I. Adoption of the Agenda

II. Minutes of the December 14, 2015 College Council (attachment A), Pg. 3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B12) – Interim Associate Provost and Dean of Undergraduate Studies, Dara Byrne

Program Revisions (Slate Vote*)

B1. Proposal to Revise the BS in Fire Science, Pg. 6
B2. Proposal to Revise the Minor in Latin American and Latina/o Studies, Pg. 14
B3. Proposal to Revise the Minor in Sustainability and Environmental Justice, Pg. 21

New Courses (Slate Vote*)

B4. ART 2XX African American Art: A Visual and Cultural History (US Exp), Pg. 24
B5. TOX 4XX Techniques of Analytical Toxicology, Pg. 36
B6. TOX 4YY Analytical & Quantitative Toxicology Laboratory, Pg. 46

Course Revisions (Slate Vote*)

B7. ENG 255 Argument Writing, Pg. 57
B8. LIT 230 Expressions of the Living Past: Reading Ancient Worlds (already CE), Pg. 59
B9. LIT 232 Breaking with Tradition: Reading the Modern World (already I&S), Pg. 61
B10. LIT 236 Literary Perspectives on Culture & Globalization (already WC), Pg. 63
B11. MAT 242 Calculus II, Pg. 64
B12. MAT 243 Calculus III, Pg. 66

*Any College Council member can remove an item from a slate vote for a separate discussion.

IV. Report from the Committee on Graduate Studies (attachments C1-C5) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Programs

C1. New Degree Program: Master of Arts in Human Rights, Pg. 68
C2. New Dual-Degree Program: MS-MPA in Protection Management and Public Administration, Pg. 303
Program Revision

C4. Change in Degree Program: MPA-PPA – revision to the Policy Analysis specialization, Pg. 326

Academic Standard

C5. Proposal to change credit requirements for full-time status for graduate student veterans at John Jay, Pg. 327

V. Report from the Executive Committee of the College Council (attachments D1-D2)

D1. College Council Meeting Practices and Expectations, Pg. 328
D2. Proposed College Council Calendar for 2016-2017, Pg. 331

VI. New Business

VII. Administrative Announcements – Provost Bowers

VIII. Announcements from the Faculty Senate – President Kaplowitz

IX. Announcements from the Student Council – President Kabir
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
MINUTES OF THE COLLEGE COUNCIL
Monday, December 14, 2015

The College Council held its fourth meeting of the 2015-2016 academic year on Monday, December 14, 2015. The meeting was called to order at 2:02 p.m. and the following members were present: Schevaletta Alford, Andrea Balis*, Rosemary Barberet, Warren Benton, Jane Bowers, Seonae Byeon, Lynette Cook-Francis, James DiGiovanna, Sandrine Dikambi, Janice Dunham, Jennifer Dysart, Joel Freiser, Terry Furst, Jay Gates, Jonathan Gray, Amy Green, John Gutierrez, Jay Hamilton, Faika Kabir, Karen Kaplowitz, Maria Kriakova, Anne Lopes, Yue Ma, Roger McDonald, Mickey Melendez, David Munns, Naomi Nwosu, Trushal Pandhi, Robert Pignatello, Kyle Roberts, Kadeem Robinson, David Shapiro, Francis Sheehan, Carmen Solis, Scott Stoddart, Charles Stone, Betty Taylor*, Robert Till, Robert Troy, Janet Winter, Marline Wright and Daniel Yaverbaum.


*Alternates.

I. Adoption of the Agenda

A motion was made to amend the agenda as follows: add additional new members to agenda Item V. The motion was seconded and approved unanimously.

II. Minutes of the November 24, 2015 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B7)

New Courses

A motion was made to adopt new courses marked B1-B4 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked B1-B4:

B1. BIO 4XX (488)   Cell & Molecular Biology Capstone
B2. ECO 2xx (255)   Statistics for Economists
B3. PSC 3xx (300)   Police Management & Administration in the U.S.
B4. SEC 3xx (329)   Security, Risk & Technology
The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to adopt course revisions B5-B7 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B5-B7:

- **B5.** ECO 330  Quantitative Methods for Decision Makers
- **B6.** ENG 218  The Writing Workshop
- **B7.** SSC 325  Research Methods in the Behavioral Sciences

The motion was seconded and approved unanimously.

**IV. Report from the Committee on Graduate Studies (attachments C1-C5)**

**New Course**

A motion was made to adopt new course marked “C1. New Course Proposal: ICJ 706 Transnational Crime.” The motion was seconded and approved unanimously.

**Programs**

A motion was made to adopt program marked “C2. New Degree Program: Master of Arts in Economics.”

In Favor: 40    Oppose: 0    Abstention: 2

The motion was seconded and passed.

A motion was made to adopt program marked “C3. New Advanced Certificate Program: Advanced Certificate in transnational Organized Crime Studies.” The motion was seconded and passed unanimously.

**Academic Standards**

A motion was made to adopt academic standard marked “C4. Proposal to Add an Executive Format to the MA in Criminal Justice.”

In Favor: 41    Oppose: 1    Abstention: 0

The motion was seconded and passed.

A motion was made to adopt academic standard marked “C5. Change in Admissions Requirements: Forensic Science MS Program.” The motion was seconded and passed unanimously.

**V. Approval of the Members of the College Council Committees**

It was moved to amend the membership list as follows:

- Jacob Kleinberg was elected as Alternate College Council At-Large student representative.
• Ed Paulino replaces David Munns as the History department representative on the College Council.
• Janice Dunham replaces David Munns as Vice President of the Faculty Senate. This change should be reflected in the Interim Executive Committee of the College Council, the Budget and Planning Committee, and the Provost Advisory Council.
• Max Bean was nominated by the Faculty Senate to fill the vacancy on the Student Evaluation of the Faculty Committee.

VI. Determination of Need of the December 15, 2015 College Council Meeting

The additional College Council Meeting on December 15, 2015 was cancelled.

The meeting was adjourned at 2:37 p.m.
TO: Kathy Killoran and UCASC  
FROM: Robert Till, Associate Professor (Fire Science)  
RE: Revisions to the Requirements for the Bachelor of Science in Fire Science  
DATE: November 18, 2015

The Department of Security, Fire and Emergency Management seeks to make revisions to the description, total credits and several course requirements for the Bachelor of Science in Fire Science as detailed below. The department’s curriculum committee has approved these changes.

Although students receive an excellent education in Fire Science here at John Jay, they generally require additional training to supplement their preparation when they graduate to move toward employment in the field. This training is not unlike what a police officer would receive at a training academy before deployment to the field. The additional training might be as a building inspector, Level II fire protection system designer, or NFPA Certified Fire Protection Specialist. These credentials are very important in the world of fire protection and are not granted by institutions of higher learning.

**Change to Major Description:**

Current description of the major is:

The Fire Science major prepares students for a fire service or fire protection career by providing an overall understanding of the scope, content and literature of fire science, and developing key skills necessary for effecting fire safety in the public and private sectors. Public sector career opportunities include working directly in federal, state and local fire organizations. Private sector career opportunities include working with architects in building code consulting, fire protection systems design (such as design of sprinkler and alarm systems), and other related areas.

Revised description clarifies and tightens the scope of the major:

The major in Fire Science concentrates on the analysis of fire vulnerabilities to reduce losses of life and property in both the public and private sector. The program prepares students for careers as fire safety specialists, managers, consultants, and entrepreneurs.

**Curriculum Changes:**

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
1. Removal of Chemistry 103 (or CHE 101 + 102) from Part One. Science Requirements
   Students will still take a physics course to satisfy Part One. Part One will be reduced from 9 to 4
   credits.
   The course description for Chemistry 103 is listed below:

   CHE 103 General Chemistry I
   This is a basic course in chemistry dealing with modern atomic and molecular theory. It
   introduces the basic properties and reactions of the elements and the compounds, which will be
   explored in greater detail in General Chemistry II. Laboratory exercises stress principles of
   qualitative and semi-quantitative experimentation. They will foster a better understanding of
   chemical principles and ensure that the necessary skills are developed to work in a scientific
   laboratory safely and effectively. This course is designed for students with a science background
   and for Forensic Science and Fire Science Majors. Regents level high school chemistry is highly
   desired.

   [Note: The content of the paced chemistry courses: CHE 101 General Chemistry I-A and CHE
   102 General Chemistry I-B, is equivalent to CHE 103 above but moves at a slower pace –
   instead of one semester, the students take two semesters]

   With the elimination of the chemistry requirement, students will take one SCI 110 or SCI 112 or SCI
   114 to fulfill the General Education course in the Required Core: Life and Physical Sciences category
   rather than fulfilling it with the chemistry course(s) from the major which is a STEM variant for GE.
   Students can use their physics course in the Flexible Core: Scientific World category.

   Rationale: Although fire science is mentioned in the course description of CHE 103, the course content
   is quite peripheral to the knowledge needed by Fire Science students. The outside evaluators from our
   recent program review noted, “there is a need for Chemistry and Physics courses that are directed at
   …non-Forensic science candidates”. The Department’s self study also identified the elimination of
   chemistry as a need for the next steps in the major. The department will address this issue in the longer
   term by developing a Fire Chemistry course in conjunction with the Science Department. When that
   course is created, it will be required for Fire Science students and they can use it in the required core
   science area.
   We have found that students are waiting until the very end of their senior year to complete these basic
   science requirements and struggle to graduate after successfully completing all other coursework in the
   degree. These courses are not serving the purpose they were intended to in preparing students for the
   higher level coursework. They are succeeding well in the other fire science courses without this
   preparation.

   In addition, we believe that courses such as FIS 205 Fire Service Hydraulics and FIS 257 Fire Dynamics
   offer an adequate analytical and quantitative science background for the degree. Course descriptions for
   these courses are attached below.

2. To strengthen the Fire Science core courses and science content, FIS 205 Fire Service Hydraulics
   will be moved from Part Three Electives to Part Two and be required of all students. We believe
   that this requirement will provide a better exposure to the sciences.
3. FIS 2XX (298) Science Foundations of Emergency Management and Response will be replaced in Part Two of the major by FIS 319 Hazard Identification and Mitigation. It was found that there was significant duplication between these courses. The science foundations course has been offered only experimentally for the past few semesters.

4. As a consequence of these changes, the total credits in the major will decrease from 42 to 37 and the credits will be re-distributed in each part due to the changes detailed above. See attached bulletin outline for details.
Course descriptions:

FIS 205 Fire Service Hydraulics:
A course in hydraulic principles. Applications are related to fire protection systems such as sprinklers, standpipes, hoses, nozzles, pumpers and water supply systems. Demonstrations illustrate and supplement the principles developed in class.

