within limits that can be exceeded through focused development, adaptability and defined boundaries, and common goals, resources, and processes, we are investing in our commitments to education and justice.

Projects & Plan

Our process goals focus on these areas:

- **Developing student, faculty, and staff AI literacy** through curricular and co-curricular pilot projects that introduce the college community to AI ethics and intentional use of GenAI tools. We are working on these dual literacy goals through
 - adapting a recently introduced AI module in our summer bridge program for entering students
 - engaging faculty in a self-paced Brightspace workshop.
 - polling our students, faculty, and staff for their AI familiarity and needs.
- **Creating a map for pedagogical and curricular faculty development** that incorporates AI competencies with GenAI skills and tools into the student-centered, inclusive pedagogical faculty development already in place at the college.
 - We are beginning to identify the key areas of this map through our institute kickoff learning, research and institutional resources, and discussions with our faculty senate, curriculum committees, faculty development offices, and Academic Affairs. We are also looking at models from other institutions to guide our design.
- **Increasing the voice of our Faculty Senate Technology subcommittee** in college discussions of curriculum policies and design.
 - This committee is the logical and obvious locus of faculty input into emerging technologies discussions and policies related to pedagogy and curriculum at the college. We are supporting and encouraging increased visibility of the committee members in Faculty Senate communications and recommending their inclusion in larger discussions of our institute projects and college strategic plan development.
- **Revising the current college AI guidelines** to reflect recent research and data that influence AI use and AI impact across the college.
 - Our Provost and faculty have expressed interest in updating these guidelines; with partnerships that include the Faculty Senate Technology subcommittee, the office of Academic Integrity, our writing programs, and individual faculty, we are identifying the areas that need attention and learning from other institutional examples.
- **Creating a network of faculty and staff members** well-versed in different approaches to teaching, learning, and mentoring with AI who will guide and lead professional development

and conversations related to AI in and across college departments, programs, and offices. In this project we have 3 primary activities:

- We are reaching out to committees, departments, programs, offices, and individuals to include them in our plans (see the partner table below).
- We are planning a core community brainstorming event in mid-January for 60 or more members of our college to come together and co-design our pedagogical and curricular framework and ethical guidelines revision.
- We are designing digital AI resource hubs for faculty, staff, and students to be central asynchronous meeting spaces with AI and emerging technologies event information, teaching resources, literacy opportunities, and accommodations and social justice support.

Our equity goals include

- **increasing student capacity and access** to emerging technologies
- **increasing faculty and staff capacity and awareness** of emerging technologies
- **increasing college wide understanding of the ethical implications** of emerging technologies in terms of their foundations, design, and applications
- **maintaining awareness of the environmental and systemic impacts** of engaging in and developing emerging technologies.

Proposed Timeline

This table shows our progress check dates through March 6, 2026. We anticipate spending a month this spring reviewing our work and preparing our April Capstone Institute presentation. The dates do not coincide with actual activity dates and serve as moments for sharing information for the full team to review.

Date/ Project	SCALE (AI Literacy)	FACTECH committee	AI Responsible Guidelines	Teaching Framework	AI Community
10/3/25	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled	*Action plan submitted *Team next steps & communications scheduled

10/24/25	*AI literacy poll revised/ready to share	*Responsible guidelines revisions invitation to committee	*Responsible guidelines revisions invitation to FACTECH committee	*College AI hub launched *Hearst Foundation proposal submitted *January 22 FDD theme/track s proposed	*Community partners invited & informed *College AI hub launched *January community event date identified (Friday, 1/16/25) *January 22 FDD theme/track s proposed
11/21/25	*AI literacy polls launched & near deadline	*Responsible guidelines revision recommendations prepped for Senate & stakeholders	*Responsible guidelines revision recommendations prepped for Senate &	*College AI hub refined with sustainability plan *January 22 FDD content discussion/ outreach	*College AI hub refined with sustainability plan *January 22 FDD content

