All meetings begin at 1:40 p.m. and are open to the College Community. Note: some or all meetings may be conducted remotely via Zoom. When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64 New Building.
I. Adoption of the Agenda

II. Approval of the Minutes of the March 23, 2022 College Council (Attachment A), Pg. 3

III. Members of the College Council Committees (Attachment B), Pg. 5
- Shaniece Ellison Yong has resigned from the College Council and Executive Committee of the College Council.
- Jamie Crowther has resigned from the Undergraduate Curriculum and Academic Standards Committee

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs
C1. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy), Pg. 22
C2. Proposal to Revise the BS in Emergency Services Administration, Pg. 45
C3. Proposal to Revise the Minor in Middle East Studies, Pg. 50
C4. Proposal to Revise the Minor in Math, Pg. 54

New Courses
C5. ISP 2CC (225) Re-envisioning the USA (US Exp), Pg. 58
C6. LIT 2ZZ Latinx Graphic Novel (US Exp), Pg. 78

Mapping to Gen Ed Learning Outcomes
C7. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp), Pg. 97

Course Revisions
C8. CSCI 360 Cryptography and Cryptanalysis, Pg. 110
C9. HIS 201 American Civilization – From Colonialism through the Civil War, Pg. 113
C10. HIS 202 American Civilization – From 1865 to the Present, Pg. 116
C11. FIS 330 Building Construction and Life Safety Systems II, Pg. 119

Academic Standards
C12. Policy on Accredited Institutions for Transfer Credit, Pg. 121

V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

New Course
D1. PMT 770 Climate Change Impacts and Emergency Management, Pg. 123
Degree Program Change

D2. Addition of PMT 770 Climate Change Impacts and Emergency Management as an elective, Pg. 139
D3. Increasing credit requirement to 36 credited from 33 credits for two courses in the capstone program, Pg. 142

VI. Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Vice President for Enrollment Management and Student Affairs Brian Kerr, Pg. 144

VII. New Business

VIII. Announcements from the Student Council – President Andrew Berezhansky

IX. Announcements from the Faculty Senate – President Warren (Ned) Benton

X. Announcements from the HEO Council – President Brian Cortijo

XI. Administrative Announcements – President Karol Mason
The College Council held its sixth meeting of the 2021-2022 academic year on Wednesday, March 23, 2022. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Alexander Long, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Marta-Laura Haynes, Maureen Richards, Mickey Melendez, Ned Benton, Samantha Majic, Sung-Suk (Violet) Yu, Veronica Johnson, Silvia Dapia, Aiisha J. Qudusi, Andrew Berezhansky, Katelynn Seodarsan, Samelia James, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Poonam Latchman, Tisha Brahmbhatt, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Karol Mason, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Mark Flower, Yi Li, Daniel Matos*, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Mohammed Islam*, Jonathan Epstein*, Maria (Maki) Haberfeld*, Hashaam Shahzad*, Nicole Calderon*, Lutful Mamun Shudin*.


Guests: Carla Barrett, Jill Maxwell, Katherine Killoran, Tony Balkissoon, Alexander Bolesa, Robert Till, Malleidulid (Maggie) Arismendi, Parkinson Vernetta, Peter Romaniuk, Shania Roseborough.

* Alternates

I. Adoption of the Agenda

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

II. Approval of the Minutes of the February 24, 2022 College Council

A motion was made to approve the minutes. The motion was seconded and approved:

In Favor: 42
Opposed: 0
Abstention: 1

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C6) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
Programs

A motion was made to adopt the proposal marked C1. Proposal to Revise the BA in International Criminal Justice. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked C2. Proposal to Revise the BA in Political Science. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked C3. Proposal to Revise the BA in Sociology. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C4-C6 as a slate:
C4. ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past
C5. ISP 134 Alternate Worlds
C6. SOC 282 Selected Topics in Sociology
The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C4-C6. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

Policy Revisions

A motion was made to vote on the policy revisions marked D1-D3 as a slate:
D1. Graduate Dismissal Policy
D2. Graduate Failing Grade Repeat Policy
D3. Graduate Grade of F Policy
The motion was seconded and approved unanimously.

A motion was made to adopt policy revisions marked D1-D3. The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:10 p.m.
College Council Membership

&

College Council Committees

2021-2022
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College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

**Administration**

1. President (Chairperson) .................................................. Karol Mason
2. Provost and Vice President for Academic Affairs ............ Yi Li
3. Interim Vice President and Chief Operating Officer ...... Mark Flower
4. Vice President for Enrollment Management and Student Affairs .......................................................... Brian Kerr
5. Dean of Graduate Studies .................................................. Elsa-Sofia Morote
6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies .................. Dara Byrne

- Two (2) alternate members for administration who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent representative for administration:

<table>
<thead>
<tr>
<th>1. Anthony Carpi</th>
<th>2. Daniel Matos</th>
</tr>
</thead>
</table>

**Faculty**

- Full-time faculty elected from each academic department:

<table>
<thead>
<tr>
<th>7. Africana Studies</th>
<th>Jessica Gordon-Nembhard</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Anthropology</td>
<td>Marta-Laura Suska</td>
</tr>
<tr>
<td>9. Art &amp; Music</td>
<td>Gregory Sheppard</td>
</tr>
<tr>
<td>10. Communications &amp; Theatre Arts</td>
<td>Elton Beckett</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>Mickey Melendez</td>
</tr>
<tr>
<td>12. Criminal Justice</td>
<td>Violet Yu</td>
</tr>
<tr>
<td>13. Economics</td>
<td>Jay Hamilton</td>
</tr>
<tr>
<td>14. English</td>
<td>Alexander Long</td>
</tr>
<tr>
<td>15. History</td>
<td>Fritz Umbach</td>
</tr>
<tr>
<td>16. Interdisciplinary Studies</td>
<td>Gerald Markowitz</td>
</tr>
<tr>
<td>17. Latin American &amp; Latinx Studies</td>
<td>John Gutierrez</td>
</tr>
<tr>
<td>18. Law, Police Science &amp; Criminal Justice</td>
<td>Christopher Herrmann</td>
</tr>
<tr>
<td>19. Library</td>
<td>Maureen Richards</td>
</tr>
<tr>
<td>20. Mathematics &amp; CS</td>
<td>Mohamed Ben Zid</td>
</tr>
<tr>
<td>21. Modern Language &amp; Literature</td>
<td>Silvia Dapia</td>
</tr>
<tr>
<td>22. Philosophy</td>
<td>Catherine Kemp</td>
</tr>
<tr>
<td>23. Political Science</td>
<td>Samantha Majic</td>
</tr>
<tr>
<td>24. Psychology</td>
<td>Veronica Johnson</td>
</tr>
<tr>
<td>25. Public Management</td>
<td>Adam Wandt</td>
</tr>
<tr>
<td>26. Sciences</td>
<td>Yuk-Ting (Joyce) Lau</td>
</tr>
<tr>
<td>27. Security, Fire &amp; Emergency Management</td>
<td>Alexander Alexandrou</td>
</tr>
<tr>
<td>28. SEEK</td>
<td>Erica King-Toler</td>
</tr>
<tr>
<td>29. Sociology</td>
<td>David Brotherton</td>
</tr>
</tbody>
</table>
c. Faculty allotted according to any method duly adopted by the
   Faculty Senate:

   30. English  Karen Kaplowitz
   31. History  Andrea Balis
   32. Psychology  Charles Stone
   33. Public Management  Warren (Ned) Benton
   34. Sciences  Heath Grant
   35. Sciences  Francis Sheehan
   36. SEEK  Schevaletta (Chevy) Alford

   Eight (8) faculty alternates who may vote, make motions and be counted as part of the
   College Council’s quorum only during the absence of a permanent faculty representative:

   | 1. Maki (Maria) Haberfeld | 5. Anru Lee |
   | 2. Patrick Raftery        | 6. Mohammed Islam |
   | 3. Marta Concheiro-Guisan | 7. Vacant |

Higher Education Officers elected by the Higher Education Officers Council:

   37. Brian Cortijo (ex officio)
   38. Catherine Alves
   39. Rulisa Galloway-Perry
   40. Janet Winter

   Two (2) Higher Education Officer alternates who may vote, make motions and be counted as
   part of the College Council’s quorum only during the absence of a permanent higher
   education officer representative:

   | 1. Helen Keier | 2. Jennifer Lorenzo |

Students

   41. President of the Student Council  Andrew Berezhansky
   42. Vice President of the Student Council  Aiisha J. Qudusi
   43. Treasurer of the Student Council  Samelia James
   44. Secretary of the Student Council  Katelynn Seodarsan
   45. Elected At-Large Representative  Vacant
   46. Elected graduate student representative  Fatumata Tunkara
   47. Elected senior class representative  Adam Ramirez
   48. Elected junior class representative  Poonam Latchman
   49. Elected sophomore class representative  Yong Hao Zheng
   50. Freshman representative designated according to a method duly
       adopted by the Student Council.  Tisha Brahmbhatt

   Four (4) alternate student representatives who may vote, make motions and be counted as
   part of the College Council’s quorum only during the absence of a permanent student
   representative:
College Council Interim Executive Committee

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President and Chief Operating Officer Mark Flower
- Vice President for Enrollment Management and Student Affairs Brian Kerr
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Vacant
- President of the Student Council Andrew Berezhansky
- Vice-President of the Student Council Aiisha Qudusi

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President and Chief Operating Officer Mark Flower
- Vice President for Enrollment Management and Student Affairs Brian Kerr
• Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz
  3. Francis Sheehan
  4. Schevaletta (Chevy) Alford
  5. Fritz Umbach
  6. Heath Grant
  7. Andrea Balis

• Two (2) higher education officers
  1. Brian Cortijo
  2. Catherine Alves

• Three (3) students
  1. Andrew Berezhansky
  2. Aiisha Qudusi
  3. Vacant

Undergraduate Curriculum and Academic Standards Committee

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

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

• Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)                    Dara Byrne
• Vice President for Enrollment Management and Student Affairs                        Brian Kerr
• Assistant Dean of Undergraduate Studies                                 Katherine Killoran
• Registrar                                           Daniel Matos
• The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
  1. Africana Studies                                           Crystal Endsley
  2. Anthropology                                   Kimberley McKinson
  3. Art and Music                                            Erin Thompson
  4. Communication & Theater Arts                          Marsha Clowers
  5. Counseling and Human Services                          Maat Lewis
  6. Criminal Justice                                       Valerie West
  7. Economics                                               Sara Bernardo
  8. English                                                  Bettina Carbonell
  9. History                                                   Ray Patton
10. Interdisciplinary Studies Program (ISP)          Nina Rose Fischer
11. Library                                                 Marta Bladek
| 12. Latin American & Latinx Studies | Lisandro Perez |
| 13. Law, Police Science & CJA | Beverly Frazier |
| 14. Mathematics & Computer Science | Michael Puls |
| 15. Modern Languages & Literatures | Cristina Lozano Argüelles |
| 16. Philosophy | Michael Brownstein |
| 17. Political Science | Peter Romaniuk |
| 18. Psychology | Kelly McWilliams |
| 19. Public Management | Judy-Lynne Peters |
| 20. Sciences | Daniel Yaverbaum |
| 22. SEEK | Virginia Diaz-Mendoza |
| 23. Sociology | Jayne Mooney |

- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
  1. Katelynn Seodarsan
  2. Vacant
  3. Hashaam Shahzad

**Committee on Student Interests**

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Assistant Vice President and Dean of Students (Chairperson) | Michael Sachs
- Director of Athletics | Catherine Alves
- Senior Director for Student Affairs | Danielle Officer

- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias

- Six (6) students
  1. Denisse Batista
  2. Vernetta Parkinson
  3. Lutful Mamun Shudin
  4. Fatumata Tunkara
  5. Tisha Brahmbhatt
  6. Vacant

**Faculty-Student Disciplinary Committee**

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the
Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
  1. Robert McCrie
  2. David Shapiro
  3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Claudia Calirman
  2. Jamie Longazel
  3. Aida Martinez-Gomez
  4. Maureen Richards
  5. Martin Wallenstein
  6. Vacant

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
  1. Omari Joseph
  2. Maria Vidal
  3. Justin Barden
  4. Yolanda Casillas
  5. Jarrett Foster
  6. Vacant

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Michaela Herrit
  2. Adam Ramirez
  3. Jordan Taylor Smith
  4. Hashaam Shahzad
  5. Tisha Brahmbhatt
  6. Vacant

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

Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the President shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the Faculty Student Disciplinary Committee in all such cases.
Committee on Faculty Personnel

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

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Dean of Graduate Studies Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies Teresa Booker
  2. Anthropology Ed Snadjr
  3. Art and Music Benjamin Bierman
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling and Human Services Katherine Stavrianopoulos
  6. Criminal Justice Evan Mandery
  7. Economics Geert Dhondt
  8. English Jay Gates
  9. History Michael Pfeifer
  10. Interdisciplinary Studies Katie Gentile
  11. Latin American and Latinx Studies Jose Luis Morin
  12. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
  13. Library Jeffrey Kroessler
  14. Mathematics and Computer Science Aftab Ahmad
  15. Modern Languages and Literatures Vicente Lecuna
  16. Philosophy Jonathan Jacobs
  17. Political Science Andrew Sidman
  18. Psychology Daryl Wout
  19. Public Management Warren Eller
  20. Sciences Shu-Yuan Cheng
Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.

1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
2. Heath Brown, Associate Professor, Public Management
3. Monica Varsanyi, Professor, Political Science

Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.

1. Brian Arbour, Associate Professor, Political Science
2. Gail Garfield, Professor, Sociology
3. Jean Mills, Associate Professor, English

The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.

1. Vacant
2. Vacant

### Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President and Chief Operating Officer Mark Flower
- Vice President for Enrollment Management and Student Affairs Brian Kerr
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Assistant Vice President for Administration Oswald Fraser
- Dean of Graduate Studies Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Finance Ajisa Dervisevic
- Vice President for Institutional Advancement: Ketura Parker
- President of the Faculty Senate: Warren (Ned) Benton
- Vice President of the Faculty Senate: Karen Kaplowitz
- Two (2) members chosen by the faculty senate:
  1. Francis Sheehan
  2. Erica King-Toler
- Chairperson of each academic department:
  1. Africana Studies: Teresa Booker
  2. Anthropology: Ed Snadjr
  3. Art and Music: Benjamin Bierman
  4. Communication and Theater Arts: Seth Baumrin
  5. Counseling and Human Services: Katherine Stavrianopoulos
  6. Criminal Justice: Evan Mandery
  7. Economics: Geert Dhondt
  8. English: Jay Gates
  9. History: Michael Pfeifer
  10. Interdisciplinary Studies: Katie Gentile
  11. Latin American and Latinx Studies: Jose Luis Morin
  12. Law, Police Science, and Criminal Justice Administration: Maria (Maki) Haberfeld
  13. Library: Jeffrey Kroessler
  14. Mathematics and Computer Science: Aftab Ahmad
  15. Modern Languages and Literatures: Vicente Lecuna
  16. Philosophy: Jonathan Jacobs
  17. Political Science: Andrew Sidman
  18. Psychology: Daryl Wout
  19. Public Management: Warren Eller
  20. Sciences: Shu-Yuan Cheng
  22. SEEK: Monica Son
  23. Sociology: Robert Garot
- President of the Higher Education Officers Council: Brian Cortijo
- Two (2) higher education officer representatives:
  1. Justin Barden
  2. Vincent Papandrea
- President of the Student Council or designee: Andrew Berezhansky
- Treasurer of the Student Council or designee: Samelia James
- Additional student representative: Yousof Abdelreheem
- Additional student representative: Aiisha J. Qudusi
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees:
  1. Anthony Chambers
  2. Vacant
Financial Planning Subcommittee

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Vice President and Chief Operating Officer (Chairperson)  
  Mark Flower
- Provost and Vice President for Academic Affairs  
  Yi Li
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Karen Kaplowitz
- One (1) representative chosen by the Faculty Senate  
  Erica King-Toler
- Chair of the Council of Chairs  
  Jay Gates
- Vice Chair of the Council of Chairs  
  Andrew Sidman
- One (1) representative chosen by the Council of Chairs  
  Geert Dhondt
- Chair of the Higher Education Officers Council  
  Brian Cortijo
- Student representative  
  Samelia James
- Student representative  
  Saaif Alam

The Assistant Vice President for Finance, Ajisa Dervisevic, and the Provost’s Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

Strategic Planning Subcommittee

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Provost and Vice President for Academic Affairs (Chairperson)  
  Yi Li
- Interim Associate Provost for Institutional Effectiveness  
  Allison Pease
- Vice President and Chief Operating Officer  
  Mark Flower
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate  
  1. Heath Grant
  2. Francis Sheehan
- Chair of the Council of Chairs  
  Jay Gates
- Two (2) representatives chosen by the Council of Chairs  
  1. Teresa Booker
  2. Vacant
- President of the Higher Education Officers Council  
  Brian Cortijo
Two (2) student representatives:
1. Andrew Berezhansky
2. Vacant

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

Committee on Graduate Studies

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

- Vice President for Enrollment Management and Student Affairs  
  Brian Kerr
- Dean of Graduate Studies (Chairperson)  
  Elsa-Sofia Morote
- Assistant Vice President and Dean of Students  
  Michael Sachs
- Chief Librarian  
  Jeffrey Kroessler
- Graduate Program Directors
  1. Criminal Justice  
     Heath Grant
  2. Criminal Justice (Online)  
     Frank Pezzella
  3. Digital Forensics and Cybersecurity  
     Shweta Jain
  4. Economics  
     Zhun Xu
  5. Emergency Management  
     Charles Jennings
  6. Forensic Mental Health Counseling  
     Chitra Raghavan
  7. Forensic Psychology  
     Chitra Raghavan
  8. Forensic Psychology and Law (Dual Degree)  
     Chitra Raghavan
  9. Forensic Psychology BA/MA Program  
     Rebeca Weiss
  10. Forensic Science  
     Mechthild Prinz
  11. Human Rights  
     Charlotte Walker-Said
  12. International Crime and Justice  
     Gohar Petrossian
  13. Law and Public Accountability (Dual Degree)  
     Daniel Feldman
  14. Protection Management  
     Glen Corbett
  15. Public Policy and Protection Management (Dual Degree)  
     Yi Lu
  16. MPA: Public Policy and Administration  
     Yi Lu
  17. MPA: Public Policy and Administration (Online)  
     Nicole Elias
  18. MPA: Inspection and Oversight  
     Denise Thompson
  19. MPA: Inspection and Oversight (Online)  
     Jean-Marie Col
  20. Security Management  
     Chelsea Binns
- Two (2) graduate students
  1. Perry Callahan
  2. Fatumata Tunkara
Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  1. Keith Markus
  2. Cristopher Herrmann
  3. Daniel Yaverbaum
  4. Sung-Suk Violet Yu
- Two (2) students
  1. Poonam Latchman
  2. Nicole Melanie Franco Calderon

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

Provost Advisory Council

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

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost Kinya Chandler
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Chairperson of each academic department
  1. Africana Studies Teresa Booker
  2. Anthropology Ed Snadjr
  3. Art and Music Benjamin Bierman
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling and Human Services Katherine Stavrianopoulos
  6. Criminal Justice Evan Mandery
  7. Economics Geert Dhondt
  8. English Jay Gates
  9. History Michael Pfeifer
  10. Interdisciplinary Studies Katie Gentile
  11. Latin American and Latinx Studies Jose Luis Morin
  12. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
  13. Library Jeffrey Kroessler
  14. Mathematics and Computer Science Aftab Ahmad
15. Modern Languages and Literatures
   Vicente Lecuna
16. Philosophy
   Jonathan Jacobs
17. Political Science
   Andrew Sidman
18. Psychology
   Daryl Wout
19. Public Management
   Warren Eller
20. Sciences
   Shu-Yuan Cheng
   Robert McCrie
22. SEEK
   Monica Son
23. Sociology
   Robert Garot

**Council of Undergraduate Program Coordinators**

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)
  - Dara Byrne
- Coordinators of Undergraduate Majors
  1. Anthropology
     - Shonna Trinch
  2. Applied Mathematics: Data Science & Cryptography
     - Samuel Graff
  3. Cell & Molecular Biology
     - Jason Rauceo
  4. Computer Science and Information Security
     - Kumar Ramansenthil
  5. Criminal Justice (B.A.)
     - Brian Lawton
  6. Criminal Justice (B.S.)
     - Christopher Hermann
  7. Criminal Justice Management
     - Henry Smart
  8. Criminology
     - David Green
  9. Deviance, Crime and Culture
     - Avram Bornstein
10. Dispute Resolution Certificate
    - Maria Volpe
11. Economics
    - Sara Bernardo
12. English
    - Navidita Majumdar
13. Emergency Services Administration
    - Robert Till
14. Fire Science
    - Robert Till
15. Forensic Psychology
    - Silvia Mazzula
16. Forensic Science
    - Jennifer Rosati
17. Fraud Examination and Financial Forensics
    - David Shapiro
18. Gender Studies
    - Crystal Jackson
19. Global History
    - Matthew Perry
20. Humanities and Justice
    - Allison Kavey
21. Human Services and Community Justice
    - Nancy Velazquez-Torres
22. International Criminal Justice
    - Rosemary Barberet
23. Latin American and Latinx Studies
    - Brian Montes
24. Law and Society
    - Jennifer Rutledge* and Jamie Longazel*
25. Library
    - Karen Okamot
26. Philosophy
    - Amie Macdonald
27. Police Studies
    - Arthur Storch
28. Political Science
   Jennifer Rutledge*
   Janice Bockmeyer*
   Jamie Longazel*

29. Public Administration
30. Security Management
31. Sociology
32. Spanish
   Cristina Lozano (major concentration A and certificates)
   Maria Julia Rossi (major concentration B and minor)

33. Toxicology
   Shu-Yuan (Demi) Cheng
   Marta Concheiro-Guisan

*Co-coordinators

**Committee on Honors, Prizes and Awards**

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
  1. Catherine Mulder
  2. Anru Lee
  3. Gloria Proni
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Michaela Herrit
  2. Lyniah Mungin
  3. Vacant

**College-Wide Grade Appeals Committee**

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

1. Kashka (Katarzyna) Celinska
2. Matthew Perry
3. Melinda Powers
4. Toy-Fung Tung
5. Michael Puls
College-Wide Assessment Committee

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

- Director of Assessment (ex officio) Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness (ex officio) Allison Pease
- Seven (7) Full-time Faculty Members
  1. Jennifer Holst
  2. Edward Kennedy
  3. Peter Mameli
  4. Tim McCormack
  5. Shilpa Viswanath
  6. David Shapiro
  7. Sandra Swenson
- Three (3) Higher Education Officers
  1. Jonathan Salamak
  2. Demy Spadideas
  3. Gulen Zubizarreta

Special Committee of the College Council

Committee on Faculty Elections

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

1. Vacant
2. Vacant
3. Vacant
4. Vacant
5. Vacant
ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Program: Liberal Arts—Social Sciences & Humanities
Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice
Department: Philosophy
Program: Philosophy
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60
Total additional credits required at the senior college to complete baccalaureate degree: 60
Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

<table>
<thead>
<tr>
<th></th>
<th>Total Credits for the Baccalaureate</th>
<th>Transfer Credits from LAGCC</th>
<th>Credits to be completed at John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>36</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>39</td>
<td>0-15</td>
<td>24-39</td>
</tr>
<tr>
<td>Electives</td>
<td>45</td>
<td>15-30</td>
<td>15-30</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Social Sciences and Humanities will receive 60 credits toward the Bachelor of Arts degree in Philosophy at John Jay College of Criminal Justice (John Jay) as indicated below.

COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:

LIBERAL ARTS–SOCIAL SCIENCES & HUMANITIES

<table>
<thead>
<tr>
<th>Sending College</th>
<th>Receiving College Equivalent</th>
<th>Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaGuardia Community College</td>
<td>John Jay College</td>
<td></td>
</tr>
<tr>
<td><strong>Required Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>ENG 101 Comp I Expl &amp; Auth</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 Writing through Literature</td>
<td>ENG 201 Comp II Discip Inves</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics and Quantitative Reasoning</td>
<td>Mathematics and Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Life and Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Flexible Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Cultures and Global Issues</td>
<td>World Cultures and Global Issues</td>
<td>3-6</td>
</tr>
<tr>
<td>US Experience in Its Diversity</td>
<td>US Experience in Its Diversity</td>
<td>3-6</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>Creative Expression</td>
<td>3-6</td>
</tr>
<tr>
<td>Individual and Society</td>
<td>Individual and Society</td>
<td>3-6</td>
</tr>
<tr>
<td>Scientific World</td>
<td>Scientific World</td>
<td>3-6</td>
</tr>
<tr>
<td><strong>Program Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIF 101 First Year Seminar for Liberal Arts</td>
<td>General Elective Credit</td>
<td>3</td>
</tr>
<tr>
<td>LIB 200 Humanism, Science and Technology*</td>
<td>Elective or History Elective *</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103 Preparing and Writing the Research Paper</td>
<td>English Blanket</td>
<td>3</td>
</tr>
<tr>
<td>ELL 101 Introduction to Language</td>
<td>ENG 228 Introduction to Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Education and Language Acquisition:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Language or Literature</td>
<td>Modern Language or Literature Elective Credit</td>
<td>3</td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>LIT Blanket Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>Core PHI course or Philosophy Blanket elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology, Sociology, Psychology, Political Science or Economics</td>
<td>Social Sciences Electives</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives**</td>
<td>0-18</td>
</tr>
</tbody>
</table>

*LIB 200 will be evaluated individually and awarded as PHI elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue a Philosophy B.A. at John Jay College. PHI blanket electives cannot be used to satisfy a 300-level elective requirement in the major at John Jay.
### E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Option</td>
<td>300 Justice Core</td>
<td>3</td>
</tr>
<tr>
<td>College Option</td>
<td>Learning from the Past or Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Education Subtotal</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Major Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part One: Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 105</td>
<td>Critical Thinking and Informal Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Ethical Theory</td>
<td>0-3</td>
</tr>
<tr>
<td>PHI 231</td>
<td>Big Questions: Introduction to Philosophy</td>
<td>0-3</td>
</tr>
<tr>
<td>PHI/LAW 310</td>
<td>Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>PHI 330</td>
<td>Philosophical Modernity</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>9-15</strong></td>
</tr>
<tr>
<td><strong>Critiques of Philosophical Modernity</strong> (choose one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 343</td>
<td>Existentialism</td>
<td>3</td>
</tr>
<tr>
<td>PHI 351</td>
<td>Classical Chinese Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI/AFR 354</td>
<td>Africana Philosophy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Part Two: Ethics and Value Theory</strong> (choose one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 201</td>
<td>Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>PHI 203</td>
<td>Political Philosophy</td>
<td>0-3</td>
</tr>
<tr>
<td>PHI 214</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 216</td>
<td>Ethics and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 238</td>
<td>Philosophy of Comedy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 302</td>
<td>The Philosophy of Rights</td>
<td>3</td>
</tr>
<tr>
<td>PHI 314</td>
<td>Philosophy of the Rule of Law: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PHI 317</td>
<td>Philosophy of Law in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>PHI/CRJ 322</td>
<td>Judicial and Correctional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI/GEN 333</td>
<td>Theories of Gender and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PHI 340</td>
<td>Utopian Thought</td>
<td>3</td>
</tr>
<tr>
<td>PHI/POL 423</td>
<td>Selected Topics in Justice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>0-3</strong></td>
</tr>
<tr>
<td><strong>Part Three: History of Philosophy</strong> (choose one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 202</td>
<td>Philosophical Visions of American Pluralism</td>
<td>3</td>
</tr>
<tr>
<td>PHI 326</td>
<td>Topics in the History of Modern Thought</td>
<td>3</td>
</tr>
<tr>
<td>PHI 327</td>
<td>19th-century European and American Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 343</td>
<td>Existentialism</td>
<td>3</td>
</tr>
<tr>
<td>PHI 351</td>
<td>Classical Chinese Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI/AFR 354</td>
<td>Africana Philosophy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Part Four: Metaphysics and Epistemology</strong> (choose one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 104</td>
<td>Philosophy of Human Nature</td>
<td>3</td>
</tr>
<tr>
<td>PHI 204</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Philosophy of Religion</td>
<td>0-3</td>
</tr>
<tr>
<td>PHI 235</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHI 304</td>
<td>Philosophy of the Mind</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PHI 374</td>
<td>Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 377</td>
<td>Reality, Truth and Being: Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>0-3</strong></td>
</tr>
</tbody>
</table>

**Part Five: Electives**

Select (3) 300 level courses in consultation with an advisor  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Capstone Course** (choose one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 400</td>
<td>Senior Seminar in Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 401</td>
<td>Senior Seminar in the History of Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 402</td>
<td>Senior Seminar in Metaphysics and Epistemology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Major Requirements Subtotal**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Major Requirements Subtotal</strong></td>
<td><strong>27-39</strong></td>
</tr>
</tbody>
</table>

General Electives (Consult with an Advisor )  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>General Electives (Consult with an Advisor )</strong></td>
<td><strong>15-30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Transfer Credits Applied to Program</td>
<td>60</td>
</tr>
<tr>
<td>Total Credits Required after Transfer</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Credits Required for Degree</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
F. COURSE EQUIVALENCIES

To maximize transfer of courses to the Humanities and Justice Major, Liberal Arts and Sciences – Social Sciences and Humanities LAGCC may be advised to enroll in a selection of the following courses:

<table>
<thead>
<tr>
<th>LAGCC Course Number</th>
<th>Course Title</th>
<th>JJAY Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUP 101</td>
<td>Introduction to Philosophy</td>
<td>PHI 231</td>
<td>Big Questions: Introduction to Philosophy</td>
</tr>
<tr>
<td>HUP 104</td>
<td>Ethics and Moral Issues</td>
<td>PHI 210</td>
<td>Ethical Theory</td>
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<td>HUP 105</td>
<td>Philosophy of Religion</td>
<td>PHI 205</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>HUP 106</td>
<td>Social and Political Philosophy</td>
<td>PHI 203</td>
<td>Political Philosophy</td>
</tr>
</tbody>
</table>
G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. Procedures for reviewing, updating, modifying or terminating agreement:
   When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:
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Effective Date: Fall 2022
ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Program: Liberal Arts—Social Sciences & Humanities
Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice
Departments: English
Program: English
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60
Total additional credits required at the senior college to complete baccalaureate degree: 60
Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

<table>
<thead>
<tr>
<th></th>
<th>Total Credits for the Baccalaureate</th>
<th>Transfer Credits from LAGCC</th>
<th>Credits to be completed at John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>36</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>36</td>
<td>0-9</td>
<td>27-36</td>
</tr>
<tr>
<td>Electives</td>
<td>48</td>
<td>21-30</td>
<td>18-27</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Social Sciences and Humanities will receive 60 credits toward the Bachelor of Arts degree in Humanities and Justice at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:**
**LIBERAL ARTS–SOCIAL SCIENCES & HUMANITIES**

<table>
<thead>
<tr>
<th>Sending College</th>
<th>Receiving College Equivalent</th>
<th>Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaGuardia Community College</td>
<td>John Jay College</td>
<td></td>
</tr>
<tr>
<td><strong>Required Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>ENG 101 Comp I Expl &amp; Auth</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 Writing through Literature</td>
<td>ENG 201 Comp II Discip Inves</td>
<td>3</td>
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<tr>
<td>Mathematics and Quantitative Reasoning</td>
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</tr>
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<tr>
<td><strong>Flexible Core</strong></td>
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<td></td>
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<tr>
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<td>World Cultures and Global Issues</td>
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<td>3-6</td>
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<td><strong>Program Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIF 101 First Year Seminar for Liberal Arts</td>
<td>General Elective Credit</td>
<td>3</td>
</tr>
<tr>
<td>LIB 200 Humanism, Science and Technology*</td>
<td>Elective or History Elective *</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103 Preparing and Writing the Research Paper</td>
<td>English Blanket</td>
<td>3</td>
</tr>
<tr>
<td>ELL 101 Introduction to Language</td>
<td>ENG 228 Introduction to Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Education and Language Acquisition:</strong></td>
<td>Modern Language or Literature Elective Credit</td>
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<tr>
<td>Modern Language or Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td>LIT Blanket Elective</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Humanities:</strong></td>
<td>Philosophy Elective</td>
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<tr>
<td>Philosophy</td>
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</tr>
<tr>
<td>Humanities Electives</td>
<td>Art, Literature, Music or Philosophy Electives</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Anthropology, Sociology, Psychology, Political Science or Economics</td>
<td>Social Sciences Electives</td>
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<tr>
<td>History</td>
<td>3</td>
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<tr>
<td>Liberal Arts Electives</td>
<td>0-18</td>
<td>0-18</td>
</tr>
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</table>

*LIB 200 will be evaluated individually and awarded ENG elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue an English B.A. at John Jay College.
### E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td><strong>General Education Courses</strong></td>
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<tr>
<td>College Option</td>
<td>300 Justice Core</td>
<td>3</td>
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<tr>
<td>College Option</td>
<td>Learning from the Past or Communications</td>
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<tr>
<td></td>
<td><strong>General Education Subtotal</strong></td>
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<tr>
<td><strong>Major Courses</strong></td>
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<td></td>
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<tr>
<td><strong>Foundational Courses</strong></td>
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<tr>
<td>General Education Literature course</td>
<td>A course taken to satisfy the English/ELA program core requirement will satisfy this category</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td>0</td>
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<tr>
<td><strong>Part One: Critical Skills</strong></td>
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<td></td>
</tr>
<tr>
<td>LIT 260</td>
<td>Introduction to Literary Study</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td>0-3</td>
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<tr>
<td><strong>Part Two: Critical Methods</strong></td>
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<td></td>
</tr>
<tr>
<td>LIT 300</td>
<td>Text and Context</td>
<td>3</td>
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<tr>
<td>LIT 305</td>
<td>Foundations of Literature and the Law</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Part Three: Historical Perspectives (choose 4)</strong></td>
<td></td>
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<tr>
<td>LIT 370</td>
<td>Topics in Ancient Literature</td>
<td>3</td>
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<tr>
<td>LIT 371</td>
<td>Topics in Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 372</td>
<td>Topics in Early Modern Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 373</td>
<td>Topics in Seventeenth- and Eighteenth-Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 374</td>
<td>Topics in Nineteenth Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 375</td>
<td>Topics in Twentieth-Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 379</td>
<td>Selected Historical Topics in Literature</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td>12</td>
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<tr>
<td><strong>Part Four: Major Electives (choose 4)</strong></td>
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<td></td>
<td>Literature OR Literature &amp; Law Concentration</td>
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</tr>
<tr>
<td></td>
<td>ENG 228 will satisfy one elective requirement; up to two additional Liberal arts or General Elective may satisfy major electives.</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Part Five: Capstone Course</strong></td>
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<td></td>
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<tr>
<td>LIT 400 or LIT 405</td>
<td>Senior Seminar in Literature OR Senior Seminar in Literature and Law</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Major Requirements Subtotal</strong></td>
<td>24-33</td>
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<tr>
<td></td>
<td><strong>General Electives (Consult with an Advisor )</strong></td>
<td>21-30</td>
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<tr>
<td></td>
<td><strong>Total Transfer Credits Applied to Program</strong></td>
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<tr>
<td></td>
<td><strong>Total Credits Required after Transfer</strong></td>
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<tr>
<td></td>
<td><strong>Total Credits Required for Degree</strong></td>
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</table>
F. COURSE EQUIVALENCIES

To maximize transfer of courses to the English Major at JJAY, Liberal Arts and Sciences – Social Sciences and Humanities LAGCC may be advised to enroll in a selection of the following courses:

<table>
<thead>
<tr>
<th>LAGCC Course Number</th>
<th>Course Title</th>
<th>JJAY Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL 101</td>
<td>Introduction to Language</td>
<td>ENG 228</td>
<td>Introduction to Language</td>
</tr>
<tr>
<td>ELF 250</td>
<td>Modern French Literature in Translation</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ELI 250</td>
<td>Italian Literature in Translation</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ELJ 250</td>
<td>Japanese Literature in Translation</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ELS 250</td>
<td>Contemporary Latin American Fiction in Translation</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ENG 204</td>
<td>Asian American Literature</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ENG 205</td>
<td>The Bible as Literature</td>
<td>LIT 262</td>
<td>Bible as Literature</td>
</tr>
<tr>
<td>ENG 211</td>
<td>Journalism</td>
<td>ENG 230</td>
<td>Journalism in the 21st Century</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Seminar in Teaching Writing</td>
<td>ENG BL</td>
<td>English Elective Credit</td>
</tr>
<tr>
<td>ENG 225</td>
<td>Afro-American Literature</td>
<td>LIT 223</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Cultural Identity in American Literature</td>
<td>LIT 233</td>
<td>American Stories</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Images of Women in Literature</td>
<td>LIT 316</td>
<td>Gender and Identity in Literary Traditions</td>
</tr>
<tr>
<td>ENG 247</td>
<td>The Woman Writer</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ENG 248</td>
<td>Latino/Latina Writing of the United States</td>
<td>LIT 265</td>
<td>Foundations of US Latinx Literature</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Literature of Difference: Lesbian/Gay Writers</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
</tr>
<tr>
<td>ENG 265</td>
<td>The Drama</td>
<td>LIT BL</td>
<td>Literature Blanket Elective</td>
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<tr>
<td>ENG 266</td>
<td>Shakespeare</td>
<td>LIT 313</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENG 268</td>
<td>The Immigrant Experience in American Literature</td>
<td>LIT BL</td>
<td>Literature Blanket Elective</td>
</tr>
<tr>
<td>ENG 269</td>
<td>Contemporary Black American Fiction</td>
<td>LIT 223</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Poetry Workshop</td>
<td>ENG 215</td>
<td>Poetry Writing and Reading</td>
</tr>
<tr>
<td>ENG/HUC 272</td>
<td>Literature and Film</td>
<td>LIT BL</td>
<td>Literature Blanket Elective</td>
</tr>
<tr>
<td>ENG 274</td>
<td>Creative Non-Fiction Workshop</td>
<td>ENG 245</td>
<td>Advanced Expository Writing</td>
</tr>
<tr>
<td>ENG 275</td>
<td>The Great Writer</td>
<td>LIT 287</td>
<td>Selected Topics in Literature</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Fiction Workshop</td>
<td>ENG 216</td>
<td>Fiction Writing</td>
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<tr>
<td>ENG 280</td>
<td>Children’s Literature</td>
<td>LIT 270</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>ENG 289</td>
<td>Introduction to Literary Study</td>
<td>LIT 260</td>
<td>Introduction to Literary Study</td>
</tr>
<tr>
<td>ENG 290</td>
<td>British Literature Survey I</td>
<td>LIT 231</td>
<td>Medieval Early Modern Literature</td>
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<td>Course Code</td>
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<tr>
<td>ENG 291</td>
<td>British Literature Survey II</td>
<td>LIT 232</td>
<td>Modern Literature</td>
</tr>
<tr>
<td>ENG 292</td>
<td>American Literature Survey I</td>
<td>LIT 233</td>
<td>American Literature</td>
</tr>
<tr>
<td>ENG 293</td>
<td>American Literature Survey II</td>
<td>LIT 233</td>
<td>American Literature</td>
</tr>
<tr>
<td>ENG 294</td>
<td>Classical Literature</td>
<td>LIT 230</td>
<td>Reading Ancient Worlds</td>
</tr>
<tr>
<td>HUC 150</td>
<td>The Art of Film</td>
<td>LIT 106</td>
<td>Film Appreciation: Introduction to Film</td>
</tr>
<tr>
<td>HUC 270</td>
<td>American Film</td>
<td>LIT BL</td>
<td>Literature Blanket</td>
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Effective Date: Fall 2022
ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Programs:
   Liberal Arts and Sciences – Social Sciences and Humanities
   Liberal Arts and Sciences-History
Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice
Department: History
Program: Global History
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities or Liberal Arts-History and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60
Total additional credits required at the senior college to complete baccalaureate degree: 60
Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

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<td>24-39</td>
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<tr>
<td>Electives</td>
<td>45</td>
<td>12-24</td>
<td>21-33</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts Social Sciences and Humanities –History Option will receive 60 credits toward the Bachelor of Arts degree in Global History at John Jay College of Criminal Justice (John Jay) as indicated below.

### COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:
**LIBERAL ARTS SOCIAL SCIENCE AND HUMANITIES—HISTORY OPTION**

<table>
<thead>
<tr>
<th>Sending College</th>
<th>Receiving College Equivalent</th>
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</thead>
<tbody>
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<tr>
<td>ENG 102 Writing through Literature</td>
<td>ENG 201 Comp II Discip Inves</td>
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</tr>
<tr>
<td>Mathematics and Quantitative Reasoning</td>
<td>Mathematics and Quantitative Reasoning</td>
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<tr>
<td>Life and Physical Sciences</td>
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<td><strong>Flexible Core</strong></td>
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<tr>
<td>World Cultures and Global Issues</td>
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<td>Creative Expression</td>
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<tr>
<td>Scientific World</td>
<td>Scientific World</td>
<td>3-6</td>
</tr>
<tr>
<td><strong>Program Core</strong></td>
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</tr>
<tr>
<td>LIF 101 First Year Seminar for Liberal Arts</td>
<td>General Elective Credit</td>
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<tr>
<td>LIB 200 Humanism, Science and Technology*</td>
<td>Elective or History Elective *</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103 Preparing and Writing the Research Paper</td>
<td>English Blanket</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Courses, select one: **</td>
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</tr>
<tr>
<td>HUA 103 Beginning Drawing</td>
<td>ART 111 Introduction to Drawing</td>
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</tr>
<tr>
<td>HUA 110 Beginning Painting</td>
<td>ART 118 Introduction to Painting</td>
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<tr>
<td>HUS 120 Beginning Sculpture</td>
<td>ART 115 Introduction to Sculpture</td>
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<tr>
<td>HUA 125 Introduction to Computer Art</td>
<td>ART Blanket</td>
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</tr>
<tr>
<td>HUA 130 Beginning Photography</td>
<td>ART 113 Digital Photography</td>
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</tr>
<tr>
<td>HUM 155 Voice I</td>
<td>MUS 115 The Art of Singing: Vocal Techniques</td>
<td></td>
</tr>
<tr>
<td>HUM 170 Guitar I</td>
<td>MUS 140 Introduction to Guitar</td>
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</tr>
<tr>
<td>HUT 110 Acting I</td>
<td>DRA 213 Acting I</td>
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</tr>
<tr>
<td>HUA 101 Introduction to Art</td>
<td>ART 101 Introduction to Art</td>
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</tr>
<tr>
<td>HUN 195 Art in New York</td>
<td>ART 201 Art in New York</td>
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</tr>
<tr>
<td>HUC 106 Public Speaking</td>
<td>COM 113 Oral Communication</td>
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</tr>
<tr>
<td>HUC 150 The Art of Film</td>
<td>LIT 106 Film Appreciation: Introduction to Film</td>
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<tr>
<td>HUC 270 American Film</td>
<td>Literature Blanket</td>
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</tr>
<tr>
<td>HUM 109 World Music</td>
<td>MUS 104 Music in World Culture</td>
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</tr>
<tr>
<td>HUM 210 American Music</td>
<td>MUS 103 American Popular Music from Jazz to Rock</td>
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<tr>
<td>HUP 101 Introduction to Philosophy</td>
<td>PHI 231 Big Questions: Introduction to Philosophy</td>
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<tr>
<td>HUP 104 Ethics and Moral Issues</td>
<td>PHI 210 Ethical Theory</td>
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<td>HUP 105 Philosophy of Religion</td>
<td>PHI 205 Philosophy of Religion</td>
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<tr>
<td>HUP 106 Social and Political Philosophy</td>
<td>PHI 203 Political Philosophy</td>
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<td><strong>Social Science, select four:</strong></td>
<td></td>
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<tr>
<td>SSH 101 Themes in American History to 1865</td>
<td>HIS 201 American Civilization I</td>
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<tr>
<td>SSH 102 Themes in American History since 1865</td>
<td>HIS 202 American Civilization II</td>
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<td></td>
<td>HIS 204 The Medieval World</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
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<tr>
<td>SSH 103</td>
<td>Western Civilization from Ancient Times to the Renaissance</td>
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</tr>
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<td>SSH 104</td>
<td>Western Civilization from the Renaissance to Modern Times</td>
<td></td>
</tr>
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<td>SSH 105</td>
<td>World History from Ancient Times to 1500</td>
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</tr>
<tr>
<td>SSH 106</td>
<td>World History from 1500 to the Present</td>
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<tr>
<td>SSH 110</td>
<td>East Asia Civilization and Societies</td>
<td></td>
</tr>
<tr>
<td>SSH 113</td>
<td>Modern Chinese History</td>
<td></td>
</tr>
<tr>
<td>SSH 114</td>
<td>Modern Japanese History</td>
<td></td>
</tr>
<tr>
<td>SSH 121</td>
<td>Ancient Greek Civilization</td>
<td></td>
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<tr>
<td>SSH 122</td>
<td>History of the Roman State and People</td>
<td></td>
</tr>
<tr>
<td>SSH 131</td>
<td>Latin American History I</td>
<td></td>
</tr>
<tr>
<td>SSH 132</td>
<td>Latin American History II</td>
<td></td>
</tr>
<tr>
<td>SSH 151</td>
<td>Women and Gender in U.S. History</td>
<td></td>
</tr>
<tr>
<td>SSH 153</td>
<td>History of U.S. Foreign Policy and International Relations</td>
<td></td>
</tr>
<tr>
<td>SSH 171</td>
<td>The World since 1900</td>
<td></td>
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<tr>
<td>SSH 231</td>
<td>Afro-American History</td>
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<tr>
<td>SSH 232</td>
<td>Survey of Latin American and Caribbean History</td>
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<td>HIS BL</td>
<td>History Blanket</td>
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</tr>
<tr>
<td>HIS 203</td>
<td>The Ancient World</td>
<td></td>
</tr>
<tr>
<td>HIS 205</td>
<td>The Modern World</td>
<td></td>
</tr>
<tr>
<td>HIS BL</td>
<td>History Blanket</td>
<td></td>
</tr>
<tr>
<td>HIS 275</td>
<td>China 1674 to Present</td>
<td></td>
</tr>
<tr>
<td>HIS BL</td>
<td>History Blanket</td>
<td></td>
</tr>
<tr>
<td>HIS BL</td>
<td>History Blanket</td>
<td></td>
</tr>
<tr>
<td>HIS 254</td>
<td>History of Ancient Greece and Rome</td>
<td></td>
</tr>
<tr>
<td>LLS 130</td>
<td>(Title of Course)</td>
<td></td>
</tr>
<tr>
<td>LLS/HIS</td>
<td>242 U.S. Foreign Policy in Latin America</td>
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<td>HIS BL</td>
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<tr>
<td>HIS BL</td>
<td>History Blanket</td>
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<tr>
<td>HIS 127</td>
<td>Microhistories</td>
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</tr>
<tr>
<td>AFR 124</td>
<td>Justice, the Individual and Struggle in the African American Experience</td>
<td></td>
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<tr>
<td>LLS 166</td>
<td>History of the Caribbean Islands</td>
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<tr>
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<td>6</td>
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<tr>
<td>SSA 100</td>
<td>Introduction to Anthropology</td>
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</tr>
<tr>
<td>SSA 101</td>
<td>Cultural Anthropology</td>
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<tr>
<td>SSE 103</td>
<td>Introduction to Microeconomics</td>
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<tr>
<td>SSE 104</td>
<td>Introduction to Macroeconomics</td>
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<tr>
<td>SSP 101</td>
<td>U.S. Power and Politics</td>
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<tr>
<td>SSP 250</td>
<td>Political Ideas and Ideologies</td>
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<tr>
<td>SSS 100</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SSY 101</td>
<td>General Psychology</td>
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<tr>
<td>ANT 101</td>
<td>Introduction to Anthropology</td>
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<tr>
<td>ANT 201</td>
<td>Culture Contact</td>
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<tr>
<td>ECO 125</td>
<td>Introduction to Microeconomics</td>
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</tr>
<tr>
<td>ECO 120</td>
<td>Introduction to Macroeconomics</td>
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<tr>
<td>POL 101</td>
<td>American Government</td>
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<td>POL BL</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