FIS 257 Fire Dynamics
This course provides an introduction to the science of ignition, spread and development of fire. The theories of heat transfer, flame spread, flashover and smoke development are studied. Computer models of fire and smoke development/migration are utilized.

FIS 319 Hazard Identification and Mitigation
This course is a review of two basic concepts in emergency management: hazard identification and hazard mitigation. Students will explore the range of natural hazards such as hurricanes and earthquakes as well as human or unnatural disasters such as terrorist attacks and building collapses. The frequency and severity of hazards are quantified. The course will also include discussions of a variety of mitigation techniques such as hazard abatement and structural hardening as well as risk/benefit analysis.
The major in Fire Science concentrates on the analysis of fire vulnerabilities to reduce losses of life and property in both the public and private sector. The program prepares students for careers as fire safety specialists, managers, consultants, and entrepreneurs. Students should see the major coordinator for advice regarding selection of courses, meeting science requirements, and choice of electives.

The Fire Science major prepares students for a fire service or fire protection career by providing an overall understanding of the scope, content and literature of fire science, and developing key skills necessary for effecting fire safety in the public and private sectors. Public sector career opportunities include working directly in federal, state and local fire organizations. Private sector career opportunities include working with architects in building code consulting, fire protection systems design (such as design of sprinkler and alarm systems), and other related areas.

Credits required: 37-42

Coordinator. Professor Glenn Corbett, Department of Security, Fire and Emergency Management (212.237.8092, gcorbett@jjay.cuny.edu). Professor Robert Till, Department of Security, Fire and Emergency Management (212.484.1379, rtill@jjay.cuny.edu). Students should see the major coordinator for advice regarding selection of courses, meeting science requirements, and choice of electives.

Prerequisites. If students choose to take PHY 203, MAT 241 Calculus I is a prerequisite for and MAT 242 is a prerequisite or co–requisite for PHY 203. These courses can be used to fulfill the Required Core: Mathematics and Quantitative Reasoning area of the College’s general education requirements.

The prerequisite for CHE 103 is placement into MAT 141 or higher; or placement into MAT 105 and a score of 80% or higher in the New York State Chemistry Regents. Placement is determined by the CUNY Assessment Test in Mathematics. Students who did not take the New York State Chemistry Regents will need the permission of the Department of Sciences.

Additional information. This major requires completion of CHE 103 or CHE 101 and CHE 102, and one semester of physics (PHY 101 or PHY 203). This course fulfills the general education requirement in the Flexible Core: Scientific World category.

PART ONE. SCIENCE REQUIREMENTS

Required
CHE 101–102 General Chemistry I-A and I-B or CHE 103 General Chemistry I
PHY 101 College Physics I or PHY 203 General Physics I

PART TWO. CORE REQUIREMENTS

Required
FIS 101 Introduction to Fire Science
FIS 205 Fire Service Hydraulics
FIS 210 Fire Safety Administration  
FIS 230 Building Construction and Life Safety Systems I  
FIS 257 Fire Dynamics  
FIS 2XX (298) Science Foundations of Emergency Management and Response  
**FIS 319 Hazard Identification and Mitigation**  
FIS 330 Building Construction and Life Safety Systems II  
FIS 401 Seminar in Fire Protection Problems

**PART THREE. ELECTIVES**  
(Credit: 42)

(Select four **three**)

FIS 106 Safety Engineering  
FIS 202 Fire Protection Systems  
**FIS 205 Fire Service Hydraulics**  
FIS 207 Water-Based Fire Suppression Systems  
FIS 303 Fire Investigation

Total Credits: **42 37**
NEW BULLETIN INFO FOR 2016-17:

Fire Science
Bachelor of Science

The major in Fire Science concentrates on the analysis of fire vulnerabilities to reduce losses of life and property in both the public and private sector. The program prepares students for careers as fire safety specialists, managers, consultants, and entrepreneurs. Students should see the major coordinator for advice regarding selection of courses, meeting science requirements, and choice of electives.

Credits required. 37

Coordinator. Professor Robert Till, Department of Security, Fire and Emergency Management (212.484.1379, rtill@jjay.cuny.edu). Students should see the major coordinator for advice regarding selection of courses, meeting science requirements, and choice of electives.

Prerequisites. If students choose to take PHY 203, MAT 241 Calculus I is a prerequisite and MAT 242 Calculus II is a pre or co–requisite for PHY 203. These courses can be used to fulfill the Required Core: Mathematics and Quantitative Reasoning area of the College’s general education requirements.

Additional information. This major requires completion of one semester of physics (PHY 101 or PHY 203). This course fulfills the general education requirement in the Flexible Core: Scientific World category.

PART ONE. SCIENCE REQUIREMENT
Credits : 4

Required

PHY 101 College Physics I or PHY 203 General Physics I

PART TWO. CORE REQUIREMENTS
Credits : 24

Required

FIS 101 Introduction to Fire Science
FIS 205 Fire Service Hydraulics
FIS 210 Fire Safety Administration
FIS 230 Building Construction and Life Safety Systems I
FIS 257 Fire Dynamics
FIS 319 Hazard Identification and Mitigation
FIS 330 Building Construction and Life Safety Systems II
FIS 401 Seminar in Fire Protection Problems

PART THREE. ELECTIVES
Credits: 9

Select three

FIS 106 Safety Engineering
FIS 202 Fire Protection Systems
FIS 207 Water-Based Fire Suppression Systems
FIS/ MAT/ PSC 220 Survey of the Concepts of Operations Research
FIS 303 Fire Investigation

Total Credits. 37
November 16, 2015

To: Undergraduate Curriculum and Standards Committee

From: Lisandro Pérez, Chair, Latin American and Latina/o Studies Department

Proposed Revisions to the Minor and Honors Minor in Latin American and Latina/o Studies

The LLS Department is proposing the following changes to the existing LLS Minor and Honors Minor. The changes are necessary in order to align the LLS Minor and Honors Minor with the requirements of the recently established B.A. in Latin American and Latina/o Studies and the changes that have been made to our course offerings with the new B.A. and General Education structure.

1. Changes in the description of the Minor:

   - Existing description: The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor that includes courses in the areas of history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Rican/Latinas/os in the United States, and of Latin Americans in the Caribbean and Latin America.

   - Proposed description: The Department of Latin American and Latina/o Studies offers a minor that engages students in the study of Latin America and the study of persons of Latin American descent (Latina/os) in the United States. The minor exposes students to the political, historical, socioeconomic, and cultural possibilities and obstacles for achieving social justice and equity; cross-cultural and intercultural understanding; respect for human integrity and dignity; and awareness of political and human rights.

2. Changes in Part One: Required Courses

   - Existing required courses:
     - LLS 215 Socio-Political Developments in Contemporary Puerto Rico
     - LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America

   - Proposed required courses:
     - LLS 124 Latina/os in the United States
     - LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America

3. Changes in Part Two Distribution Requirements

   - Existing Category A label: Latin America/Caribbean

   - Proposed Category A label: Latin America

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
• Rationale: the Department does not teach courses on the Francophone or Anglophone Caribbean. “Latin America” precisely describes what we teach.

4. **Recently developed courses to be added to the existing list of courses in Category A:**

   • LLS 130 Introduction to the History of Latin America
   • LLS 215 Socio-Political Developments in Contemporary Puerto Rico (moving from Part One above to Part Two, Cat. A)
   • LLS 223 Revolution and Social Change in Latin American Literature and the Arts
   • LLS 227 Indigenous Latin America

5. **Courses to be deleted from the existing list of courses in Category B:**

   • LLS 201 Latina/os in the Correctional System

6. **Typographical correction to existing list of courses in Category A:**

   • LLS 230/AFR 230 should read: LLS 232/AFR 232 (this is fixing a course number error)

Approved by the LLS Curriculum Committee on October 26, 2015

Approved:

**Lisandro Pérez**

Chair
Latin American and Latina/o Studies Minor

Revised Description:
The Department of Latin American and Latina/o Studies offers a minor that engages students in the study of Latin America and the study of persons of Latin American descent (Latina/os) in the United States. The minor exposes students to the political, historical, socioeconomic, and cultural possibilities and obstacles for achieving social justice and equity; cross-cultural and intercultural understanding; respect for human integrity and dignity; and awareness of political and human rights.

Current Description:
The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor that includes courses in the areas of history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Ricans/Latinas/os in the United States and of Latin Americans in the Caribbean and Latin America.

Minor coordinator. Professor Jose Luis Morin, Department of Latin American and Latina/o Studies (212.393.6481, jmorin@jjay.cuny.edu)

Additional information. Students who enrolled in this minor in September 2016 or thereafter must complete the minor in the form presented here. Students who enrolled in this minor prior to that date may choose either the form shown here or the earlier version. A copy of the earlier version may be obtained in the 2015-16 Undergraduate Bulletin, available at http://johnjay.cuny.edu/bulletins.

Requirements. Students must complete 18 credits (six courses) of which 6 are required and 12 are elective. A maximum of two courses can overlap with a student's major, other minor or program.

### PART ONE. REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLS 215</td>
<td>Socio-Political Developments in Contemporary Puerto Rico</td>
<td>3</td>
</tr>
<tr>
<td>LLS 124</td>
<td>Latina/os in the U.S. (moved from Part Two)</td>
<td>3</td>
</tr>
<tr>
<td>LLS 242</td>
<td>POL 242/HIS 242 U.S. Foreign Policy in Latin America</td>
<td>3</td>
</tr>
</tbody>
</table>

### PART TWO. DISTRIBUTION REQUIREMENTS

Select two in each category

#### Category A: Latin America/Caribbean

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLS 101</td>
<td>Poetry and Drama from the Mid-19th Century to Date</td>
</tr>
<tr>
<td>LLS 102</td>
<td>Puerto Rican Narrative from the 1940s to the Present</td>
</tr>
<tr>
<td>LLS 104/HIS 104</td>
<td>History of Puerto Rico</td>
</tr>
<tr>
<td>LLS 110/MUS 110</td>
<td>Popular Musics of the Caribbean</td>
</tr>
<tr>
<td>LLS 130</td>
<td>Introduction to Latin American History</td>
</tr>
<tr>
<td>LLS 145</td>
<td>Puerto Rican Culture and Folklore</td>
</tr>
<tr>
<td>LLS 166/AFR 166/HIS 166</td>
<td>History of the Caribbean Islands</td>
</tr>
<tr>
<td>LLS 215</td>
<td>Socio-Political Developments in Contemporary Puerto Rico (moved from Part One)</td>
</tr>
</tbody>
</table>
LLS 223 Revolution and Social Change in Latin American Literature and the Arts
LLS 220 Human Rights and the Law in Latin America
LLS 227 Indigenous Latin America
LLS 230/AFR 232 Comparative Perspectives on Crime in the Caribbean
LLS 245 Dominican Society and Identity
LLS 250 Drugs, Crime and Law in Latin America
LLS 255 The Latin American Woman in Global Society
LLS 260/HIS 260 History of Contemporary Cuba
LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America
LLS 263/AFR 263/HIS 263 Blacks in Latin America
LLS 265/HIS 265 Class, Race and Family in Latin American History
LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States
LLS 280 Selected Topics in Latin American and Latina/o Studies (when topic is appropriate)
LLS 343 Race and Citizenship in the Americas
LLS 356 Terror and Transitional Justice in Latin America