		*Framework nodes identified & 3 month development planning	stakeholders	*Framework nodes identified & 3 month development planning	discussion/ outreach
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12/19/25	<ul style="list-style-type: none"> *Fall goals updates *Fall projects assessment *AI literacy poll result analysis 	<ul style="list-style-type: none"> *Fall goals updates *Fall projects assessment *January brainstorming community event plans drafted *January brainstorming community invitations sent *Framework node updates & requests 	<ul style="list-style-type: none"> *Fall goals updates *Fall projects assessment 	<ul style="list-style-type: none"> *Fall goals updates *Fall projects assessment 	<ul style="list-style-type: none"> *Fall goals updates *Fall projects assessment *January brainstorming community event plans drafted *January brainstorming community invitations sent *Framework node updates & requests
1/26/26	<ul style="list-style-type: none"> *Spring plans & recoup as needed *AI literacy poll follow up re student modules, faculty Brightspace workshop 	<ul style="list-style-type: none"> *Spring plans & recoup as needed *February brainstorming community event plans *Framework resource & recommendation additions *Responsible guideline revision outreach 	<ul style="list-style-type: none"> *Spring plans & recoup as needed *Responsible guideline revision outreach 	<ul style="list-style-type: none"> *Spring plans & recoup as needed *FDD plans *Framework resource & recommendation additions 	<ul style="list-style-type: none"> *Spring plans & recoup as needed *FDD plans *January 16 community brainstorming event plans

3/6/26	*projects ready to assess & report for April 6-7 institute	*projects ready to assess & report for April 6-7 institute *Framework drafted *Responsible guideline revision status	*projects ready to assess & report for April 6-7 institute *Responsible guideline revision status	*projects ready to assess & report for April 6-7 institute *April 6-7 institute framework drafted	*projects ready to assess & report for April 6-7 institute *Core community roles identified; core community database in place
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*FDD=Faculty Development Day, our semiannual faculty conference planned and presented by the Teaching & Learning Center.

iAIPC Team

As we implement our action plan, our iAIPC team is practicing shared leadership and overlapping teamwork through assigning small working groups to each of this year's projects and consulting on those we are not directly managing. This table shows our team roles at John Jay, our areas of expertise, and our networks. Together and in smaller partnerships, our iAIPC team has connections across most of the college that we trust to help us encourage an AI and emerging technologies community to form.

Name/ Affiliations	Department/ Office	Title	Relevant Areas of Expertise	College Networks
Jacob Adler	Library	Assistant Professor	AI, Information Science, library instruction	Faculty Senate Technology Committee, Library, Immigrant Solidarity Working Group
Kayla Bassknight	Student Transition Programs	Associate Director	Student orientations, student leadership, commencement planning and implementation, assessment, mentoring	Assessment committee, faculty-student disciplinary hearings council, NISS committee, strategic planning committee, Undergraduate Foundations planning group, CUNY LGBTQI+ Council

Gina Rae Foster (lead)	Teaching & Learning Center	Director	Pedagogy, educational technologies, curriculum, trauma & resilience, project management, mentoring, student academic support, social justice advocacy & interventions, DEI, qualitative and humanities research	CUNY Centers for Teaching & Learning Advisory Council (inaugural chair), CUNY CTL Disciplinary Council, President's Leadership Council, Digital Advisory Council, Accessibility Services, Compliance & Diversity, IT, Academic Programs, CUNY Graduate Center, Honors Program, Career Learning Lab, Academic Advising, Human Resources, Research, Office for Student Research & Creativity
Penny Geyer	Law, Police Science, & Criminal Justice Administration	Doctoral Lecturer	Pedagogy, online instruction	Faculty Senate Technology Committee, Undergraduate Curriculum & Standards Committee, Community fo Online Practice, Writing in the Disciplines (WID), Criminal Justice BS Online Program, Lecturers' Consortium
Raymond Rosas	English Writing across the Curriculum (WAC)	Assistant Professor, Co Director	Digital literacy, pedagogy, curriculum, composition, technical writing	General Education Advisory Committee, CSIS curriculum writing team, Student Research & Creativity office

Katherine Stavrianopoulos	Counseling & Human Services	Associate Professor	Pedagogy, curriculum, assessment, faculty leadership	CUNY AI faculty fellows, Western Governors' University online faculty development alumni, Distinguished Teaching Academy (former winner), department chairs (former chair)
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Nancy Yang	Undergraduate Foundations, Counseling & Human Services, Psychology	Director, Adjunct Instructor	Pedagogy, digital literacy, project management, student academic support	Student Academic Success Program, NISS, CREAR Futuros Program
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Challenges

Learning and higher education share a common commitment to identifying and solving problems. As a community, we also share the challenges that make problem-solving both more interesting and motivating as well as more frustrating.