*LIB 200 will be evaluated individually and awarded as HIS elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue a Global History B.A. at John Jay College.
### Liberal Arts Social Science and Humanities-History Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Option</td>
<td>300 Justice Core</td>
<td>3</td>
</tr>
<tr>
<td>College Option</td>
<td>Learning from the Past or Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Education Subtotal</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

| **Major Courses** |                                                 |         |
| Part One: Survey of Global History |                                                 |         |
| HIS 203           | The Ancient World                              | 0-3     |
| HIS 204           | The Medieval World                             | 0-3     |
| HIS 205           | The Modern World                               | 0-3     |
| **Subtotal** |                                                 | **0-9** |

| Part Two: Research and Methodology |                                                 |         |
| HIS 210           | Doing History                                  | 3       |
| HIS 240           | Historiography                                 | 3       |
| HIS 300           | Research Methods in History                    | 3       |
| **Subtotal** |                                                 | **9**   |

| Part Three: Major Electives |                                                 |         |
| U.S. History               |                                                 | 3-6     |
| Non-U.S. History (two required) |                                           | 3-6     |
| Premodern History (two required) |                                             | 6       |
| **Subtotal** |                                                 | **12-18** |

| Part Four: Capstone Course |                                                 |         |
| HIS 425           | Senior Seminar in History                       | 3       |
| **Subtotal** |                                                 | **3**   |

| Major Requirements Subtotal |                                                 | **24-39** |

| General Electives (Consult with an Advisor) |                                                 | **21-33** |

| Total Transfer Credits Applied to Program |                   | **60** |
| Total Credits Required after Transfer    |                   | **60** |
| **Total Credits Required for Degree** |                   | **120** |
F. COURSE EQUIVALENCIES

To maximize transfer of courses, Liberal Arts—History majors at LAGCC may be advised to enroll in a selection of the following courses to prepare for the Global History major at John Jay College:

<table>
<thead>
<tr>
<th>LAGCC</th>
<th>Course</th>
<th>JJAY</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSH 101</td>
<td>Themes in American History to 1865</td>
<td>HIS 201</td>
<td>Amer Civiliztn 1</td>
</tr>
<tr>
<td>SSH 102</td>
<td>Themes in American History since 1865</td>
<td>HIS 202</td>
<td>Amer Civiliztn 2</td>
</tr>
<tr>
<td>SSH 103</td>
<td>Western Civilization from Ancient Times to the Renaissance</td>
<td>HIS 204</td>
<td>The Medieval World</td>
</tr>
<tr>
<td>SSH 104</td>
<td>Western Civilization from the Renaissance to Modern Times</td>
<td>HIS BL</td>
<td>History Blanket</td>
</tr>
<tr>
<td>SSH 105</td>
<td>World History from Ancient Times to 1500</td>
<td>HIS 203</td>
<td>The Ancient World</td>
</tr>
<tr>
<td>SSH 106</td>
<td>World History from 1500 to the Present</td>
<td>HIS 205</td>
<td>The Modern World</td>
</tr>
<tr>
<td>SSH 110</td>
<td>East Asia Civilization and Societies</td>
<td>HIS BL</td>
<td>History Blanket</td>
</tr>
<tr>
<td>SSH 113</td>
<td>Modern Chinese History</td>
<td>HIS 275</td>
<td>China 1674 to Present</td>
</tr>
<tr>
<td>SSH 114</td>
<td>Modern Japanese History</td>
<td>HIS BL</td>
<td>History Blanket</td>
</tr>
<tr>
<td>SSH 121</td>
<td>Ancient Greek Civilization</td>
<td>HIS 254</td>
<td>History of Ancient Greece and Rome</td>
</tr>
<tr>
<td>SSH 122</td>
<td>History of the Roman State and People</td>
<td>HIS BL</td>
<td>History Blanket</td>
</tr>
<tr>
<td>SSH 132</td>
<td>Latin American History II</td>
<td>LLS 242 / HIS 242</td>
<td>U.S. Foreign Policy in Latin America</td>
</tr>
<tr>
<td>SSH 151</td>
<td>Women and Gender in U.S. History</td>
<td>HIS BL</td>
<td>History Blanket</td>
</tr>
<tr>
<td>SSH 153</td>
<td>History of U.S. Foreign Policy and International Relations</td>
<td>HIS BL</td>
<td>History Blanket</td>
</tr>
<tr>
<td>SSH 171</td>
<td>The World Since 1900</td>
<td>HIS 127</td>
<td>Microhistories</td>
</tr>
</tbody>
</table>
G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. Procedures for reviewing, updating, modifying or terminating agreement:
   When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:
   Each semester John Jay will provide LAGCC with the following information: a) the number of LAGCC students who applied to the program; b) the number of LAGCC students who were accepted into the program; c) the number of LAGCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:
   This articulation agreement will be publicized on the LAGCC website, and on John Jay's website. Transfer advisors at LAGCC will promote this agreement with eligible students.

Effective Date: Fall 2022
ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: LaGuardia Community College
Program: Liberal Arts—Social Sciences & Humanities
Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice
Departments: History; Philosophy; English
Program: Humanities and Justice
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Liberal Arts and Sciences – Social Sciences and Humanities and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60
Total additional credits required at the senior college to complete baccalaureate degree: 60
Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM LAGCC AND CREDITS TO BE COMPLETED AT JOHN JAY

<table>
<thead>
<tr>
<th></th>
<th>Total Credits for the Baccalaureate</th>
<th>Transfer Credits from LAGCC</th>
<th>Credits to be completed at John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>36</td>
<td>30</td>
<td>6</td>
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<tr>
<td>Major Requirements</td>
<td>36</td>
<td>0-9</td>
<td>27-36</td>
</tr>
<tr>
<td>Electives</td>
<td>48</td>
<td>21-30</td>
<td>18-27</td>
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<tr>
<td>Total</td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
D. TRANSFER CREDITS AWARDED

LaGuardia Community College (LAGCC) graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts and Sciences – Social Sciences and Humanities will receive 60 credits toward the Bachelor of Arts degree in Humanities and Justice at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED:**
**LIBERAL ARTS--SOCIAL SCIENCES & HUMANITIES**

<table>
<thead>
<tr>
<th>Sending College</th>
<th>Receiving College Equivalent</th>
<th>Credit Granted</th>
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</thead>
<tbody>
<tr>
<td>LaGuardia Community College</td>
<td>John Jay College</td>
<td></td>
</tr>
<tr>
<td><strong>Required Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>ENG 101 Comp I Expl &amp; Auth</td>
<td>3</td>
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<tr>
<td>ENG 102 Writing through Literature</td>
<td>ENG 201 Comp II Discip Inves</td>
<td>3</td>
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<tr>
<td>Mathematics and Quantitative Reasoning</td>
<td>Mathematics and Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Life and Physical Sciences</td>
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<tr>
<td><strong>Flexible Core</strong></td>
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<tr>
<td>World Cultures and Global Issues</td>
<td>World Cultures and Global Issues</td>
<td>3-6</td>
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<tr>
<td>US Experience in Its Diversity</td>
<td>US Experience in Its Diversity</td>
<td>3-6</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>Creative Expression</td>
<td>3-6</td>
</tr>
<tr>
<td>Individual and Society</td>
<td>Individual and Society</td>
<td>3-6</td>
</tr>
<tr>
<td>Scientific World</td>
<td>Scientific World</td>
<td>3-6</td>
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<td><strong>Program Core</strong></td>
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<tr>
<td>LIF 101 First Year Seminar for Liberal Arts</td>
<td>General Elective Credit</td>
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<tr>
<td>LIB 200 Humanism, Science and Technology*</td>
<td>Elective or History Elective *</td>
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<tr>
<td>ENG 103 Preparing and Writing the Research Paper</td>
<td>English Blanket</td>
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<tr>
<td>ELL 101 Introduction to Language</td>
<td>ENG 228 Introduction to Language</td>
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<td><strong>Education and Language Acquisition:</strong></td>
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<tr>
<td>Modern Language or Literature</td>
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<tr>
<td><strong>English:</strong></td>
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<tr>
<td>Literature</td>
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<td>Philosophy</td>
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<tr>
<td>Humanities Electives</td>
<td>Art, Literature, Music or Philosophy Electives</td>
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<tr>
<td><strong>Social Sciences</strong></td>
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<tr>
<td>Anthropology, Sociology, Psychology, Political Science or Economics</td>
<td>Social Sciences Electives</td>
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<tr>
<td>History</td>
<td>History Electives</td>
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<tr>
<td>Liberal Arts Electives</td>
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*LIB 200 will be evaluated individually and awarded as HIS or HJS elective credit if possible, or alternately, as general elective credit.

**See section F for recommended courses for Liberal Arts majors who intend to pursue a Humanities and Justice B.A. at John Jay College.
### E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td><strong>General Education Courses</strong></td>
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</tr>
<tr>
<td>College Option</td>
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<tr>
<td>College Option</td>
<td>Learning from the Past or Communications</td>
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<tr>
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<tr>
<td><strong>Major Courses</strong></td>
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<tr>
<td><strong>Part One: Foundations</strong></td>
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<td>HJS 250</td>
<td>Justice in the Western Traditions</td>
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<tr>
<td>HJS 310</td>
<td>Comparative Perspectives on Justice</td>
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<tr>
<td>HJS 315</td>
<td>Research Methods in Humanities and Justice Studies</td>
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<td>Subtotal</td>
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</tr>
<tr>
<td><strong>Part Two: Humanities and Justice Electives</strong></td>
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<tr>
<td></td>
<td>Select seven electives, with a minimum of 12 credits at 300 level. SSH 121, SSH 113, ENG 245, ENG 248, HUP 104, HUP 105 or HUP 106 may satisfy up to 9 elective credits</td>
<td>12-21</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
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</tr>
<tr>
<td><strong>Part Three: Problems and Research</strong></td>
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<tr>
<td>HJS 410</td>
<td>Reading Scholarship in Humanities and Justice</td>
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<tr>
<td>HJS 415</td>
<td>Thesis in Humanities and Justice Studies</td>
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<tr>
<td></td>
<td>Subtotal</td>
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<tr>
<td></td>
<td>Major Requirements Subtotal</td>
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<td><strong>General Electives (Consult with an Advisor)</strong></td>
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<td>Total Transfer Credits Applied to Program</td>
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<tr>
<td>Total Credits Required after Transfer</td>
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<td>60</td>
</tr>
<tr>
<td><strong>Total Credits Required for Degree</strong></td>
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<td>120</td>
</tr>
</tbody>
</table>
F. COURSE EQUIVALENCIES

To maximize transfer of courses to the Humanities and Justice Major, Liberal Arts and Sciences – Social Sciences and Humanities LAGCC may be advised to enroll in a selection of the following courses:

<table>
<thead>
<tr>
<th>LAGCC Course Number</th>
<th>Course Title</th>
<th>JJAY Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSH 121</td>
<td>Ancient Greek Civilization</td>
<td>HIS 254</td>
<td>History of Ancient Greece and Rome</td>
</tr>
<tr>
<td>SSH 113</td>
<td>Modern Chinese History</td>
<td>HIS 274</td>
<td>China 1650 to Present</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Images of Women in Literature</td>
<td>LIT 316</td>
<td>Gender and Identity in Literary Traditions</td>
</tr>
<tr>
<td>ENG 248</td>
<td>Latino/Latina Writing of the United States</td>
<td>LIT 265</td>
<td>Foundations of US Latinx Literature</td>
</tr>
<tr>
<td>HUP 104</td>
<td>Ethics and Moral Issues</td>
<td>PHI 210</td>
<td>Ethical Theory</td>
</tr>
<tr>
<td>HUP 105</td>
<td>Philosophy of Religion</td>
<td>PHI 205</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>HUP 106</td>
<td>Social and Political Philosophy</td>
<td>PHI 203</td>
<td>Political Philosophy</td>
</tr>
</tbody>
</table>
G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. Procedures for reviewing, updating, modifying or terminating agreement:
   When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:
   Each semester John Jay will provide LAGCC with the following information: a) the number of LAGCC students who applied to the program; b) the number of LAGCC students who were accepted into the program; c) the number of LAGCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:
   This articulation agreement will be publicized on the LAGCC website, and on John Jay's website. Transfer advisors at LAGCC will promote this agreement with eligible students.

Effective Date: Fall 2022
John Jay College of Criminal Justice  
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

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

1. Date submitted: 03/08/22

2. Department or program proposing these revisions:
   a. Name and contact information of proposer(s): Robert Till
   b. Email address of proposer: rtill@jjay.cuny.edu
   c. Phone number: 212-484-1379

3. Name of major, minor or certificate program being revised:
   Emergency Services Administration Major

4. Department curriculum committee or other governance body (for interdisciplinary programs) which has approved these changes:
   a. Please provide the meeting date for approval: 03/04/22
   b. Name of department chair or major/minor coordinators approving this proposal: Robert Till - Chair

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

   We propose adding FIS 257 – Fire Dynamics to the Fire Service Specialization.

   We also propose adding FIS 330 - Building Construction and Life Safety Systems II to the Emergency Management specialization.

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

   SFEM voted to add FIS 257 (Fire Dynamics) to the list of options in the Fire Service Specialization of the Emergency Management Degree. Fire Dynamics studies fire phenomena in both open areas and building compartments. Understanding Fire Dynamics is very relevant for members of the fire service. It is particularly crucial in understanding arson, which is already part of the specialization.

   We also voted to add FIS 330 to the options in the Emergency Management track of the Emergency Management degree. FIS 330 is a study of the building codes and standards. Low construction standards (for example - on roofs) can result in needless loss of lives and destruction of buildings due to disasters like floods and extreme
weather. Members of the Emergency Management community need to be informed about these issues.

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

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

The population of students in both classes may increase. This could influence the Fire Science major.

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

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

The population of students in both classes may increase. The course may need to be given every semester. Resources are available to do this. The upshot is that it would increase course availability for both majors.

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

See attached
Emergency Services Administration, Bachelor of Science (2021-22 UG Bulletin with changes)

The major in Emergency Services Administration (ESA) provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in leadership in fire services, emergency management and administrative aspects of emergency medical services. Students select from one of the three specializations, supported by a common core that integrates fundamental principles of emergency services. A capstone course brings students from all three specializations together for an integrative research project.

Learning Outcomes. Students will:

- Identify and test the core mechanisms of emergency services administration in the public, non-profit, and private sectors; including the organization, training, and management of human and financial resources;
- Categorize and catalog emergency services and evaluate them in light of public, legal and legislative policy;
- Design and construct emergency services plans and adopt policies consistent with professional standards which serve the common good and diverse constituencies;
- Analyze specific situations relevant to emergency services and apply and evaluate appropriate responses;
- Compose and compile data, documents and reports as well as other operational materials essential to agency mission and purpose.

Credits Required.
Emergency Services Administration Major 36
General Education 42
Electives 42

Total Credits Required for B.S. Degree 120

Coordinator. Professor Robert Till, Department of Security, Fire and Emergency Management (212-484-1379, rtill@jjay.cuny.edu)

Advising Resources. Major Advising Resources including a Sample Five Year Advising Plan.

Additional information. Students who enrolled at the College for the first time or changed to this major in September 2017 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

Approved by UCASC, March 18, to College Council, April 12, 2022
earlier version of the major. The earlier version may be obtained in the 2016-17 Undergraduate Bulletin.

PART ONE. CORE COURSES

**Required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESA 101</td>
<td>Introduction to Emergency Management</td>
</tr>
<tr>
<td>ESA 215</td>
<td>Emergency Incident Management</td>
</tr>
<tr>
<td>ESA 225</td>
<td>Responder Health, Protection and Safety</td>
</tr>
<tr>
<td>FIS 104</td>
<td>Risk Management</td>
</tr>
<tr>
<td>PAD 101</td>
<td>Introduction to Public Administration</td>
</tr>
<tr>
<td>PAD 318</td>
<td>Decisions in Crises</td>
</tr>
</tbody>
</table>

PART TWO. SPECIALIZATION REQUIREMENTS

**Select one Specialization and complete five courses**

**Fire Service Specialization**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIS 101</td>
<td>Introduction to Fire Science</td>
</tr>
<tr>
<td>FIS 209</td>
<td>Analysis of Urban Hazardous Materials, Tactics and Strategy</td>
</tr>
<tr>
<td>FIS 210</td>
<td>Fire Safety Administration</td>
</tr>
<tr>
<td>FIS 230</td>
<td>Building Construction and Life Safety Systems I</td>
</tr>
<tr>
<td><strong>FIS 257</strong></td>
<td><strong>Fire Dynamics</strong></td>
</tr>
<tr>
<td>FIS 303</td>
<td>Fire Investigations</td>
</tr>
<tr>
<td>FIS 319</td>
<td>Hazard Identification and Mitigation</td>
</tr>
<tr>
<td>FIS 350</td>
<td>Management Applications in Fire Protection</td>
</tr>
<tr>
<td>FIS 385</td>
<td>Faculty Mentored Research Experience in Fire Science</td>
</tr>
<tr>
<td>ESA 227</td>
<td>Emergency Dispatch and Communications</td>
</tr>
<tr>
<td>ESA 355</td>
<td>Geographic Information Systems for Emergency Services</td>
</tr>
<tr>
<td>ESA 360</td>
<td>Response to Large Scale Disaster and Mass Casualty Incidents</td>
</tr>
<tr>
<td>ESA 380</td>
<td>Selected Topics in Emergency Services Administration</td>
</tr>
<tr>
<td>SEC 378</td>
<td>Security Management Internship/Practicum</td>
</tr>
</tbody>
</table>

**Emergency Medical Services Specialization**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESA 114</td>
<td>Introduction to Emergency Medical Services</td>
</tr>
<tr>
<td>ESA 227</td>
<td>Emergency Dispatch and Communications</td>
</tr>
<tr>
<td>ESA 355</td>
<td>Geographic Information Systems for Emergency Services</td>
</tr>
<tr>
<td>ESA 360</td>
<td>Response to Large Scale Disaster and Mass Casualty Incidents</td>
</tr>
<tr>
<td>FIS 209</td>
<td>Analysis of Urban Hazardous Materials, Tactics and Strategy</td>
</tr>
<tr>
<td>FIS 350</td>
<td>Management Applications in Fire Protection</td>
</tr>
<tr>
<td>ESA 380</td>
<td>Selected Topics in Emergency Services Administration</td>
</tr>
</tbody>
</table>
SEC 378  Security Management Internship/Practicum

Please note: For students who have passed the New York State Department of Health Advanced Emergency Medical Technician - Paramedic (AEMT-P) certification examination or an equivalent certification from another jurisdiction, 9 credits will be awarded for this certification. These credits will be electives that go towards the 120 credit total for the B.S. degree. These credits may not be applied toward the major. Note that while credits may be awarded for other levels of Emergency Medical Technician certification (CFR, EMT-B, AEMT-I, or AEMT-CC), these credits also will not satisfy the requirements of the major.

Emergency Management Specialization

Select five

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIS 209</td>
<td>Analysis of Urban Hazardous Materials, Tactics and Strategy</td>
</tr>
<tr>
<td>FIS 319</td>
<td>Hazard Identification and Mitigation</td>
</tr>
<tr>
<td>FIS 330</td>
<td>Building Construction and Life Safety Systems II</td>
</tr>
<tr>
<td>ESA 227</td>
<td>Emergency Dispatch and Communications</td>
</tr>
<tr>
<td>ESA 355</td>
<td>Geographic Information Systems for Emergency Services</td>
</tr>
<tr>
<td>ESA 360</td>
<td>Response to Large Scale Disaster and Mass Casualty Incidents</td>
</tr>
<tr>
<td>ESA 380</td>
<td>Selected Topics in Emergency Services Administration</td>
</tr>
<tr>
<td>SEC 378</td>
<td>Security Management Internship/Practicum</td>
</tr>
</tbody>
</table>

PART THREE CAPSTONE REQUIREMENT

SUBTOTAL: 3 CR.

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIS 401</td>
<td>Seminar in Fire Protection Problems</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS: 36
Undergraduate Academic Program Revision Form

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

1. **Date submitted**: February 11, 2022

2. **Department or program proposing these revisions**:
   a. Name and contact information of proposer(s): James De Lorenzi
   b. Email address of proposer: jdelorenzi@jjay.cuny.edu
   c. Phone number: 646 342 7570

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

4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
   a. Please provide the meeting date for approval: 12/2/2021
   b. Name of department chair or major/minor coordinators approving this proposal:
      Middle East Studies Minor Curriculum Committee (Lamees Fadl, Corinna Mullin, James De Lorenzi, and Tamara Maatouk)

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable as long as there is adequate explanation)
   a. Add ARA 3XX Social Justice in Arabic Literature and Film to the list of minor electives
   b. Remove HIS 383 History of Terrorism from the list of minor electives

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

ARA 3XX is an exciting new course that was developed and proposed by Professor Fadl, a member of the Department of Modern Languages and Literatures and a core faculty member for the minor. It will be the first course at the college to address the Arabic literary tradition, and for this reason it is a major contribution to the minor curriculum and the minor learning outcomes. Since this course was developed after the approval of the minor, it is not yet listed in the minor electives. Faculty and students hope that other faculty will develop courses on other literary traditions of the region and its diasporas.