Category B: Latinas/os in the United States

LIT 265 Foundations of U.S. Latino/a Literature
LIT 357 Violence of Language: U.S. Latino/a Street Literature
LIT 383 Gender and Sexuality in U.S. Latino/a Literature
LLS 100 Latina/os and Justice in New York: Freshman Year Seminar
LLS 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama
LLS 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel
LLS 201 Latinas/os in the Correctional System
LLS 217/DRA 217/SPA 217 Theater of the Americas since 1960
LLS 241 Latina/os and the City
LLS 247 Growing Up Latina/Latino
LLS 280 Selected Topics in Latin American and Latina/o Studies (when topic is appropriate)
LLS 321 Puerto Rican Latina/o Community Fieldwork
LLS 322 Latino/a Struggles for Civil Rights and Social Justice
LLS 325 The Latina/o Experience of Criminal Justice
LLS 341 Immigrant Rights in the Americas
LLS 362 Entangled Tongues: Bilingualism in U.S. Latina/o Literature and the Law
LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law
LLS 364 Ethical Strains in U.S. Latino/a Literature

Total: 18 credits

Latin American and Latina/o Studies Honors Minor

The honors minor in Latin American and Latina/o Studies seeks to encourage and assist students to excel in all their courses by providing research and writing skills workshops, as well as workshops about graduate and law school studies. Coursework is centered on Latin America and the Caribbean, Latinas/os in the United States, as well as race and ethnicity generally in the United States.

Minor coordinator. Professor Lisandro Perez, Department of Latin American and Latina/o Studies, (212.237.8708, loperez@jjay.cuny.edu)
Requirements.

- Completion of the coursework for a Minor in Latin American and Latina/o Studies with a minimum of 18 credits with a GPA of at least 3.3 (B+) or higher in the Latin American and Latina/o Studies courses.
- Participation in and completion of at least one of the research and writing skills workshops offered by the Department of Latin American and Latina/o Studies.
- Participation in and completion of at least one graduate/law school career development workshop.
- Completion of an honors thesis written under the supervision of a member of the department faculty. The thesis must be a minimum of 10 pages, using APA citation form, and of B+ quality or better.
- A maximum of two courses can overlap with a student's major, other minor or program.

Total: 18 Credits
Current UG Bulletin Info, 2014-15

Latin American and Latina/o Studies Minor

The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor that includes courses in the areas of history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Ricans/Latinas/os in the United States and of Latin Americans in the Caribbean and Latin America.

**Minor coordinator.** Professor Jose Luis Morin, Department of Latin American and Latina/o Studies  
(212.393.6481, jmorin@jjay.cuny.edu)

**Requirements.** Students must complete 18 credits (six courses) of which 6 are required and 12 are elective. A maximum of two courses can overlap with a student's major, other minor or program.

### PART ONE. REQUIRED COURSES  
Subtotal: 6 credits

- LLS 215 Socio-Political Developments in Contemporary Puerto Rico
- LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America

### PART TWO. DISTRIBUTION REQUIREMENTS  
Subtotal: 12 credits

*Select two in each category*

**Category A: Latin America/Caribbean**

- LLS 101 Poetry and Drama from the Mid-19th Century to Date
- LLS 102 Puerto Rican Narrative from the 1940s to the Present
- LLS 104/HIS 104 History of Puerto Rico
- LLS 110/MUS 110 Popular Musics of the Caribbean
- LLS 145 Puerto Rican Culture and Folklore
- LLS 166/AFR 166/HIS 166 History of the Caribbean Islands
- LLS 220 Human Rights and the Law in Latin America
- LLS 230/AFR 230 Comparative Perspectives on Crime in the Caribbean
- LLS 245 Dominican Society and Identity
- LLS 250 Drugs, Crime and Law in Latin America
- LLS 255 The Latin American Woman in Global Society
- LLS 260/HIS 260 History of Contemporary Cuba
- LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America
- LLS 263/AFR 263/HIS 263 Blacks in Latin America
- LLS 265/HIS 265 Class, Race and Family in Latin American History
- LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States
- LLS 280 Selected Topics in Latin American and Latina/o Studies (when topic is appropriate)
- LLS 343 Race and Citizenship in the Americas
- LLS 356 Terror and Transitional Justice in Latin America
**Category B: Latinas/os in the United States**

LIT 265 Foundations of U.S. Latino/a Literature  
LIT 357 Violence of Language: U.S. Latino/a Street Literature  
LIT 383 Gender and Sexuality in U.S. Latino/a Literature  
LLS 100 Latina/os and Justice in New York: Freshman Year Seminar  
LLS 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama  
LLS 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel  
LLS 201 Latinas/os in the Correctional System  
LLS 217/DRA 217/SPA 217 Theater of the Americas since 1960  
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**Total: 18 credits**

**Latin American and Latina/o Studies Honors Minor**

The honors minor in Latin American and Latina/o Studies seeks to encourage and assist students to excel in all their courses by providing research and writing skills workshops, as well as workshops about graduate and law school studies. Coursework is centered on Latin America and the Caribbean, Latinas/os in the United States, as well as race and ethnicity generally in the United States.

**Minor coordinator.** Professor Lisandro Perez, Department of Latin American and Latina/o Studies, (212.237.8708, loperez@jjay.cuny.edu)

**Requirements.**

- Completion of a minimum of 18 credits with a GPA of at least 3.3 (B+) in the Latin American and Latina/o Studies courses.
- Participation in and completion of at least one of the research and writing skills workshops offered by the Department of Latin American and Latina/o Studies.
- Participation in and completion of at least one graduate/law school career development workshop.
- Completion of an honors thesis written under the supervision of a member of the department faculty. The thesis must be a minimum of 10 pages, using APA citation form, and of B+ quality or better.
- A maximum of two courses can overlap with a student's major, other minor or program.

**Total: 18 Credits**
Re: adding AFR 227 to the list of electives for the Sustainability and Environmental Justice minor

Dear Members of UCASC:

The Sustainability and Environmental Justice Program would like to add AFR 227, Community-Based Approaches to Justice to the list of electives for its minor. The course was approved for inclusion when the minor was originally proposed in 2013, but, due to an oversight, it was not included on the list of electives on the final version of the minor proposal UCASC approved. The SEJ program would now like to rectify that oversight.

Rationale for inclusion: The concrete work on the community level, particularly in communities of color, is central to efforts to bring about environmental justice. For that reason, understanding the ways in which such community efforts contribute to the creation of a more just society is of great importance to the students in the SEJ minor, making AFR 227 an important addition to our curriculum.

With many thanks for your consideration,

Alexander Schlutz (program coordinator)
Sustainability and Environmental Justice Minor

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

**Learning Outcomes.** Students will:

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

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

**Minor coordinator.** Professor Alexander Schlutz, Department of English (212.237.8597, aschlutz@jjay.cuny.edu)

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

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>Subtotal: 6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUS 200: Introduction to Sustainability Studies</td>
<td></td>
</tr>
<tr>
<td>SUS 300: Environmental Justice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. ELECTIVES</th>
<th>Subtotal: 12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select four</td>
<td></td>
</tr>
</tbody>
</table>

**AFR 227 Introduction to Community-based Approaches to Justice**

AFR 317 Environmental Racism  
ECO 260 Environmental Economics, Regulation and Policy  
ECO 333 Sustainability: Preserving the Earth as Human Habitat  
ISP 110 When Nature Roars: Global Catastrophe and Human Responsibility  
LIT 366 Writing Nature: Literature and Ecology  
PHI 214 Environmental Ethics  
SCI 112 Principles of Environmental Science  
SCI 222 Ecology of the Five Boroughs  
SOC 252 Environmental Sociology  
SOC 364 Food Justice  
SUS 240 Environmental Crime  
SUS 280 Selected Topics in Sustainability and Environmental Justice  

**Total credits: 18**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 17 Oct 2015

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 Art & Music

   b. Name and contact information of proposer(s) Lisa Farrington

      Email address(es) lfarrington@jjay.cuny.edu
      Phone number(s) 212-237-8329/49, mobile: 917-951-2914

2. a. Title of the course African American Art: A Visual and Cultural History

   b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule) African American Art

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

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

This course will build on the visual analysis skills learned by students in a required pre-requisite course, in order to engage in a more focused study of African American art history and visual culture. While lower level art courses require a textbook only, this course will require readings of scholarly essays and draw on artists' biographies, which present more in-depth study of the topic and draw on a wider range of visual analysis methodologies. Students will be presented with formal, iconographic (including racial iconography), sociopolitical, biographical, historical, and revisionist approaches to the subject matter. Course assignments will require students to improve upon and add to those skills learned at the 100-level, in particular research, writing, debating, and oral presentation skills. In the completion of their course work, students will choose specific topics of research with the approval and supervision of the instructor.

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

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.)

Approved by UCASC, Dec 18, to College Council, Feb 11, 2015
As the Department of Art & Music moves toward the submission of an art major, we are developing a curricular program that includes advanced coursework. The proposed course will aid in this initiative by providing students, both majors and non-majors, with the opportunity to study in-depth art created by African-Americans, a significant area of art historical study. At present, the college offers only one course in the subject on women artists exclusively which, while valuable, focuses on feminist revisionism and does not provide for the scope of methodological approaches and art historical discourse offered in this course.

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

This course examines African American artists and art since colonialism, as a means to gain insight into the American experience. Key to content is the means artists used to create art despite socioeconomic oppression. Methods of art analysis include biography (analyzing art using facts from the artist’s life), contextual analysis (considering socio-politics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Among the styles and periods covered are slave crafts, Harlem Renaissance art, Social Realism, the Black Arts Movement, Post Black Art, Afrofuturism as well as photography and architecture.

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 and an art course or permission of the instructor.