The challenges we believe we will need to address include

- A substantial level of resistance to incorporating generative AI in curriculum and instruction as well as a lack of acknowledgment regarding how AI is transforming higher education..
- workloads for faculty and staff typically exceed our capacities.
- ongoing challenges to maintaining focus and energy due to ICE, federal funding changes, federal law changes, frequent illness, and frequent demands to engage in large, short-term projects.
- our new partnership as a team, our development of shared visions, and our shared understanding of what we bring to these initiatives.
- simultaneous, siloed projects that may overlap, interfere, or take support from our work (and vice versa)

In addressing these issues, we will focus on

- cultivating and maintaining respect and appreciation for our community

- ongoing and improved communications throughout our professional activities and relationships
- pacing and compartmentalizing our work
- establishing and maintaining roles and responsibilities for our projects
- validating each other, active listening, and learning with and from each other • creative problem-solving and flexibility

We understand that If we avoid these barriers, the barriers will continue to pose issues beyond our projects. If we acknowledge these barriers and work with and through the opportunities that reframing, shifting, and disrupting create, we can make progress towards the transformations we believe are necessary and inevitable.

Partners

This project is ambitious and calls for many partners. We will need the support and advocacy of senior management, including the President, Provost, and Vice President for Institutional Effectiveness. We need the partnership of Academic Programs staff and our writing program directors. We need partnership with the VP of Enrollment Management and Student Affairs (EMSA), Dean of Students, and EMSA division. We need the partnership of our Chief Information Officer. We need the college to recognize us as the team leading to response to our shared AI/emerging technology needs in teaching and learning and to refer others working on these issues to us for effective coordination of efforts. We need mentoring, time to meet and work together, and time in our schedules to implement our plans.

This table shows our projects with team leadership and anticipated partners. Many of these partnerships are already forming or in place.

Activities	Programs/ Departments/ Committees	AAC&U Team Leads
Student Co-curricular AI Literacy Education (SCALE) & Faculty Gen AI & Innovative Pedagogy Brightspace workshop	SASP, 1st year, Transfer, LMS, Enrollment Management and Student Affairs (EMSA), student leaders, Digital Creation Lab	Nancy Yang Kayla Bassknight Katherine Stavrianopoulos
Developing a Framework for Pedagogy/Curriculum	USCASC, GEAC, FACTECH, TLC, Academic Programs, Writing Programs	Raymond Rosas Penny Geyer Gina Rae Foster
Amplifying the Role of Faculty Senate Technology SubCommittee	Faculty Senate Technology Committee, UCASC, Faculty Senate	Jacob Adler Penny Geyer

AI Responsible Guidelines revision	Faculty Senate, Enrollment Management and Student Affairs (EMSA), Academic Integrity Office, Student Council, Council of Chairs, Strategic Planning Committee	Kayla Bassknight Raymond Rosas Gina Rae Foster Jacob Adler
Creating and Cultivating an AI Community	Academic Support, TLC, Office of Digital Learning, LMS, SASP, writing programs	Nancy Yang Katherine Stavrianopoulos Gina Rae Foster

Assessment

In this first year of our AI and emerging technologies efforts, we will prioritize designing measurable outcomes and project frameworks that support assessment over time and across disciplines and participants. By next spring, we will be able to assess our projects in terms of engagement and productivity to the extent that our community has participated in the activities that have been implemented. Satisfaction and effectiveness are assessment outcomes that we anticipate measuring over the following two years.

- **At the student level**, we plan to measure literacy activity engagement, numbers of academic integrity reports/cases, student innovations with Gen AI in creativity and research projects, student success in courses with/without Gen AI use, and self reporting of recent graduate career success with AI responsibilities. We will also identify co-curricular achievements, such as student leadership responsibilities, transferrable skills and student innovations with Gen AI use.
- **At the faculty level**, we will also measure literacy activity engagement and numbers of academic integrity reports/cases. Related to pedagogical development, we plan to identify faculty innovations with Gen AI in course and assignment design, student success in courses with/without Gen AI use, and the increased number of faculty using Gen AI in their courses.
- **At the staff level**, we plan to measure literacy activity engagement, staff innovations with Gen AI related to their roles and offices, and staff-faculty AI collaborations.
- **At the institutional level**, we will identify support for a range of policies within an overall ethical framework, the development of a university-wide emerging technologies framework, recognition for our work and leadership, and recommendations for our work as examples of best practices.