HIS 383 does not adequately address the learning outcomes of a minor elective, and it appears to require revision in light of the College's Seven Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum. In the Fall 2021 semester, minor faculty were approached by student leaders who voiced their strong support for the program, but
who requested that this course be removed from the minor curriculum. Specifically, they said that this course was "inappropriate" for the minor and would likely "reinforce negative stereotypes" about people from the Middle East. The minor curriculum committee discussed and affirmed this student feedback, as did the Dean of Undergraduate Studies and the chair of the History Department. If the course is revised in the future, the Minor Curriculum Committee is open to re-considering it at that time.

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

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

      None, removal of HIS 383 should not affect enrollment for the course as it is part of several other programs including International Criminal Justice and Global History.

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

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

   Consulted Michael Pfeiffer, Chair of History
   Consulted Dara Byrne, Dean of Undergraduate Studies

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

   See attached
Middle East Studies Minor (UG Bulletin 2021-22 w changes)

Description. The interdisciplinary Middle East Studies minor allows students to explore the history, politics, religions, and cultures of the Middle East, broadly conceived. As the birthplace of Judaism, Christianity, and Islam and the center of political and economic dynamics that have profoundly shaped the contemporary world, the Middle East is vital to understanding the global past and present. In this minor, students will examine themes that are central to understanding the region and its peoples, including gender, religion, kinship, ethnicity, and landscape, as well as key topics such as colonialism, nationalism, diaspora, and the nation state. Students will develop critical perspectives on the dominant narratives of the region, and will also have the opportunity to acquire language skills that will enable them to explore its rich literary heritage.

Learning Outcomes. Students will:

- Identify and explain the significance of major events, trends, and themes in Middle East history, politics, and societies.
- Identify, locate, contextualize, and evaluate the usefulness of different forms of evidence (primary sources).
- Effectively read scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
- Construct an argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this argument.

Rationale. This minor is a direct response to our students' deep interest in the Middle East, and it was developed through extensive consultation with the Muslim Students Association, Students for Justice in Palestine, and Hillel. In addition to building on students' curricular interests, it also directly serves John Jay's mission of educating for justice by providing a nuanced and rigorous understanding of the region, its peoples, and its diasporas that is rooted in critical area studies.

Credits required. 18

Minor coordinator / advisor. Professor James De Lorenzi, Department of History (Room 8.65.07 NB, 646-557-4653, jdelorenzi@jjay.cuny.edu).

Requirements. To earn a minor in Middle East Studies, student complete two required courses and choose four electives for a total of 18 credits. Students may apply a maximum of 9 transfer credits to the minor. A maximum of two courses can overlap with a student's major, minors or programs.

Additional information. Students may petition the Minor Coordinator to have LIT 287 Selected Topics in Literature, LIT 346 Cultures in Conflict, SOC 206 Sociology of Conflict and
Dispute Resolution, HIS 127 Microhistories, HIS 282 Selected Topics in History, HJS 310 Comparative Perspectives on Justice, HIS 352 History and Justice in Wider World, or any other course including experiential learning courses count toward the minor if the Middle East is a major focus of the course as taught that semester.

No more than two language courses can count towards the elective requirement in the minor. Students may count courses in any Middle East language, broadly defined (i.e., Arabic, Hebrew, Persian, Syriac, Turkish, etc.), that they have taken at another institution and which is accepted by the College as transfer credit. See the Minor Coordinator for approval of these substitutions. Credits earned through foreign language exams or study abroad programs related to the Middle East will also count towards the minor.

PART ONE. REQUIRED COURSES  
**SUBTOTAL: 6 CR.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 228</td>
<td>Critical Perspectives on the Middle East</td>
</tr>
<tr>
<td>POL 331</td>
<td>Government and Politics in the Middle East and North Africa</td>
</tr>
</tbody>
</table>

PART TWO. ELECTIVES  
**SUBTOTAL: 12 CR.**

Select four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARA 101</td>
<td>Elementary Modern Standard Arabic I</td>
</tr>
<tr>
<td>ARA 102</td>
<td>Elementary Modern Standard Arabic II</td>
</tr>
<tr>
<td>ARA 201</td>
<td>Intermediate Arabic I</td>
</tr>
<tr>
<td>ARA 3XX</td>
<td>Social Justice in Arabic Literature and Film</td>
</tr>
<tr>
<td>HIS 256</td>
<td>History of Muslim Societies and Communities</td>
</tr>
<tr>
<td>HIS 281</td>
<td>Imperialism in Africa, South Asia, and the Middle East</td>
</tr>
<tr>
<td>HIS 356/GEN 356</td>
<td>Sexuality, Gender, and Culture in Muslim Societies</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Religions of the Ancient World</td>
</tr>
<tr>
<td>HIS 368</td>
<td>Law and Society in the Ancient Near East</td>
</tr>
<tr>
<td>HIS 370</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS: 18**
Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 3/3/22

2. **Department or program proposing these revisions:**
   a. Name and contact information of proposer(s): Hunter Johnson
   b. Email address of proposer: hujohnson@jjay.cuny.edu
   c. Phone number: 301.706.5654

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

4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
   Math & CS Dept Curriculum Committee
   a. Please provide the meeting date for approval: 2/15/22
   b. Name of department chair or major/minor coordinators approving this proposal: Hunter Johnson

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

We would like to change the language in the Requirements field in the Bulletin description of the Minor:

Old: **Requirements.** The Mathematics minor consists of a two-course calculus sequence plus four advanced electives at the 300-level or above. A maximum of two courses can overlap with a student’s major, other minor or program.

New: **Requirements.** The Mathematics minor consists of a two-course calculus sequence plus four advanced electives. **One elective must be** at the 300-level or above. A maximum of two courses can overlap with a student’s major, other minor or program.
We would also like to change the footnote after the course listings for the minor.

Old:
MAT 253 Calculus III (4 credits) is part of the new calculus sequence and was formerly MAT 243 Calculus III (3 credits).

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

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

Change to the Electives:

We are reducing the number of 300-level courses in the electives because using course level as a way to distinguish “upper level” from lower level courses is problematic for our department. For example, Calculus III is quite hard and uses fairly sophisticated mathematics, but is traditionally presented at the 200-level or below. We would also like our Elements of Proofs course (MAT 265) to unambiguously qualify as an elective.

Change of Footnote:
The change from a 3-credit calculus sequence to a 4-credit sequence has been challenging from an advising standpoint. We would like to make the relationship between the new 151,152 and 253 sequence and the 241,242,243 old sequence as clear as possible.

7. **How do these proposed changes affect other academic programs or departments?**
   a. Which program(s) or department(s) will be affected?
   
   Only the Mathematics Minor will be affected.

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

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

   Not applicable

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

   See below
Mathematics Minor (from the 2021-22 UG Bulletin including changes)

**Description.** Mathematics provides excellent preparation for entrance into many quantitative and high-technology careers. Some of these include the actuarial field, financial analysis and work in cryptography. The Mathematics minor will enhance the understanding of quantitative disciplines such as the social sciences, physics, chemistry and biology. Strong math skills also increase a student’s ability to manage life in this increasingly quantitative world.

**Learning Outcomes. Students will:**

- Reduce real world phenomena to abstract descriptions, and apply theory to solve real world problems.
- Develop the technical ability to operate symbolic systems, including those which arise in the theories of analysis and algebra, and connect these with practical uses.
- Recognize, extract and analyze patterns from data.
- Express quantitative information effectively to others.

**Credits required.** 18-21

**Minor coordinator.** Professor Hunter Johnson, Department of Mathematics and Computer Science (212.237.8846, hujohnson@jjay.cuny.edu)

**Requirements.** The Mathematics minor consists of a two-course calculus sequence plus four advanced electives at the 300-level or above. One elective must be taken at the 300-level or above. A maximum of two courses can overlap with a student’s major, other minor or program.

**Part One. Required Courses** Subtotal: 6-8 cr.

MAT 151 Calculus I (or MAT 241 Calculus I – 3 credits)  
MAT 152 Calculus II (or MAT 242 Calculus II – 3 credits)

**Note:** The courses in Part One are prerequisites for most courses in Part Two.

MAT 151 Calculus I (4 credits) is part of the new calculus sequence and was formerly MAT 241 Calculus I (3 credits).

MAT 152 Calculus II (4 credits) is part of the new calculus sequence and was formerly MAT 242 Calculus II (3 credits).
Part Two. Elective Courses

Select four courses

CSCI 360 Cryptography and Cryptanalysis
MAT 253 Calculus III (4 credits) (or old sequence: MAT 243 – 3 credits)
MAT 244 Calculus IV (if taken as part of the old sequence – 3 credits)
MAT 265
MAT 301
MAT 302
MAT 310 Linear Algebra
MAT 323
MAT 324
MAT 330 Modern Geometry
MAT 351 Introduction to Ordinary Differential Equations
MAT 352 Applied Differential Equations
MAT 354 Regression Analysis
MAT 361 Functions of a Complex Variable
MAT 371 Numerical Analysis
MAT 380 Selected Topics in Mathematics
MAT 385 Faculty-Mentored Research Experience in Mathematics
MAT 410 Abstract Algebra

Note: MAT 253 Calculus III (4 credits) is part of the new calculus sequence and was formerly MAT 243 Calculus III (3 credits).

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

Total Credit Hours: 18-21
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: March 25, 2021

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

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

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

      Name: Distinguished Professor Gerald Markowitz
      Email address(es) ___gmarkowitz@jjay.cuny.edu_________________________
      Phone number(s) ___212 237-8458____________________________

2. a. Title of the course: Re-Envisioning the U.S.A.

   b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Re-Envisioning the USA

   c. Level of this course  ____100 Level  ____X__200 Level  ____300 Level  ____400 Level

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

   The course is pitched at the 200-level because it engages a wide range of theoretical, historical, legal, and creative materials and requires students to produce both short reflective writing and a long-form term project for which they will rely on the research, planning and writing and presentational foundations acquired in ENG 101 and their first-year seminars.

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

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

   John Jay College educates “Fierce Advocates for Justice.” Although our full name claims criminal justice as our domain, our curriculum embraces the broadest possible definition and varieties. This course invites students to re-imagining the United States as a more fair, just, equitable, creative, prosperous, safe and healthy nation; a more constructive global partner; a realization of its potential to achieve “a more perfect union.”
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.)

The United States is always changing, sometimes for the better, sometimes for the worse, and sometimes not enough. From systemic racial and economic inequality, to immigration, to climate change, to gender and sexuality, to the arts and popular culture, to a broad range of norms and values, the nation can drift slowly or lunge suddenly in more or less constructive directions. Re-Envisioning the U.S.A. is an interdisciplinary exploration of the ways that scholars, political thinkers, idealists, scientists, artists, and ordinary people have and continue to rethink how the United States could be transformed. This course challenges us to reimagine the American experiment and consider strategies to lead us toward a “more perfect union.”

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

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

7. Has this course been taught on an experimental basis?
   
   ____x____ No
   ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   Throughout the course, students will:
   - Gather, interpret, and assess information from a variety of sources and points of view.
   - Evaluate evidence and arguments critically or analytically.
   - Produce well-reasoned written or oral arguments using evidence to support conclusions.
   - Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring 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.
• 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.

9. Will this course be part of any major(s), minor(s) or program(s)?
   _____ No   ___X___ Yes
   
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   Minor in Interdisciplinary Studies

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core or the JJ’s College Option form)
   No _____ Yes ____X___ If yes, please indicate the area:
   Flexible Core:
   
   A. World Cultures and Global Issues
   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.

11. How will you assess student learning?

   LO #1: Gather, interpret, and assess information from a variety of sources and points of view.
   This will be done throughout the semester as students read, discuss and write about different interpretations of the same subject. Students will, for example, read differing interpretations of the Green New Deal and write a short paper synthesizing and assessing what they have learned. See Week 4.

   LO #2: Evaluate evidence and arguments critically or analytically.

   In class discussions and written assignments, students will compare and contrast different intellectual arguments about the Green New Deal and what they mean.
They will, for example, write a short paper comparing and contrasting the U. S. approach to the Green New Deal with what other countries have tried. See Week 6.

LO #3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

For their Final Presentations and Final Papers [See Weeks 15, 9, and 12] students will need to provide oral and written work that will bring together research that will either design a Green New Deal for New York City or to design another New Deal to make the United States a more just society. To do this they will need to consult a variety of sources and use evidence to support their proposals.

LO #4: 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.

During Weeks 7, 8, and 9, students will engage with the discipline of history and analyze how change occurred over time during one of the most tumultuous periods in U.S. history. In addition, the analysis of the Environmental Justice movement in weeks 10 and 11 will allow students to engage with this inherently interdisciplinary field, employing concepts and methods of sociology, Africana Studies, Latinx Studies, political science, and public affairs. See also Reading Response #3.

LO #5 Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

One of the major themes of U.S. history is race and racism, and another is the impulse to reform society and the conservative reactions against such change. By exploring environmental justice, at various points in the semester students will be analyzing how race enters into political, economic, and social decisions. Further, by exploring the movement to change society to confront the challenge of climate change and the conservative reaction against such a movement, students will have an opportunity to analyze the forces that engender reform and reaction. See Weeks 12 and 13 and Reading Response #5.

LO #6 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.

Contemporary American society is faced with many challenges, but climate change is certainly one of the most important. The pattern of life that we have grown accustomed to, based on fossil fuels, is the subject of spirited debate that are influenced by race, class, gender, and ideology among other factors. Students will explore and analyze these factors in the debate about climate change in the classes devoted to the Green New Deal legislation (Week 3 and Reading Response Paper...
#1), the environmental justice movement (Week, 11 and Short Paper #2) the Conservative Attack on the idea of Global Warming (Week 11 and Reading Response Paper #5) and in their final papers and presentation (Week 15).

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

   Yes_ X___ No____

   • If yes, please state the librarian’s name: _____Kathleen Collins____________________
   • Are there adequate resources in the library to support students’ work in the course
     Yes_____X____ No_______

   • Will your students be expected to use any of the following library resources? Check all that apply.
     The library catalog, CUNY+ _x___
     EBSCOhost Academic Search
     Complete _x_
     Electronic encyclopedia
     collections (e.g. from Gale; Sage; Oxford Uni Press) _x___
     LexisNexis Universe _x___
     Criminal Justice Abstracts ______
     PsycINFO ______
     Sociological Abstracts ______
     JSTOR _x___
     SCOPUS ______
     Other (please name)
     Climate Change & Global Warming research guide:

13. Syllabus – see attached

14. Date of Department curriculum committee approval: Spring 2021

15. Faculty - Who will be assigned to teach this course? Gerald Markowitz, Katie Gentile, Michael Blitz, Richard Haw, Nina Rose Fischer, Susannah Crowder, Amy Green

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

   __X__No
   _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

   ___X__ 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?

   ___X__ No
   ____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   K Gentile, Chair, Interdisciplinary Studies
   __________________________________________________________________________
   Chair, Proposer’s Department
   __________________________________________________________________________
   R Haw
   __________________________________________________________________________
   Major or Minor Coordinator (if necessary)
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.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
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<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>ISP 2CC</td>
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<td>(e.g., ANTH 101, if number not</td>
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<td>assigned, enter XXX)</td>
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<tr>
<td>Course Title</td>
<td>Re-Envisioning the U.S.A.</td>
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<td>Department(s)</td>
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<td>Co-requisites (if none, enter</td>
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<td>Catalogue Description</td>
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<td>and consider strategies to lead us</td>
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<td>toward a “more perfect union.”</td>
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<td>Special Features</td>
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<td>Sample Syllabus</td>
<td>Syllabus must be included with</td>
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<td>submission, 5 pages max recommended</td>
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</tbody>
</table>

Indicate the status of this course being nominated:

☐ current course  ☐ revision of current course  X☐ 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.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
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<td></td>
<td>☐ US Experience in its Diversity</td>
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<td></td>
<td>☐ Scientific World</td>
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### 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.

<table>
<thead>
<tr>
<th>Course materials draw from a broad interdisciplinary range of materials, including history, journalism, video, legal documents, etc. Over the course of the semester, students will write five analytical reflections and responses to these materials, requiring them to extract meaning, interpret significance and compare and contrast their impact on re-envisioning the United States. For example, in Week 3, students close read and analyze HR 109, the Green New Deal legislation, to understand the key elements of the Green New Deal proposal.</th>
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<tr>
<td>● They will write a response to the prompt: “Choose 3 or 4 of what you consider the most important aspects of the Green New Deal as they are laid out in this legislation, and explain how they are related to social, gender, environmental, or racial justice.”</td>
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</table>

In addition, the Term Project requires students to identify a problem in the U.S. that would benefit from re-imagining; gather information from historical and contemporary sources about the problem and prior attempts to address it; and devise an evidence-based program of change. The project requires an Annotated Bibliography of at least 5 sources.

<table>
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<tr>
<th>Close reading, analysis and reflection on re-envisioning the United States are fundamental to course pedagogy. In class discussions and written assignments, students will compare</th>
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<td>● Evaluate evidence and arguments critically or analytically.</td>
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</table>
and contrast different intellectual arguments about re-envisioning America.

For example, in this iteration of the course that focuses on the environment,

- **Week 3:** students will watch a video and share journalistic coverage of controversies surrounding the Green New Deal. Their weekly reflection and response paper will ask them to summarize and write a speech advocating on behalf of one of the anti-Green New Deal arguments.

- **Week 6:** **Short Paper #1: Climate Change as an Impetus for Re-envisioning the U.S.** Analyze the advantages and disadvantages of the U.S. approach to climate change as a means of re-envisioning the country, using the Green New Deal as the primary example. Base your arguments on what you have learned in previous classes about the U.S. approach and the readings for this class about what other nations are doing.

- **Week 12:** which focuses on conservative resistance to claims of climate change, they will hold a mock Senate debate and vote on HR 109. They will be assigned positions which may differ from their personal attitudes or beliefs and will be expected to cite evidence from course materials to support their claims.

In three installments that culminate in Tern Project papers and presentations, students present and support arguments orally and in writing for an original, evidence-based program to re-envision a unjust situation in the U.S.A. Teams of students identify an issue that needs fixing and design and advocate for a targeted new New Deal that would help make the United States a more just society. They will draw evidence from their works cited to justify the need for and expected benefits of their proposals.

- **Week 9:** **Term Project Part 2: Planning and Progress Report.** In a 2-page paper, students will describe the problem or issue to be addressed and a rough outline and justification for the New Deal they will develop and defend.

- **Week 12:** **Term Project Part 3: Outline, including annotated bibliography.** Students will submit a formal outline of their New Deal project proposal and presentation plan, including the specific arguments

- Produce well-reasoned written or oral arguments using evidence to support conclusions.
and evidence they will use to justify the need for and expected benefits of their proposals.

- **Week 15:** Groups present their New Deal proposals in the final class period. Presentations can be in the form of a podcast, a video, PowerPoint, a play, a poem, or other creative medium.

  In addition, each member of the group turns in a final paper of between 5 and 7 pages that articulates the issue or problem, summarizes their own research, and justifies the design, rationale, and expected benefits of their New Deal program.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
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<tr>
<th>● 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.</th>
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<tr>
<td>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
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</table>

| During Weeks 7, 8, and 9, students engage with the discipline of history and analyze how change occurred over time during one of the most tumultuous periods in U.S. history. They explore the root and proximate causes of national crises related to the Great Depression in the 1930s in: Week 7, Reading Response #3, asks students to explain the elements of the 1930s New Deal and how they affected major institutions in the United States; Weeks 8 and 9: Students reflect on ways that earlier generations took action to deal with ecological disaster, depletion of natural resources and environmental injustice and environmental racism, when they read a classic literary text, *The Grapes of Wrath*, and an excerpt from Daniel Worster’s, *Dust Bowl* (New York, Oxford University Press, 2004). In-class role-play calls on them use these sources to analyze the economic, cultural and socio-political forces beyond the characters’ control. |
| In addition, the analysis of the Environmental Justice movement in weeks 10 and 11 will allow students to engage with this inherently interdisciplinary field, employing concepts and methods of sociology, Africana Studies, Latinx Studies, political science, and public affairs. |

One major theme of US history is recurring cycles of reform and reaction, in which efforts to address injustice and inequity are met with backlash. Cycles of racism-civil rights-suppression and cycles of citizen activism-federal regulation-corporate resistance to address the effects of climate change are manifestations of this theme. By exploring the movements for environmental justice, civil rights, and gender equality at various points in the semester students will have an opportunity to analyze the forces that engender reform and reaction. For example, in: |
Week 11: Short Paper #2 asks students to analyze, “How did the Environmental Justice, Civil Rights and Women’s movements of the 1950s, 1960s and 1970s contribute to re-envisioning a more just U.S. society”?

Week 12: students look at the origins of scientific understanding of global warming and what was done and not done to combat it in two readings:


Week 13: Students read and reflect on the political controversies about climate change into a broader political perspective, examining the powerful forces that sought to deny and delay action on climate change. Reading Response #5 has them analyze the arguments of those who sought to deny the reality of global warming.

| Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| Explain and evaluate the role of the United States in international relations. |
| Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| 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. |

Over time, American society has faced many challenges which are influenced by race, class, gender and ideology. In this iteration of the course, students will explore and analyze these factors in debates about climate change, environmental racism, growth vs sustainability, and government accountability. In weekly assignments and the term project, students will read about and reflect in writing on the unequal ways that climate change and environmental damage affect communities of color, poor working class and immigrant neighborhoods across different regions of the United States.

As discussed above, students identify patterns of discrimination in the classes devoted to the Green New Deal legislation (Week 3 and Reading Response Paper #1), the movement (Week 11 and Short Paper #2) the Conservative Attack on the idea of Global Warming (Week 11 and Reading Response Paper #5) and in their final papers and presentation (Week 15).

In Week 10, they consider the intersectionality of environment and injustice through excerpts from Robert Bullard’s *Dumping in Dixie: Race, Class and Environmental Quality* (New York: Routledge, 2000),
JOHN JAY COLLEGE OF CRIMINAL
JUSTICE
The City University of New York

Model Syllabus

ISP 2XX Re-Envisioning the U.S.A.
(U.S. Experience in Its Diversity)

Syllabus Content:

College name and address John Jay College of Criminal Justice, 524 W. 59th Street, New York, NY 10019; Rm 06.65.6

Course title and section ISP 2XX Re-Envisioning the U.S.A.

Professor’s name Gerald Markowitz
Office location 06.65.6
Contact hours 3
Phone 212 237-8458
E-mail address gmarkowitz@jjay.cuny.edu

Course description from Undergraduate Bulletin

The United States is always changing, sometimes for the better, sometimes for the worse, and sometimes not enough. From systemic racial and economic inequality, to immigration, to climate change, to gender and sexuality, to the arts and popular culture, to a broad range of norms and values, the nation can drift slowly or lunge suddenly in more or less constructive directions. Re-Envisioning the U.S.A. is an interdisciplinary exploration of the ways that scholars, political thinkers, idealists, scientists, artists, and ordinary people have and continue to rethink how the United States could be transformed. This course challenges us to reimagine the American experiment and consider strategies to lead us toward a “more perfect union.”