6. **Number of**:
   a. Class hours  **3**
   b. Lab hours  **0**
   c. Credits  **3**

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

   _X_ No  ____ Yes. If yes, then please provide:

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

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?
STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE:
i. Gather, interpret, and assess various aspects of African American art from a variety of sources and points of view. These goals are achieved through reading, writing and research assignments, and in-class PowerPoint image analyses.

ii. Evaluate evidence (the works of art) and arguments (primary and secondary source readings concerning artistic choices, racial obstacles to success, intra-racial bickering over black subject matter, whether or not race should be an issue at all in art-making) critically or analytically.

iii. Produce well-reasoned written or oral arguments using evidence to support conclusions in oral presentations, research projects and in-class responses to assigned discussion topics.

STUDENT LEARNING OBJECTIVES—U.S. Experience in Diversity

iv. Identify and apply the fundamental concepts and methods of visual analysis, from formal and iconographic analysis to historical, semiotic, and contextual, to explore the U.S. experience in its diversity. This goal is achieved through readings, lectures and image analysis assignments.

v. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. Students will choose topics from key periods in African American art history to research and present, including but not limited to the ages of slavery and craft art, Post-Reconstruction and Jim Crow imagery, the Harlem Renaissance and portrayals of the “New Negro”, the Depression and WPA art valorizing the working man, Abstraction, Civil Rights and the Black Arts Movement, alleged “Post-Black” art that expresses race as a fluid rather than fixed concept.

vi. Evaluate how indigenous populations, slavery, or immigration shaped the development of the United States. The course begins with an in-depth examination of the history and relationship of slave crafts (textile design, quilting, building, pottery, instrument and furniture design) and slave labor on the evolution of American crafts industries; and the infusion of African-derived design and leitmotifs into the fabric of American culture as a result of slavery.

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)

Art Minor. Please note that the course is intended to also be a crucial part of a planned Art major, which the department is currently developing.

10a. 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:
10b. Please explain why this course should be part of the selected area.

Please see the list of Flexible Core learning goals and their relationships to the course content above in item 8.

10c. If yes, frequency and number of sections to be offered for General Education:

Spring semester One section

11. How will you assess student learning?

Students will be assessed on a research project (20%), oral presentation (20%), 4 monthly assignments (20%), and class participation, including their ability to respond to questions on weekly readings (20%)

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 _____ Ellen Belcher_____
- 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) 
  - LexisNexis Universe
  - Criminal Justice Abstracts
  - PsycINFO
  - Sociological Abstracts
  - JSTOR X
  - SCOPUS
  - Other (please name) ________________________________
13. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

14. Date of **Department curriculum committee** approval _____ Oct 2015________

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

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

19. Approvals:

  _Prof. Roberto Visani_

Chair, Art and Music Department
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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice of the City University of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Art 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>African American Art: A Visual &amp; Cultural History</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Art History</td>
</tr>
<tr>
<td>Subject Area</td>
<td>U.S. Experience in Diversity</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3.0</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101; and any Art course or permission of the instructor</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one: In-person, Hybrid, Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following: Freshman Seminar, Honors College, Quantitative Reasoning, Writing Intensive, Other (specify):</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course examines African American artists and art since colonialism, as a means to gain insight into the American experience. Key to content is the means artists used to create art despite socioeconomic oppression. Methods of art analysis include biography (analyzing art using facts from the artist’s life), contextual analysis (considering socio-politics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Among the styles and periods covered are slave crafts, Harlem Renaissance art, Social Realism, the Black Arts Movement, Post Black Art, Afrofuturism as well as photography and architecture.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>XX US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

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.
Students will demonstrate the ability to gather, interpret, and assess information by creating an annotated bibliography of scholarly books and articles relating to an African American artist or theme. Students will research scholarly books and articles using university web and library resources, as detailed in the annotated bibliography assignment in the syllabus. Students will be required to analyze this data and summarize and critique it, presenting it to the class in an oral presentation at the close of the semester, also detailed in the syllabus.

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

Students will demonstrate the ability to evaluate evidence and arguments critically by writing monthly art critiques and analyses, and in focused weekly discussions and debates on relevant topics, as detailed in the syllabus. They will also formulate arguments connecting art works to African-American art history and culture in their required end-semester oral presentation.

- Evaluate evidence and arguments critically or analytically.

Students will demonstrate the ability to produce well-reasoned and defended arguments in their research-based oral presentations and in the written and oral arguments in their weekly debates and discussions, and in monthly written critical and theoretical assignments.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

Students will demonstrate the ability to identify and apply the fundamental concepts and methods of art history in the context of the creative and sociopolitical history of African American art and visual culture. They will do so in response to questions posed during in-class debates and discussions and in written assignments that require students to specifically address formal and iconographic methodologies used in the field. Methods that students will learn include biography (analyzing art using facts from the artist’s life), contextual analysis (considering sociopolitics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Students will also examine, through visual art and culture produced by, and about, African-Americans over the past four centuries how issues of race have shaped the lives of people of color, their careers, and U.S. perceptions of blacks.

- 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.

Students will demonstrate their ability to analyze and explain major themes in the history of African Americans through their Annotated Bibliography and Oral Presentations. Themes include, but are not limited to 1) The Effects of Slavery on Art Production; 2) The Effects of Racism on the Advancement of Black Artists; 3) White Patronage of Black Art During the Harlem Renaissance; 4) Expatriates and the Exodus of Black Artists During the Jim Crow Era; 5) The Black Arts Movement of the 1970s; 6) Black Feminist Art; 7) Miscegenation and the Mixed Race Artist of Antebellum Age; 8) The Black Portrait in the Federalist Era; 9) The WPA of the 1930s and Advantages for Black Artists; 10) as well as so-called “Post-Black” Art & Identity in the 21st Century.

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

Readings, image analyses, and class discussions and Quiz (week 2/3) will require students to study and demonstrate their knowledge of the specific hardships of slavery in the U.S. and the persistence of creative expression during this period. Specifically, the topic is “ART & DESIGN IN THE ERA OF SLAVERY” addressed in Chapter. 2 of the textbook (African American Art). An additional relevant reading will be: Haliburton, R. Jr. “Free Black Owners of Slaves: A Reappraisal of the Woodson Thesis,” The South Carolina Historical Magazine, 76, no. 3 (July 1975): 129-142. This essay examines black slave owners and will be followed by a class discussion of why wealthy African Americans

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
owned slaves, and a debate on whether or not this practice was ethical.

| • 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. |
COURSE DESCRIPTION: This course examines African American artists and art since colonialism, as a means to gain insight into the American experience. Key to content is the means artists used to create art despite socioeconomic oppression. Methods of art analysis include biography (analyzing art using facts from the artist’s life), contextual analysis (considering socio-politics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Among the styles and periods covered are slave crafts, Harlem Renaissance art, Social Realism, the Black Arts Movement, Post Black Art, Afrofuturism as well as photography and architecture. 

PREREQUISITE: English 101; and any Art course or permission of instructor

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

STUDENT LEARNING OBJECTIVES—U.S. Experience in Diversity
4. Identify and apply the fundamental concepts and methods exploring the U.S. experience in its diversity.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration shaped the development of the United States.

REQUIREMENTS—ASSESSMENT TOOLS—GRADE PERCENTAGES:
1. Attendance: Maximum of 4 absences permitted for emergencies. No other absences are permitted. (Goals 1-6)
   
   IMPORTANT: One full semester grade drop for each absence over 4
   IMPORTANT: Absence for oral presentation will result in failing grade. Make-ups are granted in EXTREME, DOCUMENTED cases only and must be verified by the Office of Student Services. Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (John Jay College Undergraduate Bulletin, p. 43).

2. In-Class Questions/Participation: 20% of Grade.
   During the semester, students must voluntarily, or at the request of the instructor, correctly answer 5 questions based on weekly readings and class discussions. (Goals 1 through 6 above)

3. Annotated Bibliographic Research on chosen topic in consultation with instructor: 20% of grade

4. Monthly Assignments as indicated in syllabus: 4 assignments of 10% each: 40% of grade
5. **Oral Presentation of Research**: 10-15 minutes with accompanying PowerPoint presentation: **20% of grade**

**GRADES**: Your grade is based on the assessment tools above. Grades are defined as follows.  
A Indicates EXCELLENCE in all aspects;  
B is considered GOOD, above average;  
C is considered FAIR, satisfactory, average;  
D is considered POOR, below average;  
F is FAILING, unacceptable work.  
**INC**: granted in extreme, documented cases only. All materials must be submitted within 30 days of the end of the semester.  
**EXTRA CREDIT**: There is no obligation for your instructor to offer extra credit.

**Academic Integrity & Plagiarism**: See John Jay College Undergraduate Bulletin, p. 36.  
**Americans with Disabilities (ADA) Act Policy**: Students with disabilities must receive written verification of eligibility from the OAS which is located at L66 in the new building (212-237-8031).

**REQUIRED TEXT** can be borrowed from Library; rented from Barnes & Noble or Amazon; or purchased wholesale with author’s discount code:  

**Other Resources**: Oxford University Press companion website, including extensive scholarly bibliography, links to artist’s websites, e-videography, links to museum collections.

**Additional Readings**: accessible through Library Electronic Resources or free online sites, as indicated.

**OUTLINE**:  
1. **INTRODUCTION** and THE ART OF PERCEPTION: **Read** *African American Art* ch. 1  
   http://www.smithsonianmag.com/arts-culture/Teaching-Cops-to-See.html?c=y&page=1  
   **Class Discussions**:  
   a) Choose a work of art by an African-American artist who has a documented biography or autobiography (from the online bibliography). How might elements of the biography enhance an understanding of the artwork?  
   b) Debate: Should racial identity be integral to the study of African-American art? Why and why not?

2. **ART & DESIGN IN THE ERA OF SLAVERY**: **Read**: *African American Art*, ch. 2  
   **Monthly Assignment**: Choose a discussion in this chapter of a specific work of art or architecture and identify those portions of the discussion that are formalist in their method of analysis. Do the same for contextual analysis and racial iconography.  
   **Class Discussion/Debate**: Discuss the reasons why wealthy African Americans owned slaves, and debate whether or not this practice was ethical.
3 FEDERAL PERIOD ARCHITECTURE & DESIGN: Read: African American Art, ch. 3
Read and Review: Destrehan Plantation website: <destrehanplantation.org>
Includes history of the Destrehan family, details on the renovation of the manor, exhibition
descriptions including the manor, gardens and outbuildings.
Class Discussions:
a) How did the American Revolution affect the production of decorative art and design in the
United States?
b) Discuss the history of the Edgefield, NC pottery industry and the role African Americans
played in it.

4-5 19TH CENTURY NEOCLASSICISM & ROMANTICISM: Read: African American Art, chs. 4-5
Class Discussion: Why was Edmonia Lewis able to succeed as a professional artist when so many
African Americans could not? Contextual discussion will include finances, mentorship, the
political milieu, and the artist’s social status and personality.
Monthly Assignment: Using at least 3 of the methodologies learned in class, compare both the
painted and photographic portraits of John Brown illustrated in chapter 5 by Bowser and
Washington. Discuss whether and why (or why not) the photograph is as expressive as the
painting and deserving of “high art” status.