Early Wins

At the time of writing this report, we have much to share in terms of early progress. This list provides an overview of our “wins”:

- **Strategic plan goal and objectives:** Teaching & Learning Center Director Gina Rae Foster and Associate Director for Student Transitions Kayla Bassknight have introduced a strategic plan goal for AI and emerging technologies to the Provost and the college’s strategic planning group. We have met with our Vice President of Institutional Effectiveness to discuss this late and essential entry into the plans.
- **Student AI landscape analysis survey:** Our new Director for Undergraduate Foundations, Nancy Yang, has piloted a student survey on AI familiarity and needs. We will be revising this survey to use with faculty and staff and sharing the survey with the broader student population.
- **Student AI literacy module:** Director Yang has introduced an AI module in our summer bridge program for entering students which she plans to adapt for student workshops this spring.
- **Faculty AI literacy self-paced workshop:** Our Office for Digital Learning team has designed a self-paced AI literacy and pedagogy workshop for faculty on Brightspace, which has been made available and announced to all faculty at the college.
- **AI Ethics brown bag lunches:** Our Teaching & Learning Center has launched a monthly series of AI Ethics brown bag lunches for faculty and staff. These are informal discussion times with themes that range from academic integrity to equity and bias to sustainability and misinformation.
- **AI + critical thinking faculty development seminars:** Gina Rae Foster has designed and taught three sections of the Flipping the Pyramid: Gen AI and Critical Thinking seminar and will be teaching a fourth section this fall. Faculty who participate design assignments for their courses that combine intentional use of AI tools for critical thinking skills development with training their students to use AI as a means of increasing their learning agency. By May 2026, we anticipate that more than 50 faculty will have completed these seminars. A Pressbook of faculty seminar assignments and insights is currently in the works!
- **AI+Positionality learning+practice communities:** We are piloting a learning and practice community initiative, funded by our college president, that makes use of an OER faculty guide, AI + Positionality, written by one of our Psychology faculty as part of CUNY’s Building Bridges of Knowledge project. This year, we anticipate at least 30 faculty reading this guide together, implementing the assignments, and modifying the advice and assignments for disciplinary specific uses.
- **Faculty Senate conversations:** Penny Geyer, Doctoral Lecturer in Law, Police Science, and Criminal Justice Administration, and Jacob Adler, Assistant Professor at our Lloyd Sealy Library, have begun amplifying the voice of our Faculty Senate Technology Committee in conversations with our Faculty Senate.
- **Digital Advisory Council conversations:** Gina Rae Foster has shared an overview of our AAC&U initiative with our Digital Advisory Council and invited them to partner with our iAIPC team.
- **Writing Programs conversations:** Ray Rosas, Assistant Professor of English and Co Director of our Writing Across the Curriculum program, has been active in discussing our projects with his colleagues as well as the Vertical Writing Program and Writing Center directors. Ideas and suggestions are flourishing!

90 Day Quick Win Plans

Katherine Stavrianopoulos, John Jay iAIPC team member, 2012 Distinguished Teaching Prize winner, and former chair of the Department of Counseling & Human Services, has suggested this list of quick wins we plan to achieve in the next 90 days:

1. **AI Literacy Survey**

Nancy Yang has the results from her pilot survey. We plan to deploy the survey (modified for appropriate audiences) through our Faculty Senate, Council of Chairs and Student Council by the end of October. We anticipate having the first results in our first 45 days. These data can then support our other initiatives and college plans.

2. **Faculty AI Literacy self-paced workshop**

This is available to faculty now for self-enrollment in Brightspace. We will launch a campaign with department chairs to enroll interested faculty with a goal of 50 faculty enrolled in 50 days.

3. **AI Ethics Brown Bag Lunches**

We have shared a calendar with both the full time and part time faculty listservs and are taking notes to share at each session. Reminders are being sent from the TLC for each session. Participants are being added to our community building lists and project partners. We are setting a goal of engaging at least 25 faculty and staff in the first two lunches by October 15.

4. **Design and Launch AI Faculty Resource Hub**

We have begun designing a hub for AI faculty resources that we plan to launch by the end of this month. The areas include events, AI literacy, AI ethics, AI pedagogy, and AI communities.

Summary

We are both proud and humbled by the energy and commitments of our partners: while we know there will be unexpected challenges and changes in direction over the next months and years, we are confident that these initial projects and connections are indications of long-term success.

In sum, our overall goal is to partner with our college in creating a framework to support effective, ethical, and innovative pedagogical and curricular engagement with emerging technologies over the next three years. Our specific goals address the development of our students' learning agency with AI, with increasing faculty and staff resources and training that includes AI with student-centered, inclusive, social justice pedagogies, and with improving and expanding communications and advocacy related to AI ethics and curriculum policies. By June 30, 2026, we aim to have engaged at least 10% of our students and faculty in AI literacy activities, to have revised our AI responsible use guidelines for review and adoption, to have designed a pedagogical and curricular framework for review, revision, and adoption, and to have a core emerging technologies community of at least 60 faculty, staff, and students involved in discussing and working with effective, ethical, and innovative college emerging technologies activities.