This semester, we will be using the Green New Deal as an example of how bold new ideas can arise in response to crises and challenging circumstances. But the Green New Deal is not simply a
set of policy proposals to address climate change and environmental degradation, but it is being seen as a way to address a variety of injustices that arise from climate change and environmental racism.

Learning outcomes.

Students in this course will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or 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.

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

Course Policies and Process

Given the fact that we will be examining new ideas, new ways of seeing the world, and fundamental ideas of justice and injustice, it is imperative to the class discussion and to upholding the ethics of social justice that we be respectful of each other as we hold each other to account.

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

Weekly folders will include materials and assignments due. Assignments will be submitted through Blackboard screened by SafeAssign plagiarism software.

When this course is taught remotely, weekly synchronous Zoom classes will be held at the same time as scheduled if the course were in-person. Attendance and participation require cameras to be on. If this is a hardship for you, notify your instructors right away.
Required Texts

Students will need access to these books:


Used and library copies are fine. All other readings are available on Blackboard. Blackboard will be used for discussion assignments and to send announcements.

Grading

- 20% of grade is earned through 5 written, structured response papers and discussions
- 20% of grade is earned through two short analytical papers
- 10% of grade is earned through on time completion of each part of final project
- 20% of the grade is based on the term project presentation
- 20% of the grade is based on the final paper
- 10% of the grade is earned from class participation

All written assignments are due at the BEGINNING of class. Late assignments will be graded down for each day it is late. Please note, this syllabus is “alive,” thus, subject to changes throughout the semester. Because the class deals with a topic that is being discussed in the media and wider culture, please share readings, interesting memes, gifs, that you think are relevant to the class.

Reading response papers

Students will hand in at least five responses to the assigned materials that explore possibilities to re-envision the United States, 1-2 pages double spaced. These responses require you to refer to at least one quote in the reading that you found interesting, confusing, moving, enraging. Explore the meanings of it in the context of the materials and describe how it impacts your understanding of re-envisioning the United States. As we progress, the professors will provide prompts to help you deepen your reflection, responses, and analyses.

Term project paper and presentation

For your Term Project you will work in a group to do one of the following: 1) Design a Green New Deal for New York City or 2) Design another New Deal to make the U.S. a more just society (e.g. New Deal for CUNY, New Deal for Higher Education, New Deal for Industry, New Deal for Cities, New Deal for Transportation, etc., etc.)

For this project you will need to define what is/are the problem or problems with the United States that your proposal is meant to address. What are the long term and short-term goals that
you are trying to achieve? It should also address who is the constituency for the proposal, what changes will need to be made to accomplish the goals that you set out, what time frame you have set out, and how this will contribute to a more just society in the United States.

The final class will be an opportunity for your group to present your project, and it can be in the form of a podcast, a video, PowerPoint, a play, a poem, or other creative medium. In addition, each member of the group needs to turn in a final paper of between 5 and 7 pages that addresses the issues laid out above. The final Project and paper are due in class 15. Stages of the project development will be due in three installments prior to the final due date: For class 5 you need to have chosen your group and your topic. For class 9, you will provide a planning and progress report; for class 11, you will submit an outline for your paper and group project and include an annotated bibliography of at least 5 sources.

**College wide policies for undergraduate courses**


  A. **Incomplete Grade Policy** (search INC)

  B. **Extra Work During the Semester**

  Extra credit may be offered during the semester. Any extra credit opportunities will be available to the whole class. No individual extra credit opportunities will be extended.

  C. **Americans with Disabilities Act (ADA) CUNY Accommodations Policy**


  “Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 NB (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.”

  - *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.*

  **Wellness and Student Resources** ([http://www.jjay.cuny.edu/wellness-resources](http://www.jjay.cuny.edu/wellness-resources))

Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.
CUNY Policy on Academic Integrity

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

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Plagiarism:

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

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

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

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

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

Course Calendar

Week 1. Introduction: Re-Envisioning the U.S.A.
- Watch in class: Martin Luther King, Jr. “I Have a Dream”
- Students work in groups to develop ideas of how they would like to re-imagine the United States ten years in the future and twenty-five years in the future.
- What would have to change to make the United States a more just society?

Week 2. What is Environmental Justice? What is Climate Change?
In-class brainstorm about what are the crucial elements of Environmental Justice and why some scholars call climate change a “Social Justice Issue.”

Read:

“Climate Change is a Social Justice Issue,” available at: https://emoregon.org/pdfs/OIPL/Climate_Justice-Social_Justice.pdf


● Important Moments in Climate History, available at: https://www.globalcitizen.org/en/content/important-moments-climate-history-in-photos/

Week 3. **Green New Deal Legislation**: Close reading and analysis of HR 109 to understand the key elements of the Green New Deal proposal

Read


Due: **Reading Response #1**: Choose 3 or 4 of what you consider the most important aspects of the Green New Deal as they are laid out in this legislation, and explain how they are related to social, gender, environmental, or racial justice.

Week 4: **Green New Deal Controversies and Debates**

Watch:

● “Green New Deal: Last Week Tonight with John Oliver,” available at: https://www.youtube.com/watch?v=JDcro7dPqpA

Find, Summarize, Analyze, and Bring to Class:

● Press coverage of the introduction of the Green New Deal Legislation, presenting one article that is a positive portrayal and another that is a negative portrayal.

Due: **Reading Response #2**: Analyze the strengths and weaknesses of the articles that you have chosen.

Week 5. The Green New Deal’s Impacts on Agriculture, Jobs, the Economy and Politics --

The Green New Deal is often perceived as just relating to Climate Change and the Environment. This week’s class will introduce the variety of ways that the Green New Deal will have a broader impact on the production of food, the kinds of jobs that will be created and the challenges to the current politics and what it means to be a just society.

Read:


Due: Term Project Part 1, 1-2 pages: Hand in who you will be working with on your final group project and what your topic is and why you have chosen it together.

Week 6. The Green New Deal in an International Context -- This class broadens out the meaning of the Green New Deal to the broader world community, and examines how other nations have conceived of the Green New Deal and other models of environmental justice and sustainability

Read:

Due:
• Short Paper #1: Climate Change as an Impetus for Re-envisioning the U.S. Analyze the advantages and disadvantages of the U.S. approach to climate change as a means of re-envisioning the country, using the Green New Deal as the primary example. Base your arguments on what you have learned in previous classes about the U.S. approach and the readings for this class about what other nations are doing.

Week 7. What was the First New Deal? Why is it a model for Now? -- This class introduces the students to the historical antecedents to the Green New Deal, and how an earlier economic crisis forced Americans to re-conceive many aspects of American politics, economics and social relations.

Read:

Due: Reading Response #3: What were the new elements of the 1930s New Deal and how did they affect major institutions in the United States?

Week 8. New Deal Confronts Environmental Catastrophe – Conservation and the Dust Bowl -- This class builds on the previous class by examining how the United States confronted an earlier ecological catastrophe and developed new ecological models for dealing with it.
Read:

**Week 9. Environmental Activism in the 1930s** – This is the first of three classes that examines how earlier generations took action to deal with ecological disaster, depletion of natural resources and environmental injustice and environmental racism.

Read:

Due: **Term Project Part 2: Planning and Progress Report**

**Week 10. The Origins of the Modern Environmental Movement**

Read:
- Rachel Carson, “The Obligation to Endure,” in Silent Spring (1962)

Due: **Reading Response #4**: Why is Rachel Carson considered so important for the development of the modern environmental movement? What barriers did she face as a woman in her work?

**Week 11. The Environmental Justice Movement**

Here students will read Robert Bullard, the Dean of Environmental Justice Studies and see the crucial role that women of color played in communities all across America in leading this movement.

Read:

Due: **Short Paper #2: Movements to Re-envision the United States as a More Just Society**: How did the Environmental Justice, Civil Rights and Women’s movements of the 1950s, 1960s and 1970s contribute to re-envisioning a more just U.S. society?
**Week 12. Beginnings of Climate Change Consciousness** -- The Green New Deal is a response not only to environmental problems, but it is fundamentally a response to an existential threat to humanity itself. In this class we look at the origins of scientific understanding of global warming and what was done and not done to combat it.

Read:

Due: **Term Project Part 3**: *Outline, including annotated bibliography*

**Week 13. The Conservative Attack on the idea of Global Warming** -- This class seeks to put the political controversies about climate change into a broader political perspective, examining the powerful forces that sought to deny and delay action on climate change.

Read:

Due: **Reading Response #5**: *How would you analyze the arguments of those who sought to deny the reality of global warming?*

**Week 14. A Dystopian Future – What happens if we fail?** -- This class asks students to contemplate what might happen if the United States and the world do not address climate change or enact a Green New Deal.

Read:

**Week 15: Student Presentations on the Green New Deal**

Due: Final Projects and Papers
New Course Proposal Form

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

1. a. **Department(s) or program(s) proposing this course:** Latinx Literature Minor

   b. **Name and contact information of proposer(s):** Name: Professors Richard Perez & Belinda Rincon

      Email address(es): rperez@jjay.cuny.edu & brincon@jjay.cuny.edu

      Phone number(s): 646-557-4408 & 212-237-8750

2. a. **Title of the course:** Latinx Graphic Novel

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

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

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

   Over the last three decades, Latinx writers and artists have turned to the graphic novel as a new literary form and genre that enables a unique dialogue between image and text, writer and visual artist. This course belongs at this level for several reasons. First, this course builds on the multi-modal emphasis of ENG 101, which caters to a new generation of visually oriented readers. Through written assignments students will identify and apply the fundamental concepts and methods of literary and visual studies, while learning about U.S. history from multiple perspectives that include narratives connected to indigenous populations, slavery, and/or immigration. Therefore, the Latinx graphic novel will serve as an effective 200-level course where stories, told through the interplay of images and texts and steeped in the experience of diversity in the United States, will introduce students to a burgeoning literary genre.

   Secondly, this course will assess student learning through a scaffolded approach appropriate for a 200-level course. The class will build on the texts incrementally and through an interconnected reading-discussion-writing process. To begin, students will be asked to participate through consistent attendance and engaged discussions focused on close readings of race, gender, class, and sexuality as imagined and
portrayed in Latinx graphic novels. The class will then formalize these readings and discussions through in-class presentations that address different aspects of diversity in the U.S. Finally, our work will lead to three 3-5-page written assignments and a 5-7-page final paper, constructed through an incremental process of outlines and drafts and culminates in a fully-formed interpretive essay. Paper assignments will explore the experience of “diversity” in social, political, psychic, and/or aesthetic terms as depicted by Latinx graphic novelists working in the United States. Ultimately, this course will assign 15-18 pages of written material to help students cultivate a layered awareness of diversity, while also enhancing their critical reading, writing, and thinking skills. Thus, this course will provide close analyses and well-reasoned written work commensurate with a 200-level course of study.

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

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.)

According to the Handbook of Comics and Graphic Narratives among other sources, the graphic novel is one of the fastest growing genres in literary studies. This popularity is seemingly corroborated by our students at John Jay where the graphic novel has become one of the more sought-after courses in the English department. Yet, the course currently offered is primarily an overview of the graphic novel that may or may not include Latinx graphic novelists. We, therefore, propose a more specified course that examines Latinx graphic writers/artists working in the genre. Indeed, the Latinx graphic novel is an exploding genre in Latinx studies and has produced some of the most influential writers/artists (Gilbert and Jaime Hernandez, for instance) in the 60-year history of the genre. A course on the Latinx graphic novel will serve as a necessary complement to the more general survey already offered by the English department.

This graphic novel class will also serve as an elective in the Latinx Literature minor and as a general education course. For the reasons stated above, this course will function as an invaluable addition to the Latinx Literature Minor. Significantly, this dynamic literary mode has drawn seasoned authors as well as younger contemporaries. Part of this may be due to the genre’s inherent flexibility that allows authors to explore a range of stories whose focus can vary from Latinx families and communities to heroic, magical realist, and historic tales. In the study of visual narrative, students will be introduced to pictorial vocabularies that teaches them to read and interpret the symbolic structure of an image. Applying terms prevalent to art history (foreground/background, perspective, object and body positioning, chiaroscuro) and film studies (framing, cinematic gaze, montage) as well as literary concepts like ekphrasis, which speak to the relation between text and image, students will learn how images tell stories and create meaning. We will also look at tattoos/body painting, Native American hieroglyphics/pictographs and urban graffiti as comparative (at times inspirational) sources of the image/text narrative techniques characteristic of graphic novels. All of this demonstrates the rich complexity of the genre and how the graphic novel culls from
wide-ranging image/text narrative traditions. Indeed, to study Latinx literature in the 21st century means to recognize the graphic novel as a vital genre in the field that is now playing a prominent role in Latinx literary studies. This course introduces our students to this burgeoning genre and will prove a significant addition to the curriculum of the minor.

Slotted in “U.S. Experience in its Diversity,” the “Latinx Graphic Novel” will address the proliferation of ethnicities, races, genders, and sexualities from Latinx perspectives that complicate and deepen social life in the United States. It will also examine subjects from bilingualism to disability to the environment and their impact on “American” experience. Indeed, the relationship between visual images and written texts speak to a contemporary preoccupation with hybrid, mixed-media modes of storytelling relevant to our student body who increasingly see the world through a social media lens where the interconnection between texts and images is commonplace. Thus, this course corresponds to our students’ learning styles and sensibilities, while also exploring the theme of diversity in the United States from varying, productive viewpoints. As a Hispanic Serving Institution committed to a culturally responsive and inclusive curriculum, this course will not only provide students with another view into Latinx literature and its themes, but engage an emerging genre focused on the diverse social and historic experiences of the United States.

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.)

The graphic novel is a genre of growing significance in Latinx literary studies. It focuses on tales of feminist super-heroes, immigrant crossings, biographies of race, and other 20th and 21st century narratives. The class looks at the genre’s influential Latinx creators and interprets the way image and text play off each other to explore diversity in the United States. Students will learn the critical vocabulary of graphic narratives that entwines the visual and textual into a dynamic mode of storytelling.

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

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

7. **Has this course been taught on an experimental basis?**
   
   ___X___ No  _____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
b. Teacher(s):  
c. Enrollment(s):  
d. Prerequisites(s):  

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

1) Gather, interpret, and assess information from a variety of sources and points of view and apply the fundamental concepts and methods of the Latinx Graphic Novel as it explores U.S. experience in its diversity.

2) Analyze and evaluate evidence and arguments critically or analytically and explain how the Latinx Graphic Novel addresses one or more major themes of U.S. history from more than one informed perspective.

3) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States as depicted in the Latinx Graphic Novel.

4) Produce well-reasoned written or oral arguments using evidence to support conclusions and explain and evaluate how the Latinx Graphic Novel explores the role of the United States in Latin American relations.

5) 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 as narrated in the Latinx Graphic Novel.

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

   _____ No  
   ___X___ Yes  

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

   This course will be in Part II of the Latinx Literature Minor. It will also serve as an elective in the English major and minor; and Latin American and Latinx Studies major and minor.

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 |

Approved by UCASC, March 18, to College Council, April 12, 2022
Please explain why this course should be part of the selected area.

As the syllabus below shows, this course is well-suited to this area because of its emphasis on diversity, its evaluation of systemic structures, and its explorations of historic movements and events. Indeed, one of the genre’s strengths lies in its penchant for movement back and forth in time, revealing the past’s impact on contemporary contexts of the United States. Through these readings, students will not only learn the agile conventions of the genre, but also get a sense of the disparate narratives that make up Latinx experiences. For instance, this course will address race and urban settings (Tony Medina/Wilfredo Santiago), gender and border crossings (Isabel Quintero/Jaime Hernandez), class and the environment (Tony Sandoval/Daniel Alarcon), bilingualism and disability (Gabby Rivera/Ernie Colon). In focusing on an array of characters and social contexts, the Latinx Graphic Novel exhibits a geographic and temporal range, which reveals the reach of Latinx life in the U.S. and the vital role Latinx populations have played in the social/historical experience of the nation.

To repeat an earlier point, an important feature of this course is the nuanced relationship it develops between text and image. In moving between text and image, students will think through historic events and developments (Native American displacement to slave narratives to immigration) through the tension and gaps inherent in the graphic novel form. They will both read about and see, in complex visual depictions, narratives that engage Latinx experiences in the United States. By providing graphic accounts of “American” experiences from a Latinx perspective, these texts show how Latinx populations have served as a diversifying force in the country, whether in the urban contexts of Los Angeles, Chicago or New York; or rural areas where Latinx workers live and toil in agricultural settings. Thus, this course will explore Latinx-oriented experiences of diversity prevalent to U.S. society and history. For these reasons, among others, this course will prove a strong addition to “US Experience in its Diversity.”

11. How will you assess student learning?

We will assess student learning through class participation. This includes attendance and in-class discussions connected to the narratives read in the course. The range offered by the Latinx graphic novel will allow instructors to assess student learning through a scaffolded approach that combines close readings of texts/images and builds into interpretive papers on diverse social and historic topics in the United States. Our in-class discussions will focus on themes and topics including race, gender, historical events and movements, geared towards a deeper understanding of the experience of diversity. Informed by our close readings of graphic novels, students will also participate in class-presentations where assigned groups will be asked to discuss and interpret specific scenes of a text. Here the multiple voices of the group will add varying perspectives to their interpretations of significant, meaningful moments in the
text. Each student in the group will then present a different aspect of the group’s interpretation to the class, focused on anything from form, to a historic detail, to symbolic content, exploring how diversity is lived, conceptualized, and experienced in the United States. This exercise will encourage students to generate their own analyses of the text and prompt them to present and expound on their ideas. Taking ownership of their ideas by identifying important scenes/symbols/events and actively explicating their positions, will serve as an important preview for the kinds of analyses expected of students in their written assignments and encourage them to enter into their papers with a sense of confidence and direction.

Discussions and presentations will conclude with written assignments that students will construct incrementally through outlines, drafts and interpretive papers. Building on discussions and class presentations, students will write three 3-5 page papers and one 5-7 page paper in which they will produce well-reasoned written arguments on the particulars of each unit (see syllabus: Graphic Biographies; Aesthetic Lives; Gender and the Graphic Novel; Ghosts, Monsters, and Horror in the Graphic Novel; Graphic Depictions of Race) where the genre elaborates on the heterogenous experiences of social life in the United States. Papers will apply the fundamental concepts and methods of literary and visual studies to Latinx graphic novels and use evidence from texts to produce analyses of diversity in the United States. For instance, the first paper will ask students to analyze a graphic novel whose work probes questions about identity and the reimagining of the self through Latinx sensibilities. By interpreting a text of their choice - either *Photographic: The Life of Graciela Iturbide* by Isabel Quintero or *Mr. Mendoza’s Paintbrush* by Alberto Urrea – students will ask how the role of art mediates between the social realities of race, gender, and immigration and the refashioning, through art, of alternative selves. By starting here, the course establishes a relationship between (Latinx) art, the individual, and her/his social experience of diversity. This assignment is one example of how the Latinx graphic novel creates a dynamic interplay between text and image, individual and community, history and social experience. By the end of the semester students will produce 15-18 pages of written material. This scaffolded approach will ensure that students learn, in detail, the plot and symbolic meanings of Latinx graphic novels and obtain a working knowledge of the genre and its major authors. In addition, students will be encouraged (not required) to include visual art (a drawing, photograph, or painting of their own) related to their arguments and the graphic novel(s) they are analyzing.

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

Yes X No ___

- If yes, please state the librarian’s name _____ Karen Okamoto
- Are there adequate resources in the library to support students’ work in the course
  Yes ___ X ___ No ___________

- Will your students be expected to use any of the following library resources? Check all that apply.
The library catalog, CUNY+ _____
EBSCOhost Academic Search Complete Yes
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) Yes __
LexisNexis Universe _____
Criminal Justice Abstracts _____
PsycINFO ____
Sociological Abstracts ____
JSTOR Yes
SCOPUS ____
Other (please name) Project Muse; Humanities Source; MLA International Bibliography

13. Syllabus – see below

14. Date of Department curriculum committee approval: February 24, 2022

15. Faculty - Who will be assigned to teach this course?
Professors Richard Perez, Belinda Rincon, & Jonathan Gray

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
   ___X__No
   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

No. However, the English department offers a course on the Graphic Novel, (LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium) taught predominantly by Professor Jonathan Gray. While LIT 353 mainly focuses on comics and graphic novels written by a variety of ethnic writers, our course will focus on Latinx graphic novelists. It should be noted that some of the most important graphic novelists, the Hernandez brothers for instance, are Latinx and this is becoming a booming subject in the field.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   ____Not applicable
   ___X__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?
   ___X__No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: Jay Gates, Chair, English Department

Approved by UCASC, March 18, to College Council, April 12, 2022
# 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.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
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<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LIT 2ZZ</td>
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<tr>
<td><strong>Course Title</strong></td>
<td><em>Latinx Graphic Novel</em></td>
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<tr>
<td><strong>Department(s)</strong></td>
<td>English and Latin American and Latinx Studies</td>
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<tr>
<td><strong>Discipline</strong></td>
<td>English and Latin American and Latinx Studies</td>
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<td><strong>Credits</strong></td>
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<td><strong>Contact Hours</strong></td>
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<tr>
<td><strong>Pre-requisites (if none, enter N/A)</strong></td>
<td>ENG 101</td>
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<td><strong>Co-requisites (if none, enter N/A)</strong></td>
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<td><strong>Catalogue Description</strong></td>
<td>The graphic novel is a genre of growing significance in Latinx literary studies. It focuses on tales of feminist super-heroes, immigrant crossings, biographies of race, and other 21st century narratives. The class looks at the genre’s influential Latinx creators and interprets the way image and text play off each other to explore diversity in the United States. Students will learn the critical vocabulary of graphic narratives that entwines the visual and textual into a dynamic mode of storytelling.</td>
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<td><strong>Special Features (e.g., linked courses)</strong></td>
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<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
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**Indicate the status of this course being nominated:**

- [ ] current course
- [ ] revision of current course
- [XX] 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.)

Approved by UCASC, March 18, to College Council, April 12, 2022
### B. U.S. Experience in its Diversity

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

<table>
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<tr>
<th>Required</th>
<th>Flexible</th>
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<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
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<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
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<td>☐ Life and Physical Sciences</td>
<td>☐ XX US Experience in its Diversity</td>
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<td>☐ Creative Expression</td>
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<td>☐ Scientific World</td>
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Students will read and discuss Latinx graphic novelists individually and comparatively throughout the semester generating different points of view on the experience of diversity in the United States. Class discussions will lead to written assignments on particular aspects of the graphic novels we study, including analyses of race, gender, sexuality, and class as well as immigration, indigenous histories, and urban geographies. Students will learn how to interpret images through different critical vocabularies prevalent to art history (foreground/background, perspective, object and body positioning, chiaroscuro) and film studies (framing, cinematic gaze, montage) and literary concepts like ekphrasis which speak to the relation between text and image. Thus, students will learn to interpret, through close readings, the way graphic novels utilize a double mode of storytelling to address diversity and create meaning. The first paper assignment, for instance, will address either *Photographic: The Life of Graciela Iturbide* by Isabel Quintero or *Mr. Mendoza’s Paintbrush* by Alberto Urrea. Building on our class discussions, students will examine how Latinx artists comment on social questions and reimagine life in Latinx terms. How does art address diversity in the United States? How does art mediate between the social realities of race, gender, and immigration and the creation of alternate selves? How does the Quintero or Urrea use art to paint themselves into “real” and “invented” worlds? Students will use art terms and vocabulary to produce, assess, and interpret the texts.