6-7 THE HARLEM RENAISSANCE & the WPA YEARS: Read: African American Art, chs. 6-7:
Class Discussions:
a) What was the Great Migration and what circumstance prompted it? How did it impact on the
creation of African-American art?
b) What political circumstances motivated the 1930s interest in Social Realist motifs in art?

8-9 MODERN, VERNACULAR & SURREALIST ART: Read: Creating Their Own Image, chs. 8-9
Class Discussions:
a) What field of medicine and which medical theorist most influenced the Surrealist Movement?
Research and discuss this influence.
b) Discuss why self-taught artists are often segregated from mainstream art. Why does this
segregation persist?
Monthly Assignment: Create a Surrealist drawing or poem using automatism. Discuss its sources
and interpret its meaning.

10 POP, OP & AGITPROP: THE BLACK ARTS MOVEMENT: Read: African American Art, ch. 10
Read and Review:
a) Spiral Website: <studiomuseum.org/exhibition/spiral-perspectives-african-american-art-
collective>
Studio Museum web page for the 2011 exhibition “Spiral: Perspectives on an African-American
Art Collective.” Includes 13 image slide show and two 2 min. audio curatorial statements by
Emma Hanna
b) Wall of Respect mural website: <blockmuseum.northwestern.edu/wallofrespect/main.htm>
Mary and Leigh Block Museum of Art of Northwestern University website dedicated to the Wall
of Respect. It includes interpretive essays, artist interviews, teaching tools, bibliography,
relevant web links, and an interactive program of full and detailed digital images of mural.
Class Discussion/Debate: Discuss and debate the validity of artist Raymond Saunders’s
statement:
“Some angry artists are using their art as political tools, instead of vehicles of free expression. An artist who is always harping upon resistance, discrimination, opposition, besides being a drag, eventually plays right into the hands of the politicians he claims to despise—and is held there, unwittingly (and witlessly) reviving slavery in another form. For the artist, this is aesthetic atrophy.”

11 POSTMODERNISM: Read African American Art, ch. 12
Review: Performance Art website: <aapaa.org/> African American Performance Art Archive provides documentation of historically significant performances by African American artists available on-line to artists, scholars, and students in the spirit of intellectual exchange.
Monthly Assignment: Research project topic and bibliography due. Topics should be chosen from list of artists and topics provided at the end of each chapter, but not discussed in class. Bibliography of no less than 4 sources should be gleaned from on-line or end-text bibliographies. Each source must relate specifically to your topic and be no less than 5 pages in length. MLA or Chicago Style preferred.

12 NEO-EXPRESSIONISM & BLACK CARICATURE: Read African American Art, ch. 13
Key Assignment Due: Annotated Bibliography:
1. Restate your topic title and provide a brief description
2. Type a properly formatted bibliographic entry for each source:
   a) For books: author, title, city, publisher and date (& page #s if book is a survey).
   b) For articles: author, title, journal name, volume/number, month/year, and page #s.
3. Follow each entry with an annotation (summary) IN YOUR OWN WORDS (no less than 1500 words total). Plagiarists will fail and be reported to the Student Disciplinary Committee.
   b) Your summaries must be TYPED, double spaced, and proofread.
   c) You must submit copies of ALL ARTICLES & BOOK EXCERPTS with your bibliography.
Class Debate: on the use of racial stereotypes by black Neo-Expressionist artists. Winning team will receive extra credit.

13 POST-BLACK & AFROFUTURIST ART: Read African American Art, ch. 14
Class Discussions:
   a) Many critics reject the idea that a Post-Black era has arrived in the United States. Forming debate teams—for and against—debate whether or not Post-Black culture exists.
   b) Discuss the origins and evolution of Afrofuturist art in other genres besides the visual arts, specifically music or literature.

14-15 Student Presentations & Final Research Project Due
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: __November 15, 2015________

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

1. a. Department(s) or program(s) proposing this course: Sciences
   b. Name and contact information of proposer(s):
      Shu-Yuan Cheng
      shcheng@jjay.cuny.edu
      646-557-4637

2. a. Title of the course: Analytical Techniques in Toxicology
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in CUNY First) Analytic Toxicology Techniques
   c. Level of this course ___100 Level ___200 Level ___300 Level ___X___ 400 Level

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

This course is a 400-level course because students will integrate the concepts explored in previous courses and apply them to a specific area in the field of analytical toxicology.

Students will apply the knowledge learned in 300-level courses to evaluate and critique chemical analysis techniques used to precisely and accurately analyze chemicals/toxins. They will develop/propose an alternative approach to enhance the precision and the accuracy of analysis.

Students will need to differentiate the advantage and disadvantage of techniques based on their stability, sensitivity, specificity, application, detection limits, sample preparation requirement etc.

This course will also focus on the interpretation of results obtained from scientific articles. Students will compare and critique the analyzed data in a scientifically sound and comprehensible manner.

Students will also be required to search scientific journal article database and present a chosen article related to their topic. Students will need Toxicology knowledge and concepts to understand and interpret those scientific articles.

Therefore, this course requires the knowledge from CHE 315, TOX 313, and BIO 355.

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): **TOX**

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.)

In the new John Jay College Strategic Plan, John Jay 2020, the college proposes to play an active role in the public health field, which is one of the fast-growing sectors of our society. The proposed B.S. in Toxicology contributes to this strategic goal and also coincides with the City University’s Decade of Science initiative of CUNY and the CUNY 2012–2016 Master Plan. This course will be one of the toxicology core required courses. It will serve to introduce the analytical techniques used in toxicology.

Analytical toxicology deals with the screening, confirmation, identification and quantification of chemicals/toxins and their metabolites in biological samples. The results of toxicological analysis can have serious clinical and/or legal consequences. Understanding the concepts and practice of analytical toxicology is essential for being a toxicologist. This course and its lab are paired thematically to provide the necessary foundational contents for the more in-depth study of analytical toxicology. Offering the possibility of taking the lecture and lab separately will give students more flexibility in taking these courses.

Toxicology is a discipline that is continuously expanding and assimilating knowledge and techniques from biology, chemistry, mathematics and physics. Among the various fields of toxicology (forensic toxicology, environmental toxicology, clinical toxicology, mechanistic toxicology, etc), there is a consistent need to understand and apply fundamental analytical techniques. This course will strengthen student’s knowledge of instrumental analysis and enhance their critical thinking skills on data interpretation.

4. **Course description** as it is to appear in the College Bulletin.

This course will present concepts, theories, and issues in analytical toxicology. It covers the protocols of sample handling, sample preparation (such as digestion, extraction, and derivatization), and the principles behind various analytical techniques. Application of these techniques (such as chromatography, immunoassay, spectrophotometry, and mass spectrometry) for qualitative and quantitative purposes will be discussed. Scientific ethical issues regarding how toxicologists handle data integrity and reliability, sample confidentiality, animal use, and human subject protection will be discussed in the course.

5. **Course Prerequisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

The following are pre-requisites of this course: ENG 201, BIO 355, CHE 315, TOX 313
6. Number of:
   a. Class hours   3
   b. Lab hours
   c. Credits   3
   d. Has this course been taught on an experimental basis?
      X No       Yes. If yes, then please provide:

7. Learning Outcomes (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students that complete this course will be able to:

- Evaluate and critique whether the chemical analysis techniques used can precisely and accurately analyze chemicals/toxins
- Propose an alternative approach to enhance the precision and the accuracy of analysis
- Differentiate the advantages and disadvantages of techniques based on their stability, sensitivity, specificity, application, detection limits, sample preparation requirement etc.
- Interpret results obtained from scientific articles and critique the data in scientifically sound and comprehensible manner.
- Understand professional codes of behaviors and ethics such as integrity, carefulness, openness, respect for intellectual property, confidentiality, social responsibility, animal care, and human subjects protection.
- Explicate their thought and opinions in discussing the application of analytical techniques.

7. Will this course be part of any major(s), minor(s) or program(s)?
   No X Yes

This course is required in the proposed BS in Toxicology that is pending with CUNY

10a. Will this course be part of JJ’s general education program?
    No X Yes

11. How will you assess student learning?
    Learning will be assessed by the following:
    1.) In-class: two midterms and final Exam (75%)
    2.) Blackboard discussions (10%)
    3.) Oral presentation (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 ___ Ellen Sexton ________
   - Are there adequate resources in the library to support students’ work in the course
     Yes _ X | No ________
   - Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ ______
     ➢ EBSCOhost Academic Search Complete  X
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _ X
     ➢ LexisNexis Universe ______
     ➢ Criminal Justice Abstracts ______
     ➢ PsycINFO ______
     ➢ Sociological Abstracts ______
     ➢ JSTOR _ X
     ➢ SCOPUS _ X
     ➢ Other (please name) ______________

During the course, students will get a refresher on how to use discovery tools such as Pubmed, SCOPUS and Google Scholar to find published peer-reviewed research works. This will build on library skills acquired in previous courses.

13. **Syllabus (See Attached)**

14. **Date of Department curriculum committee** approval ______ 11/12/2015 ________

15. **Faculty** - Who will be assigned to teach this course? Profs. Cheng, Concheiro-Guisan, Hoffman, and Stripp

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.

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

   _ X_ Not applicable ______ No ____ Yes.

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:** Lawrence Kobilinsky, Chair, Department of Sciences
Analytical Techniques in Toxicology

TOX 4xx

Professor/Instructor: Shu-Yuan Cheng, Ph.D.
Room: 5.61.09 NB (Office)  Tel: (646) 557-4637  Email: shcheng@jjay.cuny.edu
Office hours:  TBA

Course description: This course will present concepts, theories, and issues in analytical toxicology. It covers the protocols of sample handling, sample preparation (such as digestion, extraction, and derivatization), and the principles behind various analytical techniques. Application of these techniques (such as chromatography, immunoassay, spectrophotometry, and mass spectrometry) for qualitative and quantitative purposes will be discussed. Scientific ethical issues regarding how toxicologists handle data integrity and reliability, sample confidentiality, animal use, and human subject protection will be discussed in the course.

Learning Objectives:

Students that complete this course will be able to:

- Evaluate and critique whether the chemical analysis techniques used can precisely and accurately analyze chemicals/toxins
- Propose an alternative approach to enhance the precision and the accuracy of analysis
- Differentiate the advantage and disadvantage of techniques based on their stability, sensitivity, specificity, application, detection limits, sample preparation requirement etc.
- Interpret results obtained from scientific articles and critique the data in both scientifically sound and comprehensible manners.
- Understand professional codes of behaviors and ethics such as integrity, carefulness, openness, respect for intellectual property, confidentiality, social responsibility, animal care, and human subjects protection.
- Explicate their thought and opinions in discussing the application of analytical techniques.