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<td>• Gather, interpret, and assess information from a variety of</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<td>Through discussions, class presentations, and four interpretive</td>
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will learn the conventions of the Latinx graphic novel and the ways Latinx authors use images and written language to produce narratives related to diversity in the United States. In their papers, students will evaluate evidence through close readings of texts and images using interpretive terms to generate critical arguments. In their second paper, for instance, students will produce layered analyses of gender in graphic novels by Jaime Hernandez and Gabby Rivera. Through detailed readings of these graphic novels, students will examine the images and language of the texts that offer empowering and/or heroic understandings of Latinx gender in the United States. Using specific evidence from the texts, they will explore how female characters negotiate immigration, violence, and the different forms of sexism and exploitation Latinx characters encounter in their social lives. And explore how the women of the narratives find ways to assert their agency by redefining and reimagining themselves beyond the patriarchal environments that make up their social existence. Students will also use the two secondary essays to critically enrich their arguments.

Students will write four essays based on the course readings to demonstrate their ability to closely analyze and synthesize information into well-reasoned oral and written arguments. Students will construct their papers incrementally through outlines and drafts, building fully-formed interpretive essays. From the dialogic storytelling modalities of graphic novels, students will use evidence from images and language of the texts to support their analyses and conclusions. The syllabus charts and describes the papers for the course. Each essay requires them to develop a thesis and support their argument by doing close readings of several images/passage(s). Papers will be scaffolded through outlines and drafts. Moreover, as pre-writing exercises students will gather in groups and in oral presentations to produce close readings of scenes assigned by the instructor. Students will employ evidence (details in pictorial compositions, recurring images, etc.) as well as analyses of language (symbolism, metaphors, metonymy, etc) to support interpretations regarding diversity in the United States as depicted in Latinx graphic novels. The third paper

• Produce well-reasoned written or oral arguments using evidence to support conclusions.
assignment, for example, will require students to analyze ghosts, monsters and horror in the Latinx graphic novel. Students will the way bodily form is represented and distorted in the graphic novel through analytic descriptions of different characters in the narratives. How does horror comment on American culture and its fear of immigration, poverty, and difference? Looking at specific scenes throughout the text, students will analyze the trajectory of the respective narratives by showing how meaning is produced and elaborated upon throughout the story to generate well-reasoned written work throughout the semester.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- 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.

The study of graphic novels requires an interdisciplinary approach. In this course, students will read learn critical terms related to visual narratives. Students will learn to read and interpret the symbolic structure of an image utilizing terms connected to art history (foreground/background, perspective, object and body positioning, chiaroscuro) and film studies (framing, cinematic gaze, montage) as well as critical alternatives such as tattoos/body painting, Native American hieroglyphics/pictographs and urban graffiti, all of which serve as sources to the image/text narrative techniques of Latinx graphic novels. We will use these critical vocabularies to discuss historic, philosophical, psychoanalytic, and sociological viewpoints in class discussions, presentations, and in their papers throughout the semester. We will also read Latinx scholars on topics such as the border, race, gender, and sexuality, as related to each graphic novel. This interdisciplinary approach will assist students as they explore the impact of diversity and society in Latinx graphic novels.

The graphic novels we will analyze in this course will explore experiences based on racism, citizenship, patriarchy, and other forms of social and institutional oppressions. For instance, we will read graphic narratives that address the history of indigenous peoples, colonialism in Puerto Rico, immigration and the border, civil rights, women’s rights, and queer rights movements, in which graphic novels address and reimagine diversity in the United

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
States. Discussions, presentations, and written assignments will address one or several of these themes as they present themselves in the graphic novels. For instance, students may choose to write on gender or race and colonialism in Puerto Rico in one paper and religious imagery and indigenous sensibilities in another paper and violence in relation to immigration and the border. Throughout the semester students will have analyzed and written about several major themes in US history, providing them with a multi-perspectival view of historical events and developments in the United States.

<table>
<thead>
<tr>
<th>In written assignments and class presentations, students will evaluate how the Latinx graphic novel offers social commentary and critique on the histories of indigenous Latinx populations, slavery, and immigration within the United States. The course will highlight the conflicts and discriminations experienced by Latinx groups in different times of our history as well as the vital contributions made to of the United States. In texts such as Wilfredo Santiago’s <em>21: The Roberto Clemente Story</em>, students will discuss post-plantation life in Puerto Rico or in Jaime Hernandez’s <em>Is This How You See Me?</em> The exploration of Indigenous identities serve as an important part of the story line. In almost every Latinx graphic novel, moreover, the topic of immigration is either addressed explicitly or functions as part of a backstory of the central characters. Student assignments will evaluate the impact of these differing parts of US history.</th>
<th>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</th>
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<tbody>
<tr>
<td>The graphic novel often deals with immigrant Latinx populations and therefore narrate relationships, directly and indirectly, between the United States and Latin America. Disruptive foreign policy in Latin America has often led to the destabilizing of societies and increased immigration from the Caribbean, Central and South America. Part of the work of this course will entail a working knowledge of international relations with different Latin American countries and contexts and will be included in our discussions and written assignments of specific Latinx graphic novelists whose ethnic backgrounds and creative work connects them to these past histories. Students will therefore address these international aspects in their written assignments as they are referenced in Latinx graphic novels. A paper, for instance, on <em>City of Clowns</em> by Daniel Alarcon will reflect on the</td>
<td>Explain and evaluate the role of the United States in international relations.</td>
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<td>father of the main character who lived in Lima, Peru and who was embroiled in various forms of corruption tied to the United States.</td>
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<tr>
<td><strong>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</strong></td>
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</tbody>
</table>

| This course will explore legal and political institutions as they are raised in the narratives of graphic novels. The graphic novel deals with questions of immigration, colonialism, race, gender, class and sexuality and how difference is lived and arranged in US society. Whether the politics of immigration or the racial inequities of the legal system or the economic positioning and exploitation of Latinx groups, this class will consider how institutions and other social patterns in contemporary US society impact Latinx populations. Graphic novels such as *I Am Alfonso Jones* by Tony Medina, deal with an Afro-Latinx young man who confronts racism, sexism, and homophobia as they are instituted in “American” life. Thus, the final paper will examine racial challenges experienced by the characters in graphic novels by Tony Medina and Wilfredo Santiago. This paper will discuss the systemic pressures these characters are forced to navigate even as they imagine a life beyond the institutional and social patterns that restrict their lives. In fact, class discussions and every written assignment will analyze, from different perspectives, these intersectional concerns and how they have been inscribed in various institutions. |
| **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.** |
Professor Richard Perez  
LLS 2ZZ  
Room: XXX  
Class Time: XXX  
Office: 7.65.24 NB  
Office Hours: XXX  
Office Phone: 646-557-4408  
rperez@jjay.cuny.edu

Course Description:  
The graphic novel is a genre of growing significance in Latinx literary studies. It focuses on tales of feminist super-heroes, immigrant crossings, biographies of race, and other 21st century narratives. The class looks at the genre’s influential Latinx creators and interprets the way image and text play off each other to explore diversity in the United States. Students will learn the critical vocabulary of graphic narratives that entwines the visual and textual into a dynamic mode of storytelling.

Learning Outcomes:  
Students will:

1) Gather, interpret, and assess information from a variety of sources and points of view and apply the fundamental concepts and methods of the Latinx Graphic Novel as it explores U.S. experience in its diversity.

2) Analyze and evaluate evidence and arguments critically or analytically and explain how the Latinx Graphic Novel addresses one or more major themes of U.S. history from more than one informed perspective.

3) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States as depicted in the Latinx Graphic Novel.

4) Produce well-reasoned written or oral arguments using evidence to support conclusions and explain and evaluate how the Latinx Graphic Novel explores the role of the United States in Latin American relations.

5) 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 as narrated in the Latinx Graphic Novel.

**Required Texts:**
Texts for course will cost $150.00 new; 70.00 used; and several of these texts can be downloaded for free.
1) *Photographic: The Life of Graciela Iturbide* by Isabel Quintero
2) *Mr. Mendoza’s Paintbrush* by Alberto Urrea
3) *Is This How You See Me?* by Jaime Hernandez
4) *The Life and Times of America Chavez* by Gabby Rivera
5) *Three Sisters: A Love and Rockets Book* by Gilbert Hernandez
6) *Watersnakes* by Tony Sandoval
7) *Inner Sanctum: Tales of Horror, Mystery and Suspense* by Ernie Colon
8) *City of Clowns* by Daniel Alarcon
9) *21: The Story of Roberto Clemente* by Wilfredo Santiago
10) *I Am Alfonso Jones* by Tony Medina

**Grading and Requirements:**
There are three basic requirements for this course – attendance, participation, and written assignments.
Consistent attendance and timely arrival to class is necessary in order to pass this course. Three absences will result in lowering of grade; and four or more in automatic failure. Three or more Lateness will also adversely affect your grade.
Participation includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Because participation is so important to the success of individual learning and the atmosphere of the class it will consist of 15% of your final grade.
Written assignments must be completed by the end of the semester in order to pass this course. Any late papers will automatically drop a grade. The average marks of your four papers will make up 85% of your final grade. Paper#1 20%; Paper#2 20%; Paper#3 20%; Paper#4 25%.

**NOTABLE DUE DATES:**
**Outlines:**
WK III
WK VII
WK X
WK XIII
**Drafts:**
WK IV
WK VIII
WK XI
WK XIV
**Papers:**
WK IV: Paper #1 Due – 3-5 pages.
WK VIII: Paper #2 – 3-5 pages.
WK XI: Paper #3 Due – 3-5 pages.
WK XV: Final Paper Due – 5-7 pages.
PRELIMINARY DESCRIPTIONS OF PAPER ASSIGNMENTS:

**Paper One: Graphic Biographies; Aesthetic Lives 20%**
In your first essay you will choose to write on either *Photographic: The Life of Graciela Iturbide* by Isabel Quintero or *Mr. Mendoza’s Paintbrush* by Alberto Urrea. Building on our class discussions, your essay will examine how Latinx artists comment on social questions and reimagine life in Latinx terms. How does art address diversity in the United States? How does art mediate between the social realities of race, gender, and immigration and the creation of alternate selves? How does Quintero or Urrea use art to paint themselves into “real” and “invented” worlds that forge a different concept and practice of Americanness? You will use handouts by Roberto Nelson and Gloria Anzaldúa to support your arguments.

**Paper Two: Gender and the Graphic Novel 20%**
For this assignment, you will choose two of the three graphic novels from this section: *Is This How You See Me?* by Jaime Hernandez; *The Life and Times of America Chavez* by Gabby Rivera; and/or *Three Sisters: A Love and Rockets Book* by Gilbert Hernandez. How do the graphic novels address gender? What are some differences in how gender is represented in each text? How do the images offer empowering and/or heroic understandings of Latinx gender in the United States? Alternately, how do the female characters negotiate immigration, violence, and the different forms of sexism and exploitation they encounter? And, how do the women of the narratives find ways to assert their agency by redefining and reimagining themselves beyond the patriarchal environments that make up their social existence? You will use the two secondary essays to buttress your analysis.

**Paper Three: Ghosts, Monsters, and Horror in the Graphic Novel 20%**
In this paper you will choose one of the following graphic novels: *Watersnakes* by Tony Sandoval; *Inner Sanctum: Tales of Horror, Mystery and Suspense* by Ernie Colon; or *City of Clowns* by Daniel Alarcon. How is bodily form represented and distorted in the graphic novel? What do these bodily deformations say about corporeality and the “monstrous” aspects of humanity? How is the concept of space or home experienced in the novel? Why does home morph from a nurturing place to a threatening, violent, eerie location? How does horror comment on American culture and its fear of immigration, poverty, and difference? What does horror tell us about how difference is lived and experienced in the United States? You will use two essays read in this section of the class to elaborate on your arguments.

**Final Paper: Graphic Depictions of Race 25%**
For your final paper you will compare *21: The Story of Roberto Clemente* by Wilfredo Santiago and *I Am Alfonso Jones* by Tony Medina. What are some of the racial challenges experienced by Roberto Clemente in his public life as an athlete as compared to the everyday forms of racism encountered by Alfonso Jones? How is blackness portrayed by Santiago and Medina? You may discuss black suffering, black performativity, black joy, black aesthetics, and different forms of black expression in the texts. How do the texts address the past as a haunting weight on the social formations experienced by the characters? What are the potential futures of Latinx blackness? Is there an Afro-futurism suggested where Latinx subjects are insinuated? You will use three secondary essays to think through the experience of Latinx blackness in the United States.
Expectations:
- You are expected to behave in a mature, respectful manner in class. This means that you are alert and engaged, your cell phone/ipod/blackberry/camera is turned off and put away, you are not eating (drinks are okay), and you treat all members of the class politely. If you do not behave in this manner, you will be asked to leave class (which will result in a lateness on your attendance), and your grade will be affected.

- You write four papers as described in the “Grading and Requirements” above.

- You will bring the appropriate texts to class.

- For reading ease, assignments should be typed and double-spaced, in 12 point font, and black ink.

- If you do not show up to class when a paper is due your grade will be dropped each class you fail to bring the paper in (for example, A to A-; B to B-, etc.).

- Your assignment is considered late if it is not turned in when I collect it in class. If you expect to be absent or late when an assignment is due, give it to me ahead of time or give it to a friend to turn in.

College Wide Policies for Undergraduate Courses:

A. Incomplete Grade Policy

B. Extra Work During the Semester

C. Americans with Disabilities Act (ADA) Policies

Statement of the College Policy on Plagiarism
Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person’s ideas or theories in your own words without acknowledging the
source;
• Using information that is not common knowledge without acknowledging the source;
• Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (Undergraduate Bulletin p. 167). See John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards p. 227-229.

### CLASS CALENDAR

#### I. Graphic Biographies; Aesthetic Lives

**WEEK I: INTRODUCTION TO THE GRAPHIC NOVEL AS NARRATIVE FORM**
Introductory Remarks: Reading Graphic Novels

**WEEK II: ENGENDERING IMAGES**
*Photographic: The Life of Graciela Iturbide* by Isabel Quintero
Handout: Excerpt *Critical Terms for Art History* by Roberto Nelson

**WEEK III: THE FACE AND THE FORMATION OF IDENTITY**
*Photographic: The Life of Graciela Iturbide* by Isabel Quintero
Handout: Excerpt *Making Face, Making Soul/ Haciendo Caras: Creative and Critical Perspectives by Feminists of Color* by Gloria Anzaldúa

OUTLINE DUE

**WEEK IV: ART AND THE REIMAGINING BORDER OF LIVES**
*Mr. Mendoza’s Paintbrush* By Alberto Urrea
Handout: Excerpt *The Aesthetic Dimension* by Herbert Marcuse; “Out of Betrayal and Into Anarchist Love and Family” by Nicole Guidotti Hernandez

DRAFT DUE

#### II. Gender and the Graphic Novel

**WEEK V: LOOKING, GAZING, AND GENDERING IDENTITY**
*Is This How You See Me?* by Jaime Hernandez
Handout: Excerpt *Extinct Lands, Temporal Geographies: Chicana Literature and the Urgency of Space* by Mary Pat Brady

**Paper #1 Due 3-5pgs.**

**WEEK VI: IMAGINING QUEER FUTURES**
*Is This How You See Me?* by Jaime Hernandez
Handout: Excerpt *Sexual Futures, Queer Gestures, and Other Latina Longings* by Juana Maria Rodriguez

**WEEK VII: ENGENDERING THE HEROIC**
*The Life and Times of America Chavez* by Gabby Rivera
Handout: Excerpt *Latinx Superheroes* by Fredrick Luis Aldama

OUTLINE DUE
III. Ghosts, Monsters, and Horror in the Graphic Novel

WEEK IX: IMAGES, ANIMALS, AND HUMAN PERCEPTION
Watersnakes by Tony Sandoval
Handout: “Pictographic Kinships” by Edgar Garcia & “Hieroglyphic Parallelism” by Edgar Garcia

Paper #2 Due 3-5pgs.

WEEK X: HORROR AND HUMANS: WHAT LIES INSIDE
Inner Sanctum: Tales of Horror, Mystery and Suspense by Ernie Colon
Handout: Excerpt The Weird and the Eeire by Mark Fisher

OUTLINE DUE

WEEK XI: GRAPHIC HISTORIES: REIMAGINING THE AMERICAS
City of Clowns by Daniel Alarcon
Handout: Excerpt Trans-Americanity: Subaltern Modernities, Global Coloniality, and the Cultures of Greater Mexico by Jose David Saldivar

DRAFT DUE

IV. Graphic Depictions of Race

WEEK XII: READING/SEEING RACE IN THE BODY
21: The Story of Roberto Clemente by Wilfredo Santiago
Handout: Decolonizing Diasporas: Radical Mappings of Afro-Atlantic Literature by Yomaira Figueroa-Vasquez & “Toward a Typology of Latina/o Literature” by Lyn Di Iorio Sandin

Paper #3 Due 3-5pgs.

WEEK XIII: RACE, COMMUNITY, AND THE SELF
I Am Alfonso Jones by Tony Medina
Handout: “The Fact of Blackness” by Frantz Fanon

OUTLINE DUE

WEEK XIV: BLACKNESS EXPRESSIVITY AND THE EXPANSION OF DIFFERENCE
I Am Alfonso Jones by Tony Medina
Handout: Excerpt Listening to Images by Tina Campt & A Black Gaze: Artists Changing How We See by Tina Campt

DRAFT DUE

WEEK XV: GRAPHIC VISIONS; GRAPHIC FUTURES
Concluding Thoughts
Final Paper Due 5-7 pgs.
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: Feb 8, 2022

1. Name of Department or Program: Department of Interdisciplinary Studies

2. Contact information of proposer(s):
   
   Name(s): Richard Haw  
   Email(s): rhaw@jjay.cuny.edu  
   Phone number(s): 212-237-8076

3. Current number and title of course: ISP 147 Life Stories

4. Current course description: Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.
   
   a. Number of credits: 3
   
   b. Number of class hours (please specify if the course has lab hours): 3
   
   c. Current prerequisites: None

5. Describe the nature of the revision (what are you changing?): We are hoping to change the course description a little and move the course from the Individual and Society section of the Flexible Core Gen Ed to the Creative Expression section.

6. Rationale for the proposed change(s): “Life Stories” was initially developed as a course in 2012 for the Individual and Society section of the new Pathways Gen Ed program and has been taught in our department since Pathways was instituted across CUNY.  
   
   Over the years however it has slowly changed its aims and trajectory (so to speak) from a course that examined the place of an individual within a society to a course that examined life writing and portraiture (as ways of capturing and presenting individuals) as distinct forms
of creative expression. This change was best exemplified when the course was taught by Christen Madrazo for several years. Under Prof Madrazo’s direction, the course became orientated towards creative non-fiction and—to a lesser extent—training and recruiting for, or just exposing students to, Prof Madrazo’s highly successful Life Out Loud podcast. Perhaps unsurprisingly, this new orientation has proved much more popular with students, who often really appreciate the chance to reflect on, mull over, and express their own lives, especially in dialogue with other, more established or well-known, attempts to engage in life writing and other forms of self-expression. In other words: to engage in the creative expression of setting out and setting down their own lives, in dialogue with professional practitioners.

Life Stories really belongs in Creative Expression, which is where we hope it can reside in the years to come.

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

   a. Revised course description: Our individual life stories are essential to our sense of ourselves. Yet they are fundamentally shaped by myriad forces outside of our control: biological needs; family dynamics; ethnic or racial identity; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; in addition to our own unique quirks, strengths, and failings. Using portraits, plays, memoirs and biography, and by writing autobiographical essays of their own, students will explore the practice of life writing and visual self-expression as unique forms of creative expression.

   b. Revised course title: N/A

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

   d. Revised learning outcomes See CUNY Common Core (“course mapping”) Form and sample syllabus below

   e. Revised assignments and activities related to revised outcomes See CUNY Common Core (“course mapping”) Form and sample syllabus below

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: N/A

8. Enrollment in past semesters: We normally run 1-2 sections of ISP 147 in the Fall and each section normally fills.

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

   No _____   Yes XXX   If yes, please indicate the area:
Flexible Core:

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>A.</td>
<td>World Cultures and Global Issues</td>
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<tr>
<td>B.</td>
<td>U.S Experience in Its Diversity</td>
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<tr>
<td>C.</td>
<td>Creative Expression XXX</td>
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<td>D.</td>
<td>Individual and Society</td>
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<tr>
<td>E.</td>
<td>Scientific World</td>
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9b. Please explain why and how this course fits into the selected area:

This course focuses on life writing (biography, autobiography, plays, and even some types of fiction) and visual portraiture as a distinct form and mode of creative expression. Students will discuss and analyze a variety of forms of life writing and portraiture and engage in their own autobiographical work. The aim is to create a unique piece of self-expression, underpinned by a theoretic and practical understanding of the form.

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester _____ Number of sections: _____
   Fall semesters only _____ Number of sections: _____
   Spring semesters only xxx Number of sections: 1-2

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

    Jan 25, 2022

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

    Richard Haw and Katie Gentile
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

<table>
<thead>
<tr>
<th>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</th>
<th>ISP 147</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Life Stories</td>
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<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies</td>
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<td>Discipline</td>
<td>Interdisciplinary</td>
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<td>Credits</td>
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<td>Contact Hours</td>
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<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
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</tbody>
</table>

Catalogue Description: Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.

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:

☐ current course  X ☐ revision of current course  ☐ a new course being proposed

This course is currently offered in the Individual and Society portion of the Flexible Core (it was created and passed through governance in 2012).

Over the years of teaching it has become apparent that this course belongs more accurately in Creative Expression, which is where we are hoping to move it to.

CUNY COMMON CORE Location

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

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<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
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<tr>
<td>Mathematical and Quantitative</td>
<td>US Experience in its Diversity</td>
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<tr>
<td>Reasoning</td>
<td>Individual and Society</td>
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<tr>
<td>Life and Physical Sciences</td>
<td>Scientific World</td>
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<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

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.