Course pre-requisites: ENG 201, CHE 315, BIO 355, TOX 313
Texts:


Grades: The grade is based upon scores of the 3 exams (25%, 25%, and 25%), Blackboard discussion (10%) and one oral presentation (15%).

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0 and above</td>
<td>A</td>
</tr>
<tr>
<td>90.0 - 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0 - 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0 - 79.9</td>
<td>C+</td>
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<tr>
<td>73.0 - 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0 - 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0 - 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63.0 - 66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
</tr>
<tr>
<td>below 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>

Grading Scale: The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a “C-“ and a 72.950% is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.”

Exams: There will be three (3) exams: two (2) midterms and one (1) final. (75%)

Blackboard discussions: 10%

Oral presentation: (15%) Students will give an oral presentation on the topic related with analytical techniques used in toxicology. The journal articles chosen should be from scientific resources, such as ncbi.nih.nlm.gov. Detailed information and requirement will be given on the first day of lecture. Students will choose 3 scientific journal articles related to Analytical Toxicology. After instructor approval, students will present the chosen article at the assigned time.

*You must check Blackboard and your John Jay E-mail account regularly.*
You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.
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.
- This course will use turnitin.com for the paper. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Americans with Disabilities Act (ADA) Policies

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.”

Blackboard: Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements. Contact DoIT, not your instructor, for help with e-mail or Blackboard.

Course Attendance: You are required to attend the class sessions. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. You will be allowed two (2) absences with no required documentation. However, beginning with the third undocumented absence, your final course grade will be penalized by 20 percentage points (20%) for each undocumented absence. Arrivals later than fifteen (15) minutes after the start of class will count as a one-half absence.
Lecture schedule (double periods) Session TOPICS

1. **Analytical Toxicology: Overview** (Chapter 1; p1-20)
   - Modern analytical toxicology
   - Provision of analytical toxicology services
   - Applications of analytical toxicology
   - Scientific ethics --- Responsible Science: Ensuring the Integrity of Scientific Responsibility and the Conduct of Research

2. **Sample collection, transport, and storage** (Chapter 2; p21-48)
   - Sample types
   - Guidelines for samplings, transport and storage
   - Ethics in science: confidentiality, social responsibility, non-discrimination, competence, legality, animal care, and human subjects protection.
   https://www.niehs.nih.gov/research/resources/bioethics/whatis/

   Oral presentation topic due: choosing 3 scientific articles related to Analytical Toxicology

3. **Sample preparation** (Chapter 3; p49-94)
   - Modes of sample preparation
   - Measurement of nonbound plasma drug concentrations
   - Hydrolysis of conjugated metabolites
   - Extraction of drugs from tissues
   - Derivatization

   Oral presentation topic due: submit the final presentation topic

4. **Color tests and Spectrophotometric Techniques** (Chapter 4; p95-116)
   - Color tests
   - UV/visible spectrophotometry
   - Luminescence techniques

5. **Introduction to Chromatography and Capillary electrophoresis** (Chapter 5; p117-130)
   - Theoretical aspects of chromatography
   - Measurement of analyte retention

6. **Exam I** (Lecture session 1-4)

   **Thin layer chromatography and Liquid chromatography** (Chapter 6 and 8; p131-144 and p177-230)
   - Principles of thin layer chromatography
High performance thin layer chromatography
Principles of LC: mode, mobile phase and stationary phase

7. **Gas chromatography** (Chapter 7; p145-176)
   Principles of gas chromatography (GC)
   Detectors and columns for GC
   Derivatization for GC

8. **Mass spectrometry I** (Chapter 10; p249-280)
   Instrumentation
   Principles of MS
   Introduction to GCMS: Pros and cons
   Derivatization

9. **Mass spectrometry II** (Chapter 10; p249-280)
   Introduction to LCMS: Pros and cons
   Sample matrix effects

10. **Instruments for trace elements and toxic metals** (Chapter 11; p281-308)
    Sample preparations
    Atomic spectrometry
    Inductively coupled plasma-mass spectrometry
    Colorimetry and fluorimetry
    Students presentations I

11. **Exam II** (Lecture session 5-9)

12. **Immunoassays and Enzyme-based assays** (Chapter 12; p309-338)
    Principles of immunoassays
    Heterogeneous immunoassays
    Homogeneous immunoassays
    EMIT and ELISA

13. **Toxicology testing I** (Chapter 13 and 14; p339-398)
    Quality control, quality assurance, and scientific ethics
    Basic laboratory operations (part I): qualitative analysis
    Student presentations II

14. **Toxicology testing II** (Chapter 13 and 14; p339-398)
    Basic laboratory operations (part II): quantitative analysis
    Calibration curve
    Purpose and use of internal standards
    Student presentations III

15. **Interpretation of analytical results** (Chapter 17; p463-494)
    Pharmacogenetics: cytochrome P450 polymorphisms
    Effects of age, sex, and disease on drug disposition
**Final Exam (Lecture session 10-14) will be given during the final exam week**

**Oral presentation topics (Examples)**

1. Analysis of Sertraline in Postmortem Fluids and Tissues in 11 Aviation Accident Victims  
   Author: Russell J. Lewis, Mike K. Angier, Kelly S. Williamson, Robert D. Johnson  

2. In vitro Inhibition of Methadone and Oxycodone Cytochrome P450-Dependent Metabolism: Reversible Inhibition by H2-Receptor Agonists and Proton-Pump Inhibitors  


   Author: Kevin G. Shanks, George S. Behonick, Tim Dahn and Andrea Terrell  

   Author: Marta Concheiroa, Dayong Leea, Elena Lendoirob, Marily A. Huestisa  

7. Can oral fluid cannabinoid testing monitor medication compliance and/or cannabis smoking during oral THC and oromucosal Sativex administration?  
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted November 15, 2015  

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

1. a. Department(s) or program(s) proposing this course:  
b. Name and contact information of proposer(s):  
   Shu-Yuan Cheng  
   shcheng@ijay.cuny.edu  
   646-557-4637  

2. a. Title of the course Analytical and Quantitative Toxicology Laboratory  
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in CUNY First) Analytical Tox Lab  
c. Level of this course: _100 Level _200 Level _300 Level X400 Level  

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

This course is a 400-level laboratory course because students will integrate the concepts and approaches of analytical toxicology to investigate toxicological problems in the laboratory. It is designed to provide students with hands-on opportunities to apply their knowledge.  

This course will also focus on the calculation and the interpretation of results obtained from students’ laboratory exercises with emphasis on instrumental limitations, precision, accuracy, stability, sensitivity, and specificity. Appropriate sample preparation prior to instrumental analysis is a critical step in such analytical methods. Various sample preparation protocols will be introduced.  

Therefore, this course should be at 400-level as it requires the knowledge from CHE 315 Biochemistry, TOX 313 Toxicology of Environmental & Industrial Agents, BIO 355 Human Physiology, as well as the lecture in Analytical Techniques in Toxicology (TOX 4xx).  

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

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.)  

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016  

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The new John Jay Strategic Plan, *John Jay 2020*, proposes the college play an active role in the public health field which is one of the fast-growing sectors of our society. The proposed B.S. in Toxicology contributes to this strategic goal and also coincides with the City University’s Decade of Science initiative and the CUNY 2012–2016 Master Plan. This course will be one of the toxicology core courses and is paired thematically with the lecture course, *Analytical Techniques in Toxicology*, to provide the necessary foundational contents for more in-depth study of analytical toxicology. It will provide students hand-on experiences with the analytical techniques used in toxicology.

Toxicology is a discipline that is continuously expanding and assimilating knowledge and techniques from biology, chemistry, mathematics and physics. Among the various fields of toxicology (forensic, environmental, clinical, mechanistic, etc), there is a consistent need to understand and apply fundamental analytical techniques. This course will strengthen student’s capability to do scientific research and hone their skills for scientific careers, such as Environmental Toxicologist.

Offering the lecture and lab separately will give students more flexibility in taking these courses.

4. **Course description** as it is to appear in the College Bulletin.

This course is designed to provide students with: 1) the fundamental approaches necessary to investigate toxicological problems; 2) the theoretical foundations of the methods used by forensic and toxicology labs as well as by pharmaceutical companies; and 3) the knowledge necessary to apply essential toxicological methods in real-world settings. Topics included in this laboratory course will cover methods for the isolation, purification, characterization and quantification of chemical compounds as well as training in good lab habits, data collection, note taking, and data analysis.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

Pre-requisites of this course: ENG 201, BIO 355, CHE 315, TOX 313
Course pre-requisites or co-requisites: Analytical Techniques in Toxicology (TOX4xx)

6. **Number of:**
   a. Class hours  
      6
   b. Lab hours  
      6
   c. Credits  
      2

   d. Has this course been taught on an experimental basis?
      X No  
      ___ Yes. If yes, then please provide:

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
7. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students that complete this course will be able to:

- Apply the theoretical concepts of analytical techniques (such as chromatography, spectrometry, mass spectrometry, etc.) for detection of drug and poisons in biological or environmental specimens.
- Evaluate and interpret the results obtained from students’ laboratory exercises with emphasis on instrumental limitations, precision, accuracy, stability, sensitivity, and specificity
- Employ appropriate sample preparation prior instrumental analysis
- Develop an alternative approach to enhance the precision and the accuracy of analysis
- Differentiate the advantage and disadvantage of techniques based on their stability, sensitivity, specificity, application, detection limits sample preparation requirement etc.
- Understand the key elements involved in chain of custody and specimens and maintaining documentation of all laboratory procedures
- Demonstrate written competence by means of lab reports

8. Will this course be part of any **major(s), minor(s) or program(s)?**
   - No  X  Yes
   - This is a required course for the proposed BS in Toxicology which is pending CUNY approval.

10a. Will this course be part of JJ’s **general education program?**
   - No  X  Yes ______

11. How will you **assess student learning?**
   - Learning will be assessed by lab reports and Blackboard discussion about ethics in science.
   - Students will be provided with lab report guideline and grading rubric, which is developed based on AACU rubrics.

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  Ellen Sexton  
   - Are there adequate resources in the library to support students’ work in the course  
     - Yes  X  No  ____
   - Will your students be expected to use any of the following library resources?  
     - Check
all that apply.

- The library catalog, CUNY+ _____
- EBSCOhost Academic Search Complete _X___
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR _X_
- SCOPUS _X_
- Other (please name) _____ SCIRUS ______________

During the course, students will get a refresher on how to use discovery tools such as Pubmed, SCOPUS and Google Scholar to find published peer-reviewed research works. This will build on library skills acquired in previous courses.

13. **Syllabus  (See Attached)**

14. Date of **Department curriculum committee** approval ___11/12/2015________________

15. **Faculty** - Who will be assigned to teach this course? Cheng, Concheiro-Guisan, Hoffman, Stripp

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.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   _X_ Not applicable  ____No ____Yes.

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:** Lawrence Kobilinsky, Chair, Dept of Sciences
Analytical and Quantitative Toxicology Laboratory

TOX 4xx

Professor/Instructor: Shu-Yuan Cheng, Ph.D.

Room: 5.61.09 NB (Office)      Tel: (646) 557-4637      Email: shcheng@jjay.cuny.edu

Office hours: TBA

Course description: This course is designed to provide students with: 1) the fundamental approaches necessary to investigate toxicological problems; 2) the theoretical foundations of the methods used by forensic and toxicology labs as well as by pharmaceutical companies; and 3) the knowledge necessary to apply essential toxicological methods in real-world settings. Topics included in this laboratory course will cover methods for the isolation, purification, characterization and quantification of chemical compounds as well as training in good lab habits, data collection, note taking, and data analysis.

Learning Objectives: Students that complete this course will be able to:

• Apply the theoretical concepts of analytical techniques (such as chromatography, spectrometry, mass spectrometry, etc.) for detection of drug and poisons in biological or environmental specimens.

• Evaluate and interpret the results obtained from students’ laboratory exercises with emphasis on instrumental limitations, precision, accuracy, stability, sensitivity, and specificity.

• Employ appropriate sample preparation prior instrumental analysis.

• Develop an alternative approach to enhance the precision and the accuracy of analysis.

• Differentiate the advantage and disadvantage of techniques based on their stability, sensitivity, specificity, application, detection limits sample preparation requirement etc.

• Understand the key elements involved in chain of custody and specimens and maintaining documentation of all laboratory procedures.

• Demonstrate written competence by means of lab reports.
Course pre-requisites: ENG 201, CHE 315, BIO 355, TOX 313

Course pre-requisites or co-requisites: Analytical Techniques in Toxicology (TOX4xx)

Suggested Texts/Equipment:

- Toxicology lab manual
- Safety goggles and lab coat

Grading/Rubrics:

**Lab reports : 90%**

**Blackboard discussion : 10%**

The grade will be using the 100-point grading scale for each experiment lab report which contains 1) prelab; 2) notebook, 3) discussion and 4) lab behavior.

- Prelab (15)
  ✓ Due before the start time (9:30 am) of each lab.
  ✓ Should contain: Answers to the questions listed in the manual (15).

- Notebook (40)
  ✓ Format requirements (please check your manual for details): Index page, acknowledge one’s partner, always ask the instructor or lab assistant for signature and date when receiving the unknowns, data report page with student’s signature and date, procedure and waste disposal (20).
  ✓ Documentation, calculation and observation: one should honestly record the operation and observation. Words, drawings or pictures are all welcome (15).
  ✓ Recognizable writing (5)

- Discussion (45)
  ✓ Due one week after finishing the lab exercise.
  ✓ Properly describe the purpose or introduction, principles and major used instruments of the laboratory experiment (15).
  ✓ Explain the results: avoid unnecessary words and tedious expression of experiment procedure. It is important to show how to analyze the raw data, to make a valid argument, and to formulate the conclusion (30).
- Figures and tables
- Calculations: show your work!
- Standard curve and fitting
- If failed, reasonable trouble shooting
- Confusing the relationship of cause and effect is one of the common logical fallacies.

You are required to attend class. An attendance will be taken by instructor. More than two (2) unexcused absences are considered excessive and you will receive a grade of “F”. Arrivals later than fifteen (15) minutes after the start of class will count as a one-half absence.

Delinquent laboratory prelabs, notebooks, and discussions will be graded according to the following schedule:

1 day late - deduct 3 points
2 days late - deduct 5 points
3 days late - deduct 10 points
4 or more days late - a grade of "0" will be given for that assignment

Saturdays and Sundays count for one day each!

Please consult instructor in the event of extenuating circumstances with proper documentation.

- Lab behavior

We understand that accidents do happen but care and responsibility are important in order for all students to perform the experiments and use the equipment. Students must follow proper laboratory protocol; any deviations from this protocol will result in point deductions. STUDENTS WITHOUT LAB COATS AND GOGGLES WILL NOT BE ALLOWED INTO THE LAB. IT COUNTS FOR ONE ABSENCE.

<table>
<thead>
<tr>
<th>Offense</th>
<th>Points Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improper disposal of waste</td>
<td>4</td>
</tr>
<tr>
<td>Lab Bench/ Hood upkeep</td>
<td>2</td>
</tr>
<tr>
<td>Improper disposal of glass waste</td>
<td>3</td>
</tr>
<tr>
<td>Loss or misuse of unknown samples</td>
<td>2</td>
</tr>
<tr>
<td>Failure to clean up glassware</td>
<td>2</td>
</tr>
<tr>
<td>Improper labeling of chemicals</td>
<td>2</td>
</tr>
</tbody>
</table>
Improper storage of chemical solutions 2
Failure to clean centrifuge (or notify CLT) 2
No drinking or eating in the lab 2
Having to be told more than twice to put on safety goggles/safety equiments 2

***All Lab Instructors and Lab Technicians must follow above guidelines for point deductions.

**Grading Scale:** The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a “C-“and a 72.950% is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0 and above</td>
<td>A</td>
</tr>
<tr>
<td>90.0 - 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0 - 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0 - 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73.0 - 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0 - 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0 - 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63.0 - 66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
</tr>
<tr>
<td>below 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>

**You must check Blackboard and your John Jay E-mail account regularly.**
You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

**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 documentations) 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.

- This course will use turnitin.com for the paper. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.
Americans with Disabilities Act (ADA) Policies
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.”

Blackboard:  Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements. Contact DoIT, not your instructor, for help with e-mail or Blackboard.

Course Attendance: You are required to attend class. An attendance will be taken by instructor. More than two (2) unexcused absences are considered excessive and you will receive a grade of “F”. Arrivals later than fifteen (15) minutes after the start of class will count as a one-half absence.

Laboratory schedule
Session TOPICS
1. Check in --- check the drawer for all the lab supplied needed for experiments. Safety rules --- discuss the lab safety rules Ethics in science: Reading assignment and blackboard discussion Topic will cover --- honesty, integrity, carefulness, openness, respect for intellectual property, confidentiality, responsible publication, social responsibility, non-discrimination, legality, animal care, and human subjects protection. https://www.niehs.nih.gov/research/resources/bioethics/whatis/ Color tests (Experiment 1)
a. Familiarize students with color reaction-based drug screening tests. b. The differences between confirmatory and screening/presumptive tests. 2. Acidic drugs: Liquid-liquid extraction and thin-layer chromatography (Experiment 2) a. Introduce students with pH-based liquid-liquid extraction of acidic drugs
b. Familiarize students with thin layer chromatography (TLC) technique.

3. **Analysis of antihistamines by spectrophotometry** (Experiment 3)
   a. Familiarize students with pH based extraction of basic drugs
   b. Familiarize students with UV spectrophotometry for quantitative purpose.
   c. Introduce the Beer’s law and the quantitative method by using calibration curve.

4. **Mixed-mode cation exchange solid phase extraction** (Experiment 4)
   a. Introduce students to mixed-mode cation exchange solid phase extraction.
   b. Familiarize students with mixed sample extraction technique.

5. **Analysis of anti-depressants by gas chromatography** (Experiment 5)
   a. Familiarize students with gas chromatography
   b. Introduce students with the concepts of internal standard for quantitative analysis

6. **Enzyme multiplied immunoassay (EMIT)** (Experiment 6)
   a. Introduce students with immunoassays
   b. Familiarize students with enzyme multiplied immunoassay (EMIT) technique

7. **Screening drugs of abuse using enzyme-linked immunosorbent assay (ELISA)** (Experiment 7)
   a. Familiarize students with ELISA
   b. Familiarize students with concepts and use of both administrative and analytic cut-off values
   c. Introduce students with the concept of competitive reaction

8. **Blood alcohol concentration measure: Headspace GC and Enzymatic assay** (Experiment 8)
   a. Introduce students with Headspace gas chromatography.
   b. Familiarize students with blood alcohol concentration calculation (retrograde back extrapolation).
9. **Salmonella mutagenicity test: Ames test** (Experiment 9)
   a. Familiarize students with a method to detect chemical mutagenicity.
   b. Familiarize students with an aseptic technique.

10. **Analysis of carbamate pesticides in water samples by high performance liquid chromatography (HPLC)** (Experiment 10)
    a. Introduce students with analysis protocol of carbamate pesticides
    b. Familiarize students with HPLC for qualitative and quantitative purposes.

11. **Analysis of organophosphate pesticides in fruits by gas chromatography mass spectroscopy** (Experiment 11)
    a. Introduce students with analysis protocol of organophosphate (OP) pesticides.
    b. Familiarize students with gas chromatography mass spectroscopy (GCMS) for qualitative and quantitative purposes.

12. **Analysis of phthalates in toys by GCMS** (Experiment 12)
    a. Introduce students with analysis protocol of phthalates
    b. Familiarize students with phthalate extraction technique

13. **An introductory experiment for liquid chromatography mass spectroscopy and designer drugs/bath salts** (Experiment 13)
    a. Introduce students with analysis protocol of designer drugs cationones.
    b. Familiarize students with liquid chromatography mass spectroscopy (LCMS) for qualitative and quantitative purposes.
    c. Introduce students with the concepts of matrix effects, process efficiency, and extraction efficiency

14. **Solid phase microextraction (SPME) --- headspace analysis of tricyclic antidepressants by GCMS** (Experiment 14)
    a. Familiarize students with SPME extraction technique

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

Course Revision Form  

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

Date Submitted: November 12, 2015  

1. Name of Department or Program: English  

2. Contact information of proposer(s):  
   Name(s): Livia Katz  
   Email(s): lkatz@jjay.cuny.edu  
   Phone number(s): 212-237-8567  

3. Current number, title, and abbreviated title of course: English 255, Argument Writing  

4. Current course description:  
The course entails intensive study of and practice in writing in a variety of argument templates, using the principal rhetorical forms, with an eye toward developing effective techniques of proofreading and editing. Intensive grammar and style instruction enable students to offer global and sentence-level responses to the writing of peers. One hour weekly practicum required.  
   a. Number of credits: 3  
   b. Number of class hours (please specify if the course has lab hours): 3  
   c. Current prerequisites: Grade of B+ or higher in the ENG 101-201 sequence.  