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

| Students will read, discuss, and compare/contrast a variety of life stories as told in memoir and biography. Reading the parallel life stories of Tobias Wolff and his brother Geoffrey Wolff and tracking the discrepancies between their narratives (weeks 8-11) will highlight the differing perspectives from which the same family story can be told. | • Gather, interpret, and assess information from a variety of sources and points of view. |
| Orally and in writing, students will identify, debate, and evaluate the arguments that memoirists and biographers make about their subjects’ development. As a class exercise, students will, for example, role play a discussion among the characters in *Annie John* in which they explain, justify, and/or criticize the protagonist’s defiant actions and feelings (week 7). | • Evaluate evidence and arguments critically or analytically. |
| Through discussions, debates, class presentations, and written assignments, students will use evidence from their reading and research to devise and support their own arguments about the effects of factors such as socio-economic status, family structure, and historical events on the development of individuals. They will, for example, write an argumentative essay in which they use evidence from *Angela’s Ashes* to answer the question: What are the three most damaging aspects of McCourt’s “miserable” childhood? (week 5). | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

| Through the processes of close reading and interpretation intrinsic to literary and artistic study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will analyze and explore various forms of life writing and portraiture as forms of creative expression. They will, for example, write a series of short “rhetorical analysis worksheets” in reaction to their reading of Lytton Strachey, “Florence Nightingale,” Frank McCourt’s *Angela’s Ashes* and Jamaica Kincaid’s *Annie John*, where they will identify some of the authors’ most common rhetorical moves or devices. These will be compared and contrasted on an ongoing basis throughout the semester in class. (See weeks 2, 3 and 6). In addition, students will visit the Metropolitan Museum of Art in Manhattan and complete a similar assignment—this time in regards to visual rhetoric—in response to a series of portraits (self, photography, painting, sculpture) (see Week 12). By engaging with these different media, along with their own ongoing writing project, students will analyze and assess the difference between visual and written representation. | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| Throughout the semester students will debate and discuss how form, media, and genre play an explicit role in shaping meaning. They will, for example, compare and contrast the essential (yet different) elements of biography, autobiography and fiction. In week 13—aided by the work of Henry Louis Gates, Jr—they will discuss how Frederick Douglass incorporates various literary and fictional tropes and devices—realism, sentimentalism (and the tradition of the nineteenth century of sentimental novel), confessional, among others—into his *Narrative of the Life of Frederick Douglass*. In week 14, students will write a short in class paper comparing and contrasting Robert Mapplethorpe’s photographs of Patti Smith with the various images they saw on their field trip to the Metropolitan Museum, specifically with an eye to how each of the images creates meaning and conveys experience. In completing this assignment students will be expected to analyze and account for the subject position of both the author (the creator) and their audience (to which meaning is being conveyed). | • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| Through genre and form analysis students will learn to identify and discuss craft elements used by life writers and visual portraitists throughout the semester. In their formal assignment, students will then be expected to use these skills and techniques in order to articulate their analyses of each piece of creative expression, in addition to in their autobiographical journal. (Weeks 1, 4, 5, 6, 8, 9, 10, 13, 14). Students will also complete a final assignment that combines autobiography and self-portraiture. The aim of this assignment is for students to take their autobiographical writings they have been working on all semester and turn them into a self-portrait, one that captures and encapsulates the self they have presented in their journals (See week 15). | • Demonstrate knowledge of the skills involved in the creative process. |
ISP147: LIFE STORIES

Professor Valerie Allen, vallen@jjay.cuny.edu
212-237-8594. Room 7.63.04NB T & W 1-3 pm and by appointment.

Professor Dennis Sherman, dsherman@jjay.cuny.edu
212-237-8457. Room 6.65.05 NB M & W 3-5 pm and by appointment.

Course description
Our individual life stories are essential to our sense of ourselves. Yet they are fundamentally shaped by myriad forces outside of our control: biological needs; family dynamics; ethnic or racial identity; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; in addition to our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students will explore the practice of life writing as a unique form of creative expression.

Learning outcomes
Students will:
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.

Required Texts


**Grading**

- Grades in this course are based on the quality of written and oral assignments, quizzes, and on both the quality and amount of class participation. You will receive written instructions for each assignment in which evaluation criteria are spelled out in detail. Written assignments with numerous grammatical errors will be returned without grades for revision.

Grades will be determined by cumulative scores for:

- Class preparation, participation, in-class reaction papers 15 pts
- Autobiographical Journal 15 pts
- Worksheets (Including Met Museum) 15 pts
- *Angela’s Ashes* paper (3-5 pages) 10 pts
- Wolff brothers in dialogue (4-5 pages) 15 pts
- Final Project 15 pts
- Journal 15 pts

**Total:** 100 pts

**Course Policies**

- Documenting your sources: When citing course texts or research materials, you may simply provide the author’s last name and the page number inside parentheses: e.g. (Smith, 14). Then, at the end of your paper, list full bibliographical information (see the handout for more details) for the works you have cited.

- Excessive lateness and/or absence (more than 2 absences in a double-period course) will affect your final grade. Students who miss 3 or more double-period classes will fail the course.

- Please turn off and put away all cell phones and other electronic devices when class begins. There is no eating in class.

**This course will follow all College policies for undergraduate courses** as defined in the *Undergraduate Bulletin*, Chapter IV Academic Standards, including:

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**
Students with Disabilities
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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

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

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

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

**NOTE:** ISP classes meet once a week for a double period.
Please **bring your journals to every class.** They will be collected from time to time and we will also use them for in-class writing assignments.

I. Introduction: The Individual in Context
Week 1: Innate qualities vs. life circumstances.
Week 2: The role of historical events.
   Finish Lytton Strachey, “Florence Nightingale” (Blackboard)
   Assignments: *Rhetorical Analysis Worksheet* for “Florence Nightingale” is due.
   Journal entry: What do you see as your essential character traits—the ones you were born with?

II. “The Child is Father to the Man.” (Wordsworth)
Week 3: The “miserable Irish childhood...”
   Read *Angela’s Ashes*, pp. 1-120.
   View: A selection of images of Irish farmers taken by Dorothea Lange in the last 1940s.
   Begin the *Rhetorical Analysis Worksheet* for *Angela’s Ashes*.
   Short in-class writing assignment on the reading to identify some of the creative strategies used by McCourt in his memoir.
Week 4. Read *Angela’s Ashes*, pp. 121-215.
   Continue to fill in *Worksheet*.
   Journal entry: What external circumstances, conditions, or events had the most profound influence on your childhood?
Week 5. Finish *Angela’s Ashes*.
   Complete *Worksheet*.
   Paper due (3-5 pp): Frank McCourt begins *Angela’s Ashes* with the assertion that worse than “the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish childhood.” Use your *Life Stories Worksheet* to help you answer the following question: What are the three most damaging aspects of McCourt’s childhood? What makes them especially “miserable”?
   Think about this question for in-class journal writing: What role did religious and/or political beliefs play in your childhood? Tell an anecdote, memory, event by way of example.
Week 6. A West Indian childhood
Read *Annie John*, pp. 1-75.

Begin the *Rhetorical Analysis Worksheet for Annie John*.

Journal entry: Jamaica Kincaid gives the reader a strong sense of the place that she grew up in. Do the same for your childhood: describe your apartment/house and/or neighborhood and/or places you visited.

Week 7. Finish reading *Annie John*.

*Life Stories Worksheet* due

Quiz.

### III. Points of View

Week 8: As the Older Wolff Brother Sees It...

Read *Duke of Deception*, pp. 1-150.

Begin *Life Stories Worksheet*.

Journal: Write about an important older person in your life—a parent or other family member—who has had a significant effect on you.

Week 9: Finish reading *Duke of Deception*.

*Life Stories Worksheet* due

Journal: Tell a story about lie that you told or that was told to you.

Week 10: The younger Wolff brother’s perspective.

Read *This Boy’s Life*, pp. 1-178.

Begin *Life Stories Worksheet*.

Journal: Write about a difficult moral/ethical decision you have had to make. How did you make this decision? What principles guided you?

Week 11: Finish *This Boy’s Life*.

Complete *Life Stories Worksheet*

Prepare for family court mock hearing on Toby’s misbehavior.

### IV. Public Lives: Leaders, Reformers, and Visionaries

Week 12: Reading Portraits

Meet at the Metropolitan Museum of Art, Fifth Avenue, Manhattan. Bring your student ID for free entrance. You will be given a list of portraits and self-portraits of “public” people in a variety of different media, their locations in the museum, and a worksheet to complete. In filling out the worksheet, you may work with a partner if you prefer: put both your names on the worksheet. Implicit in this assignment

**Due:** Paper (4-5 pp.) on the Wolff brothers. Create a dialogue (in the form of a play) between Geoffrey and Toby in which they discuss their perspectives on their childhood, their parents, and each other. Draw on your worksheets to make specific references to
both memoirs.

Week 13: Abolitionist Leader

Read Narrative of the Life of Frederick Douglass and Henry Louis Gates, Jr., "Frederick Douglass and the Language of the Self" and "Binary Oppositions in Chapter One of Narrative of the Life of Frederick Douglass an American Slave Written by Himself."

(short extracts)

Journal: Is there a cause or principle or belief that you would be prepared to fight for or to suffer for?

Week 14:

Read “We Are Alive: Bruce Springsteen at Sixty-Two” (Blackboard).

View: A selection of images of Patti Smith taken by Robert Mapplethorpe

Short in-class writing assignment comparing and contrasting Mapplethorpe’s photographs of Patti Smith

Journal: What do you hope for in your life?

Week 15: Concluding Presentations

Note: Class meets during assigned Final Exam period.

Final Projects Due: A five-minute oral presentation, a visual self-portrait, and a 3 page self-reflective essay. This class has considered the idea of “life stories” from the perspective of life writing and visual portraits. Your final project will combine these two mediums. All students will create a self-portrait that best captures and encapsulates the self they have presented in their autobiographical journals. Please see assignment sheet for more details.

**Final Project Assignment Sheet**

**What is Due:**

1) A self-portrait

All students will create a self portrait. You should start by reading back over your autobiographical journals and deciding on what you most want to convey about yourself. You should then start to plan.

   i) How you will best convey your ideas in a visual form?
   
   ii) What props will you use, including make-up or clothing?
   
   iii) How will you comport yourself, including facial expression, posture/positioning, hair, etc?
   
   iv) What setting will you use?
   
   v) What medium will you use? You can use any medium you like: collage, drawing, painting, photography, or a combination of any of these. We encourage you to draw upon your
existing talents and interests and to be creative.

2) A 3 page essay
Your essay should explain and evaluate your self-portrait. What were you trying to do? How did you try to do it? What parts of your self-portrait worked? Which parts did not? Overall, how successful do you think you were at translating your ideas into a visual image?

3) A Short 5 minute presentation
All students will present their self-portrait to the class. They will show their portrait on the projection screen and talk about it for 5 minutes. As with the essay, the presentation should explain what you tried to do with your image, where you were successful and where you were less successful.

Additional Notes:
All students should bring the following to class on the day of their presentation: a digital copy of their self-portrait (for presenting) and a hard copy of their self-portrait and a copy of their essay (for grading).

We understand that you are not an artist. Your work will be evaluated on its creativity, effort, professionalism, and the extent to which you are successfully able to translate your ideas about yourself into a visual image; in other words, how closely your self-portrait and your essay match.

One way to prepare for this project is to spend some time looking at famous self-portraits. You can google “famous self-portraits” then click on photography, abstract, drawing, modern, etc. Good luck!
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: March 10, 2022

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

2. Contact information of proposer(s):

   Name(s): Kumar Ramansenthil
   Email(s): kramansenthil@jjay.cuny.edu
   Phone number(s):

3. Current number and title of course:

   **CSCI 360 Cryptography and Cryptoanalysis**

4. Current course description:

   Cryptographic codes and ciphers play a key role in the protection of information and modern communications. This course examines the central topics in cryptography (the art of designing codes and ciphers) and cryptanalysis (the art of breaking codes and ciphers). Students first explore historical encryption schemes such as Caesar's cipher and substitution ciphers. They then investigate modern techniques including secret key schemes such as DES and AES and Public key methods such as RSA and Elliptic Curves. This course takes a hands-on approach to studying these techniques in that the student will write programs that make and break codes. The ethical and legal considerations that arise in code breaking are also discussed and illustrated through case studies.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, and MAT 204, and CSCI 272 or MAT 272

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

   Add MAT 265 Mathematical Proof as an alternative to the MAT 204 Discrete Math
prerequisite for CSCI 360. Add CSCI 172 as an alternative prerequisite to CSCI 272. Remove MAT 272 it was the old number for CSCI 272 from long ago.

6. Rationale for the proposed change(s):

MAT 204 has been dropped as a required course in the Applied Math major and replaced by MAT 265. To maintain access to CSCI 360 since it is a required course in the Cryptography Concentration and an elective choice for students in the Data Science Concentration in the Applied Math major, the department is adding MAT 265 as an alternative prerequisite to MAT 204. Computer Science majors take MAT 204 as a required course so that will remain as their prerequisite for CSCI 360.

CSCI 272 has been replaced with CSCI 172 as the required computer programming course for the Applied Math major. Like the situation described above, math majors will need an alternative programming course pre-requisite to be able to seamlessly register for CSCI 360.

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

   a. Revised course description: NA
   
   b. Revised course title: NA
   
   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA
   
   d. Revised learning outcomes: NA
   
   e. Revised assignments and activities related to revised outcomes: NA
   
   f. Revised number of credits: NA
   
   g. Revised number of hours: NA
   
   h. Revised prerequisites: ENG 201; MAT 204 **or** MAT 265; and CSCI 172 **or** CSCI 272 or MAT 272


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

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

10. Does this change affect any other departments?

   ___X__ No ______ Yes (if so what consultation has taken place)?
11. Date of Department or Program Curriculum Committee approval:

   March 10, 2022

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

   Kumar Ramansenthil, Computer Science and Information Security, Major Coordinator
   Samuel Graff, Applied Math, Major Coordinator
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

DateSubmitted: 3/3/2022

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Michael Pfeifer
Email(s): mpfeifer@jjay.cuny.edu
Phone number(s): (718) 689-3219

3. Current number and title of course:

HIS 201 American Civilization- From Colonialism through the Civil War

4. Current course description:

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade and war.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

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

We seek to revise the titles and descriptions of these courses so that they better reflect the current standards of the specialist field, the teaching practices in the department, and the
College’s Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum.

6. Rationale for the proposed change(s):

The current title of this course is an artefact of an old departmental curriculum that predated the major and which is now obsolete. The other courses resting upon this “civilizational” framework have been retired (HIS 231 and HIS 232), and replaced with the global history sequence (HIS 203, HIS 204, and HIS 205). The new proposed title brings this course into line with our current curriculum, the standards of the discipline, and the needs of our students. The other course in this United States survey sequence (HIS 202) is being concurrently revised.

The course description was updated several years ago. However, this revised description more explicitly address College’s Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, specifically by clarifying the central role of race, gender, and empire in the course.

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

   a. Revised course description:

   The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade and war. **The historical experiences of persons of Native/Indigenous, African, Latino, and European descent are considered, as are the histories of American racism, enslavement, territorial expansion, and resistance by marginalized peoples. Historical experiences of gender are also analyzed.**

   b. Revised course title: **HIS 201 United States History to 1865**

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **US History to 1865**

   d. Revised credits: No change

   e. Revised hours: No change

   f. Revised prerequisites: No change

8. Enrollment in past semesters: Has enrolled very well in recent semesters, often filling when offered as fully on-line

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

   No _____    Yes ___X__    If yes, please indicate the area:
The course is already approved for the US Experience in its Diversity category.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: May 19, 2021

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Michael Pfeifer, Chair, History Department
Course Revision Form

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

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

Date Submitted: 3/3/2022

1. Name of Department or Program: History

2. Contact information of proposer(s):
   
   Name(s):  Michael Pfeifer
   Email(s):  mpfeifer@jjay.cuny.edu
   Phone number(s): (718) 689-3219

3. Current number and title of course:

   HIS202 American Civilization - From 1865 to the Present

4. Current course description:

   The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the American Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101

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

   We seek to revise the titles and descriptions of these courses so that they better reflect the current standards of the specialist field, the teaching practices in the department, and the
College’s Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum.

6. Rationale for the proposed change(s):

The current title of this course is an artefact of an old departmental curriculum that predated the major and which is now obsolete. The other courses resting upon this “civilizational” framework have been retired (HIS231 and HIS232), and replaced with the global history sequence (HIS203, HIS204, and HIS205). The new proposed title brings this course into line with our current curriculum, the standards of the discipline, and the needs of our students. The other course in this United States survey sequence (HIS201) is being concurrently revised.

The course description was updated several years ago. However, this revised description more explicitly address College’s Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum, specifically by clarifying the central role of race, gender, and empire in the course.

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

   a. Revised course description:

   The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the American Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war. The historical experiences of persons of Native/Indigenous, African, Latino, Asian and Pacific Islander, and European descent are considered, as are the histories of American racism, imperialism, and resistance by persons of color including through movements for civil rights. The role of gender and sexuality, including the historical experiences of LGBTQ persons, is also analyzed.

   b. Revised course title: **HIS 202 United States History since 1865**

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **US History since 1865**

   d. Revised credits: No change

   e. Revised hours: No change

   f. Revised prerequisites: No change

8. Enrollment in past semesters: Has enrolled very well in recent semesters, often filling when offered as fully on-line

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

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

   The course is already approved for the US Experience in its Diversity category.
10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: May 19, 2021

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Michael Pfeifer, Chair, History Department
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: 03/10/22

1. Name of Department or Program: Security, Fire, and Emergency Management

2. Contact information of proposer(s):
   
   Name(s): Robert Till  
   Email(s): rtill@jay.cuny.edu  
   Phone number(s): 212-484-1379


4. Current course description:

Building construction and building systems will be reviewed. Life safety systems in buildings will be examined. Building construction requirements, as they relate to fire safety, will be studied. New York City and the National Building Code will be used to illustrate how these requirements are legally interrelated. Case histories and existing building plans will be analyzed to give students a hands-on experience. Students will be introduced to a systems approach in designing buildings for life safety and security.

   a. Number of credits: 3

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


5. Describe the nature of the revision (what are you changing?): The FIS 230 prerequisite for FIS 330 is being removed.

6. Rationale for the proposed change(s): This course primarily covers building codes and standards. This course is given in the spring. FIS 230 is given in the fall. The prerequisite is always waived if a student has not taken FIS 230. FIS 330 is more than sufficiently “stand-alone” so that the FIS 230 prerequisite isn’t necessary.

Approved by UCASC, March 18, to College Council, April 12, 2022
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: N/A

   b. Revised course title: N/A

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

   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: ENG 201

8. Enrollment in past semesters: There are 16 students currently enrolled

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

   No ___X__ Yes ______ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 03/4/22

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

   Robert Till (Chair) rtill@jjay.cuny.edu
MEMORANDUM

TO: Academic Standards Committee (UCASC)
FROM: Michael Rohdin, Director of Prior Learning
RE: Change of Policy on Award of Transfer Credit
DATE: Monday, March 14, 2022

Background
Within CUNY and nationally, students are increasingly likely to attend multiple institutions before earning a degree. Under current policy students transferring to John Jay from institutions with national or other non-regional accreditation lose credits. These lost credits have several negative impacts on the students, affecting their time to degree and the costs of earning a degree. Credit loss puts students at significantly higher risk of non-completion due to lost academic momentum and potential loss of financial aid.

In recognition of the evolving transfer landscape, Middle States has endorsed the Joint Statement on the Transfer and Award of Credit, reissued in 2021 by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Council on Higher Education Accreditation (CHEA), and the American Council on Education (ACE). The Joint Statement calls on institutions to apply credit award decisions consistently and equitably for all students and not to deny the award of credit based solely on the type of accreditation of the sending institution. The Joint Statement also calls on accreditors to ensure that their standards encourage transfer friendly policies at their member institutions.

This policy update is timely as we prepare for our Middle State review and as CUNY and John Jay continue to prioritize transfer student success and adult student success.

Proposed policy
The following language appears on the Admissions web page. It is not yet included in the Undergraduate Bulletin. The adopted policy will be added to the Undergraduate Bulletin 2022-23.
Current:
John Jay College accepts at equal value all transfer credits in college level academic courses with a passing grade [D- or better] from within CUNY, or C or better from an accredited college outside of CUNY (transfer credits from schools not on the semester system will be converted to semester credits). Students who complete courses outside CUNY with passing grades below a C will be excused from the equivalent courses at John Jay College but will not receive credits for them.

Proposed:
John Jay College accepts at equal value all transfer credits in college-level academic courses with a passing grade [D- or better] from within CUNY, or C or better from an accredited outside of CUNY institution of higher education accredited by an accrediting body recognized by the U.S. Department of Education or the Council on Higher Education Accreditation, provided that the accreditation was in effect at the time of the student’s attendance. Transfer credits from schools not on the semester system will be converted to semester credits). Students who complete courses outside CUNY with passing grades below a C will be excused from the equivalent courses at John Jay College but will not receive credits for them. Students should consult with an academic advisor about having these courses applied to their degree audits.

Rationale
John Jay’s current transfer credit policy disadvantages certain transfer students by denying credit earned at some non-CUNY institutions. The policy is ambiguous about the type of institutional accreditation the College recognizes. While the college routinely accepts credit from institutions with national or regional accreditation, students and staff continue to inquire about the rules for doing so. This update to the language is in alignment with the Joint Statement by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Council on Higher Education Accreditation (CHEA), and the American Council on Education (ACE).
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: 2.2.2022
Date of Program Approval: 2/1/22
Date of CGS Approval: 2/10/22

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Jennings</td>
<td><a href="mailto:cjennings@jjay.cuny.edu">cjennings@jjay.cuny.edu</a></td>
<td>646-557-4638</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Emergency Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PMT 770</td>
</tr>
<tr>
<td>Course Title</td>
<td>Climate Change Impacts and Emergency Management</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines the global scientific consensus on anthropogenic climate change and its projected impacts on human settlements. Participants will explore the evidence supporting the scientific consensus and the impacts, positive and negative, on regions and cities. The implications of these impacts will be examined from the perspective of disaster risk reduction, with its emphasis on recovery, mitigation, adaptation, and resilience. The course emphasizes the responsibility of emergency managers to inform sustainable responses to climate change impacts through community engagement and collaboration.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0 (integrated with regular contact hours)</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Climate scientists have attributed climate change and climate volatility with increased frequency and severity of disasters associated with extreme weather events. Coastal erosion, sea level rise, wildland fires, drought, crop failures, pest infestations, disease outbreaks, tropical cyclones, floods, landslides, debris flows, windstorms, tornadoes, heat waves, and severe winter weather threaten communities and economies leaving no one immune from the effects of anthropogenic climate change.

Emergency managers play important roles preparing communities and companies for such events through prevention, mitigation, preparedness, response, and recovery. Climate change and its impacts have shifted the emphasis in emergency management from planning, preparing, responding, and recovering from disasters through centralized relief efforts to greater emphasis on shaping policies that mobilize communities, reduce vulnerability, and mitigate impacts that result in damage, deaths, disruption, and dislocation. The failure of national governments and transnational institutions to develop and implement coherent and effective policies to prevent or mitigate the worst effects of climate change has led individuals, companies, and local communities to take matters into their own hands.

The course critically examines the science, politics, policy, and practices emerging in response to this global crisis and assesses the most urgent impacts of climate change on local communities. The course employs a seminar approach to engage participants in active inquiry and discourse about the decisions and actions that either maintain or disrupt the status quo. The course emphasizes the interplay of expertise and lived experience in informing responses to climate change and seeks to equip students with the information and insight needed to influence the decision-making processes in their companies and communities.

4. **Degree requirements satisfied by the course:**

Elective in the Emergency Management Master’s degree program

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

   Yes _______  No ___ X___

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

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

   1. Identify and discuss the evidence supporting the global scientific consensus that human activity is responsible for global climate change and its impacts.
2. Identify and distinguish effective mitigation and adaptation options and strategies.
3. Identify the environmental health co-benefits of greenhouse gas emission mitigation locally, regionally, and globally.
4. Find, extract, analyze, and interpret climate data and climate assessments to communicate the effects of averages, trends, and variations locally, regionally, and nationally to lay audiences.
5. Identify, interpret, and apply authoritative and appropriate climate assessments to inform and influence lay audiences.
6. Identify the positive and negative effects of climate change on humans from technological, geographic, social, economic, and political perspectives.
7. Anticipate and evaluate new developments in climate science as they arise, especially as they relate to new scenarios and projections of climate impacts (e.g. sea level rise, extreme weather intensity and frequency).
8. Formulate policy options for appointed and elected officials in response to climate change impacts through the mitigation, preparedness, response, and recovery phases of emergency management.

b. How do the course outcomes relate to the program’s outcomes?

The curriculum for the MS in emergency management has four key learning objectives:

1. **Knowledge** of the role of emergency management and its aligned services.
2. **Critical thinking** abilities focused on the interpretation, analysis, and evaluation of information related to hazards and other conditions that lead to disasters in the broader context of cultural, social, economic, political, legal, geographic, and technological contexts.
3. **Contextual** understanding of what makes emergency management a distinctive discipline and how it responds to and supports social justice, leadership, management, advocacy, innovation, and entrepreneurship.
4. **Communication** in a culturally competent fashion that reflects the diversity of communities affected by disasters and the importance of inclusion to building resilience.

The course builds on the core curriculum by preparing students to inform and implement policies governing climate change mitigation and adaptation by focusing on vulnerability to and impacts upon companies and communities. In particular, the course extends the treatment of mitigation and recovery in the core curriculum and the elective course on human and social vulnerability to critically assess issues at the intersections of environmental science, politics, economics, equity and social justice, and leadership and management. In conjunction with the program’s core curriculum and other electives, this course prepares students to lead changes in companies’ and communities’ responses to climate change and its effects.
c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Student assessments will be based on participation in weekly discussion board seminars and labs based on assigned readings. A term paper will account for 30 percent of the final grade. Term papers will critically assess climate change policies and prospects change in one of ten thematic areas defined associated with climate change vulnerability and intersectional impacts.

5. **Proposed texts and supplementary readings** (including ISBNs):


**Other Resources cited.**
- *Earth's Climate as a Dynamic System* American Meteorological Society (AMS) Education Program. Helpful as a review of the climate science content. Online chapter open access (free).
- *AMS Statement on Climate Change*
- *Heat Days >90°* Interactive NYT
- Carbon Clock website: with just a few clicks, you can compare the estimates for both temperature targets and see how much time is left in each scenario. Shows how much CO2 can be released into the atmosphere to limit global warming to a maximum of 1.5°C and 2°C, respectively. [https://www.mcc-berlin.net/en/research/co2-budget.html](https://www.mcc-berlin.net/en/research/co2-budget.html)
- Yale Program on Climate Change Communication. Browse recent surveys, reports and political analysis. [https://climatecommunication.yale.edu/](https://climatecommunication.yale.edu/)

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

6. **Identify and assess the adequacy of available library resources**
a. Databases

Databases are adequate. The library subscribes to a number of relevant databases.

b. Books, Journals and eJournals

The library subscribes to several journals pertaining to climate change and provides access to print and electronic books on this subject. Current books, journals, and e-book collections are sufficient.

7. Identify recommended additional library resources


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

$240

9. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

GreenFILE, General Science Full Text, Nature, Science Direct, Science in Context. The library has also created a research guide on climate change.

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

Yes ______ X ________ No _______ 

If no, what resources will be needed? With whom have these resource needs been discussed?
11. Proposed instructors:

Paul Bartlett, Environmental Justice Program

Mark Chubb, Security, Fire, and Emergency Management

12. Other resources needed to offer this course:

None.

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

No conflicts in curriculum identified.

14. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
PMT 770 – Climate Change Impacts and Emergency Management
Department of Security, Fire and Emergency Management
John Jay College of Criminal Justice
The City University of New York (CUNY)

Instructors: Mark Chubb (Security, Fire, and Emergency Management) and Paul Bartlett (Science)
Office: 433H
Phone:
Email: mchubb@jjay.cuny.edu; pbartlett@jjay.cuny.edu
Office hours: By appointment (available by Zoom)
Classroom: Online

Textbooks


Additional Readings

Required readings will be supplemented by additional readings from peer reviewed journals and government reports addressing topics not otherwise covered by the assigned texts. Students will be furnished with a reading packet or online links to public domain versions of assigned readings.
Course Description

This course examines the global scientific consensus on anthropogenic climate change and its projected impacts on human settlements. Participants will explore the evidence supporting the scientific consensus and the impacts, positive and negative, on regions and cities. The first part of the course emphasizes the basic principles of climate science, with a goal of making emergency managers able to intelligently consume climatologic data and forecasts.

In the second part of the course, our focus shifts from considering the evidence supporting the conclusion climate change is human induced to examining how it impacts communities and what we can do about it. Responses to climate change occur at two levels: politics and policy. Our study will start with an examination of the politics that have obscured climate change causes, denied or minimized climate change impacts, and kept the status quo in place. Then we will examine how the political debate, disinformation, and denialism influence debate, affect decision making and inhibit action in the policy arena. From there we will examine the forces affecting change at the local, state, national, and international levels with a particular emphasis on listening to the voices of those most impacted by climate change. The course will conclude with an examination of options for future action, specifically those actions that will mitigate climate impacts, encourage climate adaptation, and build community resilience.

Learning Objectives

1. Identify and discuss the evidence supporting the global scientific consensus that human activity is responsible for global climate change and its impacts.
2. Identify and distinguish effective mitigation and adaptation options and strategies.
3. Identify the environmental health co-benefits of greenhouse gas emission mitigation locally, regionally, and globally.
4. Find, extract, analyze and interpret climate data. Be able to display climate variations, averages, and trends locally and regionally and communicate to the lay public.
5. Identify, interpret, and apply authoritative and appropriate climate assessments to the lay public.
6. Compare and assess positive and negative aspects of climate change impacts on humans from technological, geographic, social, economic, and political perspectives.
7. Anticipate and evaluate new developments in climate science as they arise, especially as they relate to new scenarios and projections of climate impacts (e.g. sea level rise, extreme weather intensity and frequency).
8. Formulate policy options for appointed and elected officials in response to climate change impacts through the mitigation, preparedness, response, and recovery phases of emergency management.
Attendance, Lateness, Quizzes, and Classroom Behavior

Submitting Work – All work in this course must be submitted inside the course in Blackboard. I will not accept work via email. All work is expected to be submitted on time. Late work will not be accepted except under extraordinary circumstances and only with my advanced permission.

Announcement and email communication – You need to check the course announcements and your John Jay email on a daily basis. I will periodically post time sensitive announcements and send email messages related to the course.

Course Calendar – For an outline of the course requirements see the course calendar located at the end of the syllabus. This is subject to change. Any changes will be announced in advance.

Questions – I encourage students to contact me by email to ask questions. My contact information is located at the beginning of the syllabus.

Discussion Boards – You are expected to actively engage in intellectually reasoned discussions on topics posted each week. This includes reading all the posts submitted on a discussion board. This is part of your participation grade. Emotion-based arguments are not acceptable for graduate level discussion of the topics related to professional emergency management. While you may disagree with your fellow students, and discuss your disagreement but do not be argumentative or abusive. In other words, be courteous. The ability to state one’s position in a civil manner is an important, professional skill.

Grading

Discussion Boards: Students will be required to actively participate in weekly discussion boards. This requires submitting an original post in response to the stated topic and engaging in an interactive discussion on the topic with other students and the instructor. Class participation in the discussion groups counts heavily towards your course grade (see below). Each discussion board will be open one week for your posts. Your grade for participation is based on the quality of your posts, sufficient participation to indicate participation in a substantive, interactive discussion, and indication that you have read the posts of other students and the instructor. You must do one original post of at least 350 words with citations included and react to at least one other student’s post in a substantive manner.

A list of reflection questions for each discussion board will be posted in advance.

Quizzes. The first portion of the class will have two quizzes, based on the readings and laboratory assignment.

Term Paper: Students will be required to write a term paper on a topic selected form those below. In preparation for writing the paper students will submit a structured topic proposal that must be approved by the instructor. A format for the term paper and term paper proposal will be provided.

Course participants will prepare and submit a term paper on a topic selected from a list of critical themes in climate change policy and practice furnished by the instructor. Each topic will be accompanied by a list of supplemental readings and relevant reflections. The term paper will critically assess

1. The relevance of climate change and its influence on the issue in question.
2. The major political, social, and economic influencers or actors interested in or affected by climate change impacts on the issue.
3. The identification and elaboration of influencers’ or actors’ competing or conflicting perspectives on climate change and policy responses to it.
4. A critical assessment of the arguments in support of and opposition to proposed policies as they relate to established or proposed targets for reducing emissions, reducing vulnerability, and mitigating impacts.
5. A well-reasoned argument in support of or opposition to the enactment of the proposed or modified policy proposal.

**Term Paper Topic List**

- Agriculture and food production
- Coastal communities and small island states
- Community safety, security, and law enforcement
- Indigenous communities
- Infectious diseases and global health and wellness
- Insurance and financial risk management
- National security and peace
- Renewable energy resources
- Transportation
- Women and children (families and future generations)

**Course credit is assigned as follows:**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>30%</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grades**

<table>
<thead>
<tr>
<th>93 and above</th>
<th>A</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0 – 92.9</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87.0 – 89.9</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83.0 – 86.9</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>Grade Range</td>
<td>Grade</td>
<td>GPA</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>80.0 – 82.9</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>76.9 – 79.9</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73.0 – 76.9</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70.0 – 72.9</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>69.9 or below</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The students is responsible for keeping current with assignments and informing the instructor promptly of any issues that may affect course completion. Grades of Incomplete are only available in extenuating circumstances at the instructor’s sole discretion. The student must be in good standing and have completed a substantial majority of work to date to be considered for an INC grade. The grade of INC (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved by the end of the following semester, it will automatically convert to the grade of F. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89) Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

**Course Outline**

This part of the course is organized into fifteen modules. Each module focuses on a topic supported by required readings and student exercises. These exercises serve as the foundation for critical reflection, group discussion, and informed debate among course participants regarding the topics addressed in each module.

The first six modules include online laboratory assignments designed to demonstrate scientific underpinnings of climate science. The next nine modules discuss policy and political dynamics of climate change adaptation and regulation.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1      | Intro to Climate Change | o Schmittner. CliSci Pref. & Ch1 (Read 1-14 & annotate)  
o Dessler S&P Ch1 Sec 1.2 (2nd ed.) (entire chapter optional)  
o Video: New Arctic Reality AMAP | o Lab 1A Climate Science (Q9-14 required)  
o Lab 1B Energy: Dynamic Climate  
o CCS1 Physical Basis of Climate  
 Lab 1A Q1-8 Satellite Remote Sensing (optional module 1) |
| 2      | Climate Observation, Data Analysis & Interpretation | o Schmittner. CliSci Ch1 (annotate pp 5-14)  
o Dessler S&P Ch1 (Read entire chapter)  
o Schmittner Ch 2 Observations (annotate)  
o Hill Ch5 Get the Data and Make Them Usable  
o Video Nature is Speaking Series: Endangered Climate - The Sky - The Ocean | o Lab 2A Empirical Climate Science  
o Lab 2B Climate Variability from the Instrumental Record  
o CCS02 Climate Change & Impacts: Global Warming  
 Lab 1A Q1-8 Satellite Remote Sensing  
 Discussion Board Posts |
| 3      | Climate Variability, Climate Change (Trends) + Extreme Weather | o Psychology of Climate Change Communications Guide. CU.  
Helpful guide to communicating science (browse & annotate)  
o Explaining Extreme Events from a Climate Perspective (BAMS AMS)  
Select one case study for Db  
o °Heat Days >90° Interactive NYT  
o Current Extreme Weather Events (TBA) | o Lab 3A Climate Variability & Change  
o Lab 3B Solar Energy & Earth’s Climate System  
o CCS03 Climate Change Key Findings (NCA4 & IPCC)  
o SASSY Climate View Assessment (Yale)  
Discussion Board (Db): Extreme Weather & Climate Change (summarize key findings of your selected case study, discuss with students) |
| 4      | Energy (Heat/Radiation) & Earth’s Climate as a Dynamic System | o Schmittner OSU Ch. 4 Theory (annotate) [online interactive chapter](http://example.com)  
o Earth’s Climate as a Dynamic System AMS Chapter 1 online  
Continued Dessler S&P Ch 1 Sec 1.2 (2nd ed.) | o Lab 4A Atmospheric C02, Infrared Radiation & Climate Change  
o Lab 4B Water, Heat Storage & Heat Transfer  
o CCS04 Energy & the Climate System  
Quiz 1 Earth’s Climate as a |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 5 | Global Processes: Hydrological, Atmospheric & Oceanic | o MetEd Animation (TBC) | o Lab 5A Global Water Cycle  
o Lab 6A Atmospheric Circulation (Qs 1-6 only, Qs 7-15 optional)  
o Lab 7A Climate Variability & Air/Sea Interactions  
o *CCS06 Climate Trends National Climate Assessment Four (NCA4)  
o Lab 7B Coastal Upwelling & Coastal Climates  
o CCS07 Sea Level Rise  
o CCS09 Climate Change Impacts on Water Resources  
o Lab 8A Volcanos & Climate Variability (Optional)  
o Lab 8B Snow & Ice Albedo Effect in Earth’s Climate System (optional)  
| | | o Schmittner OSU Ch. 6 Processes. (annotate)  
o *NCA4 (read as directed by CCS06)  
o Flood Risk Interactive (CC)  
o Sea Level Rise Interactive (CC)  
o MetEd Animation(TBC)  
o Oceans and Cryosphere in a Changing Climate (SROCC IPCC) (Annotate optional)  
o Video: Snow, Water, Ice and Permafrost (SWIPA) short - long & Greenland Ice Sheet (AMAP) (annotate - optional)  
o Video Arctic Ocean Acidification (AMAP) optional  
o Documentary Blue Gold: Water Wars (first and last 12 minutes, on Perusall Annotation - Optional) | Discussion Board Posts |
| 6 | Drivers of Climate Change, Carbon Cycle, Paleoclimate Evidence, Models & Projections | o Schmittner OSU Ch. 5 Carbon Cycle (read and annotate)  
o Schmittner OSU Ch. 7 Models (browse & annotate)  
o Carbon Clock Interactive  
o Dessler S&P Ch 3 Human-induced climate change. Sections 3.1, 3.2, & 3.3  
o MetEd Interactive (TBC)  
o IPCC SR15 1.5 degrees (browse, optional annotation) | o CCS08 Natural and Anthropogenic Drivers of Climate  
o Lab 10A Climate Change & Radiative Forcing  
o Lab 10B The Ocean in Earth’s Climate System  
o CCS10 Future Projections & Extremes  
o Lab 11B Climate Variability & Short Term Forecasting  
o Lab 9A PETM (Paleocene-Eocene Thermal Maximum) (Optional)  
o Lab 9B Methane Hydrates: Major Implications for Climate (Optional) |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 2 Climate Change (open book) Discussion Board Posts</td>
</tr>
<tr>
<td>Module</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>10</td>
<td>Mitigation: Emission Reduction, Part 2—Methods – Carbon pricing/taxes – Cap and trade – Other mkt-Based-mech’s – Involuntary self-regulation</td>
<td>Mann (2021), Chap. 4-6, pp. 63-146.</td>
<td>Discussion Board Posts</td>
</tr>
<tr>
<td>13</td>
<td>Remedial Actions: – Redress – Reparations</td>
<td>Mann (2021), Chap. 7-9, pp. 147-225.</td>
<td>Discussion Board Posts</td>
</tr>
<tr>
<td>Module</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>--------</td>
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<tr>
<td>15</td>
<td>Conclusion</td>
<td>Dessler &amp; Parson (2019), Chapter 5. PDF provided.</td>
<td>Discussion Board Posts Term Paper Due</td>
</tr>
</tbody>
</table>
The following is the revised curriculum for [program name] leading to the Master of Science Degree.

**Program Name and Degree Awarded:** Emergency Management M.S.
**HEGIS Code:**
**NY State Program Code:**
**Effective term:** Fall 2022

**Date of Program Approval:** 2/1/22
**Date of CGS approval:** 3/8/22

**Rationale for proposed changes:**

Modify the approved electives to add a new course, PMT 770 Climate Change Impacts and Emergency Management.
<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements for the Degree Program:</strong> <strong>strike through what is to be changed.</strong></td>
<td><strong>Requirements for the Degree Program:</strong> <strong>strike through what is to be changed.</strong></td>
</tr>
<tr>
<td><strong>Required Courses (12 credits)</strong></td>
<td><strong>Required Courses (12 credits)</strong></td>
</tr>
<tr>
<td>PMT 711 Introduction to Emergency Management</td>
<td>PMT 711 Introduction to Emergency Management</td>
</tr>
<tr>
<td>PMT 760 Emergency Management: Mitigation and Recovery</td>
<td>PMT 760 Emergency Management: Mitigation and Recovery</td>
</tr>
<tr>
<td>PMT 763 Emergency Management: Preparedness</td>
<td>PMT 763 Emergency Management: Preparedness</td>
</tr>
<tr>
<td>PMT 764 Managing Response to Large-Scale Incidents</td>
<td>PMT 764 Managing Response to Large-Scale Incidents</td>
</tr>
<tr>
<td><strong>Required Management and Analytic Courses (12 credits)</strong></td>
<td><strong>Required Management and Analytic Courses (12 credits)</strong></td>
</tr>
<tr>
<td>PMT 748 Project Management</td>
<td>PMT 748 Project Management</td>
</tr>
<tr>
<td>PAD 705 Organization Theory and Management</td>
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</tr>
<tr>
<td>PAD 744 Capital and Operational Budgeting</td>
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</tr>
<tr>
<td><strong>Electives (choose 4/12 credits)</strong></td>
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</tr>
<tr>
<td>PMT 720 Geographic Information Systems for Public Safety and Emergency Management</td>
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</tr>
<tr>
<td>PMT 761 Technology in Emergency Management</td>
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</tr>
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<td>PMT 762 Business Continuity Planning</td>
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</tr>
<tr>
<td>PMT 725 Seminar in Emergency Management and Response (1-3 credits)</td>
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</tr>
<tr>
<td>PMT 740 Safety and Security in the Built Environment</td>
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</tr>
<tr>
<td>PMT 781 Risk Analysis and Loss Prevention</td>
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</tr>
<tr>
<td>PMT 701 Introduction to Protection Management Systems</td>
<td>PMT 701 Introduction to Protection Management Systems</td>
</tr>
<tr>
<td>PMT 750 Security of Information and Technology</td>
<td>PMT 750 Security of Information and Technology</td>
</tr>
<tr>
<td>PMT 703 Analysis of Building and Fire Codes</td>
<td>PMT 703 Analysis of Building and Fire Codes</td>
</tr>
<tr>
<td>CRJ 744 Terrorism and Politics</td>
<td>CRJ 744 Terrorism and Politics</td>
</tr>
<tr>
<td>CRJ 746 Terrorism and Apocalyptic Violence</td>
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<tr>
<td>PAD 714 Organizational Performance Assessment</td>
<td>PAD 714 Organizational Performance Assessment</td>
</tr>
<tr>
<td>PAD 740 Public Sector Inspection and Oversight</td>
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</tr>
<tr>
<td>SEC 731 Risk, Threat, and Critical Infrastructure</td>
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Students may ask for approval from the Program Director to complete the program through the Thesis Track, which allows eligible students to earn six credits in Electives for completing a Thesis prospectus and Thesis document. This option is available only to students with a GPA of 3.5 or higher.

Comprehensive Examination
All students in the program must pass a Comprehensive Exam that measures knowledge essential to emergency management and is administered by the program. The exam is offered every six months. The Program Director will issue a list of readings and texts at least 30 days before the administration of each exam. Students must complete 24 credits in the program in order to be eligible to complete the exam. Students who fail the exam have two additional opportunities to retake it, in accordance with normal academic calendar.

<table>
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<tr>
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<td>Total credits required:</td>
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Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

___X___ No  _____ Yes

If yes, what consultation has taken place?
PROGRAM IN [Digital Forensics and Cybersecurity]

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Digital Forensics and Cyber-Security leading to the Masters of Science Degree

Program Name and Degree Awarded: Masters of Science in Digital Forensics and Cyber-Security
HEGIS Code: 
NY State Program Code: 
Effective term: Fall 2022

Date of Program Approval: Feb. 12, 2002
Date of CGS approval: March 8, 2022

Rationale for proposed changes: In order to be compliant with the NYSED requirement for a mandatory research course in a Masters of Science program, the capstone in the program is being modified to include two courses, one of which must be a research class (either FCM 798: Faculty Mentored Research in Digital Forensics and Cybersecurity or FCM 791: Forensic Computing Research Practicum. This addition increases the credit requirements for the MS program in D4CS to 36 credits.
### Requirements for the Degree Program:

**strike through what is to be changed.**

**underline the changes.**

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 752/FCM 752, FCM 742, FCM 710, FCM 753, FCM 760</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Electives (Choose 3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>FCM 700, FCM 705/FOS 705, FCM 740, FCM 741, FCM 745, FCM 761</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Criminal Justice Elective (Choose 1)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 708, CRJ 727/FCM 727, CRJ 733, PAD 750, CRJ 751, CRJ 753, CRJ 755/PAD 755</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Graduate Elective (Choose 1)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCM 780, FCM 791, FCM 798</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Capstone Options (Choose 1)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCM 780 Capstone Seminar and Fieldwork (approved internship required)</td>
<td>6</td>
</tr>
<tr>
<td>FCM 791 Forensic Computing Research Practicum (applied research project or thesis required)</td>
<td></td>
</tr>
<tr>
<td>FCM798 Faculty-Mentored Research in Digital Forensics and Cybersecurity (cannot be taken in the same semester as FCM 791)</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total Electives**

Total credits required: **33**

---

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

**Does this change affect any other program?**

___X___ No   ______ Yes

If yes, what consultation has taken place?
Memorandum

Date: March 23, 2022

To: Alena Ryjov
Secretary to the College Council

From: Brian A. Kerr
Vice President for Enrollment Management & Student Affairs

Re: Commencement Awards 2021 - 2022

The Committee on Honors, Prizes and Awards met on Tuesday, March 17 and March 23, 2022 to vote on the Commencement Awards. With quorum present, the committee recommends the following award recipients:

1. Graduate Veteran Award – Agatha Funes

2. Undergraduate Veteran Award – Kevin Torres

3. Graduate Achievement Award (3 Winners nominated) –
   a. Natasha Flowers
   b. Angelica Gomez
   c. Surah Rosenberg

4. Graduate Peer Mentoring Award (2 Winners) –
   a. Tirza Ben Ari
   b. Nodira Pirmukhamedova

5. Graduate Student Service Award – Saaif Alam


7. Howard Mann Humanitarian Award – Oluwaseun Ogunwale

8. Scholarship & Service Award – Hadja Bah

9. Distinguished Service Award (5 Winners) –
   a. Laura Alarcon
   b. Ketchaina Milcent
   c. Romisa Salem
   d. Monae Ollivierre
   e. Sharmin Yousuf