5. Describe the nature of the revision: Add “instructor permission required” to the current prerequisites.  

6. Rationale for the proposed change(s):  
A grade of B+ or higher is no longer an adequate predictor or indicator of a student’s ability to handle the rigors of the course.  

Registrar has been aware of such for some time and currently the coding for instructor consent is entered manually in CUNYfirst to give correct information to students. However, the description of the course in the College Bulletin does not reflect or match what is in CUNYfirst and, given the greater need for transparency and accurate information for students, the correct course prerequisites must be reflected both in the College Bulletin and in CUNYFirst before the  

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016  

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next registration cycle.

Given that the Bulletin may not be revised on time for the fall registration, the change in the prerequisites must be signaled in the Chancellor’s Report by April 2016 the latest so that the coding can become permanent in time for fall registration.

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 abbreviated title: N/A
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: Instructor permission required and a grade of B+ or higher in both ENG 101 and ENG 201.

8. Enrollment in past semesters: Approximately 16 students

9a. Will this course be offered as part of the new JJ General Education program (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: November 16, 2015

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

   Allison Pease, Chairperson, English 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: October 20, 2015

1. Name of Department or Program: English

2. Contact information of proposer(s):
   
   Name(s): Erica Burleigh
   Email(s): eburleigh@jjay.cuny.edu
   Phone number(s): 212-237-8798


4. Current course description:

   Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

   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: Change of title only, to Ancient Literature: Expressions of the Living Past

6. Rationale for the proposed change(s):

   The course’s title does not indicate its topic as directly as it should; it is vague and students are left uncertain what the course is actually about. Making sure the word “literature” appears in

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the title will help students to understand the focus of the course.

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

   a. Revised course description:  NA
   b. Revised course title:  Ancient Literature: Expressions of the Living Past
   c. Revised abbreviated title:  Ancient Literature
   d. Revised learning outcomes:  N/A
   e. Revised assignments and activities related to revised outcomes  N/A
   f. Revised number of credits:  N/A
   g. Revised number of hours:  N/A
   h. Revised prerequisites:  N/A

8. Enrollment in past semesters:
   Fall 2015:  104 across 7 sections
   Spring 2015:  150 across 8 sections
   Fall 2014:  210 across 10 sections

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

   The course is already part of the General Education Program, in the “Creative Expression” category of the Flexible Core.

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: November 20, 2015

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

   Allison Pease, Chairperson, English 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: November 12, 2015

1. Name of Department or Program: English

2. Contact information of proposer(s):
   - Name(s): Melinda Powers
   - Email(s): mpowers@jjay.cuny.edu
   - Phone number(s): 212-237-8799


4. Current course description:

Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post 1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

   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: Change of title only, to Modern Literature: Breaking With Tradition

6. Rationale for the proposed change(s):

The current course title is not specific. It suggests that the subject matter will cover the idea of breaking with tradition but does not clearly indicate that students will be reading literature that breaks with tradition. Thus, whereas the former title might mislead students about the content of the course, the new, student-friendly version clarifies that the students will be reading literature from the Modern world, an era characterized by its challenges to tradition.

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: Modern Literature: Breaking with Tradition
   c. Revised abbreviated title: Modern Literature
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes: N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites: N/A

8. Enrollment in past semesters:

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<thead>
<tr>
<th></th>
<th>F15</th>
<th>S15</th>
<th>F14</th>
<th>S14</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 232 sections ran</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>total enrolled</td>
<td>77</td>
<td>44</td>
<td>128</td>
<td>264</td>
</tr>
</tbody>
</table>

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

The course is already part of the General Education Program, in the “Individual and Society” category of the Flexible Core.

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: November 20, 2015

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

   Allison Pease, Chairperson, English 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 (kkiloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: November 6, 2015

1. Name of Department or Program: English

2. Contact information of proposer(s):
   Name(s): Alexa Capeloto
   Email(s): acapeloto@jjay.cuny.edu
   Phone number(s): 646-557-4546

3. Current number, title, and abbreviated title of course: Lit 236: Literary Perspectives on Culture and Globalization

4. Current course description:

   In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

   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: Change of title only, to Global Literature

6. Rationale for the proposed change(s):

   The current course title is not specific in conveying to students that they will be reading and analyzing literature. “Literary Perspectives on Culture and Globalization” might mislead students who don’t know what is meant by “literary perspectives.” The class focuses on global literature; thus a clearer, more direct title that conveys that focus seems in order.

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
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: 11/18/2015

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

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 242, Calculus II

4. Current course description: In this course, the second in the calculus sequence, integral calculus is investigated along with an introduction to infinite series. Subjects studied include Riemann sums, the definite integral and the Fundamental Theorem of Calculus, Techniques of Integration, area between curves, disk and washer method for computing volumes, improper integrals, trapezoid rule. Introduction to sequences and series, p-series, ratio test for convergence, power series, Taylor series and representation of a function as a power series.

   a. Number of credits: 3

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

   c. Current prerequisites: MAT 241 (Calculus I) and ENG 101

5. Describe the nature of the revision: Revise the course description

6. Rationale for the proposed change(s): With the recent approval of a new Calculus IV course, the calculus sequence expanded from three courses to four courses. As a result we need to tweak the course descriptions for Calculus II (MAT 242) and Calculus III (MAT 243) to reflect some changes made to these courses due to the addition of Calculus IV to the curriculum.

   In particular, now that the entire calculus sequence takes 12 hours rather than 9, we can allow the curriculum to expand to its natural length. The syllabus to 242 will feature a smaller number

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
of topics which will now be covered in greater depth. The topics omitted from MAT 242 will migrate to the Calculus III course, MAT 243, for which the description is also being updated. We will use the expanded time in MAT 242 to cover the important topic of parametric equations and related techniques, which was impossible before due to the time constraints under the old 9 hour sequence.

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

   a. Revised course description: In this course, the second in the calculus sequence, integral calculus is investigated along with an introduction to parametric equations. Subjects studied include Riemann sums, the definite integral and the Fundamental Theorem of Calculus, techniques of Integration, area between curves, disk and washer methods for computing volumes, improper integrals, arc length, along with calculus on parametric equations.

   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes NA
   e. Revised assignments and activities related to revised outcomes NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: NA

8. Enrollment in past semesters: About 130 students per semester

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

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

   *This course is already a stem variant for the required core, Math and Quantitative Reasoning.

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: 11/12/2015

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

    Douglas Salane, Chair, Math and Computer Science 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: 11/18/2015

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

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 243, Calculus III

4. Current course description: In this course, the third in the calculus sequence, multivariable calculus is studied along with an introduction to parametric equations. Topics studied include parametric curves, calculus of parametric curves, vector functions, calculus of vector functions, surfaces, partial derivatives, directional derivatives, the gradient vector, multiple integrals, integration in alternate coordinate systems, and an introduction to vector calculus.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: MAT 242 (Calculus II) and ENG 101

5. Describe the nature of the revision: Revise the course description

6. Rationale for the proposed change(s): With the recent approval of a new Calculus IV course, the calculus sequence expanded from three courses to four courses. As a result we need to tweak the course descriptions for Calculus II (MAT 242) and Calculus III (MAT 243) to reflect some changes made to these courses due to the addition of Calculus IV to the curriculum.

   In particular, now that the entire calculus sequence takes 12 hours rather than 9, we can allow the curriculum to expand to its natural length. The syllabus to 243 will feature a smaller number of topics which will now be covered in greater depth. Some topics that used to be covered in MAT 242 will now be covered in greater depth in MAT 243, especially infinite series and convergence tests for these series. Topics omitted from MAT 243 will migrate to the new Calculus IV course, MAT 2XX.

Approved by UCASC, Dec 18, 2015, to College Council, Feb 11, 2016
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description: In this course, the third in the calculus sequence, infinite series, vectors and functions of several variables are studied. Topics investigated include polar coordinates, infinite series, convergence tests, Taylor series, representation of a function as a power series. Three-dimensional coordinate systems, dot and cross products, equations of lines and planes, quadric surfaces as well as vector-valued functions, limits and partial derivatives.

b. Revised course title: NA
c. Revised abbreviated title: 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: NA

8. Enrollment in past semesters: About 20 students per semester

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No _____ Yes ____X__ If yes, please indicate the area:

*This course is already a stem variant for the required core, Math and Quantitative Reasoning.

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: 11/12/2015

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

   Douglas Salane, Chair, Math & Computer Science Department
PROPOSAL TO ESTABLISH A PROGRAM IN HUMAN RIGHTS LEADING TO THE MASTER OF ARTS DEGREE

EFFECTIVE FALL 2017

SPONSORED BY THE PROGRAM IN POLITICAL SCIENCE

APPROVED BY

JOHN JAY COLLEGE GOVERNANCE
Department Approval:
Committee on Graduate Studies:
College Council:

College Representative:  Associate Professor Susan Kang, Political Science
Contact:  Assistant Professor, Charlotte Walker-Said, Africana Studies
Telephone:  (646)557-4664
Email:  skang@jjay.cuny.edu
cwalker-said@jjay.cuny.edu

Provost’s Signature: ____________________________  Provost’s Name: Dr. Jane Bowers
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Purpose and Goals

This document proposes the creation of a Master of Arts in Human Rights at John Jay College, drawing on the high concentration of faculty with human rights expertise at the college, in the creation of a professionally oriented graduate degree. There is a high level of interest in human rights among employers in the New York City metropolitan area, including those in both the public and private sector. Strong training in human rights provides an integral skill set for those who pursue careers in justice-related fields. The MA in Human Rights will comprise a course of study that will expose students to both 1) substantive concepts in the scholarly and practical field of human rights from key related disciplines and 2) key methodological research, practice-oriented work, and other skills necessary for a variety of post-graduate applications. Graduates from the proposed program will be well positioned for a wide variety of positions, including those in the research/academic, non-profit, government, and private sectors. This combination of rigorous study and commitment to practical work also serves as a national and international model. This integration of theory and practice will be a unique feature of the John Jay College Human Rights MA Program. Most Human Rights Programs are typically associated with law schools. The Human Rights Program in the college is rooted in the general education mission of CUNY and John Jay College of Criminal Justice.

John Jay College of Criminal Justice is renowned for its excellence in the field of criminal justice broadly defined, which has over the years included interest and expertise in the fields of human rights, economic and social justice, humanitarianism, and international law and institutions. Students at the college have expressed an interest in human rights, leading to the creation of a Human Rights minor in 2012. In addition, there exist few graduate programs both locally and nationally solely dedicated to human rights, and currently no such program exists within the CUNY system. Thus, John Jay College is uniquely positioned to capitalize on its existing strengths, faculty expertise, and reputation to become a key player in providing a professional human rights graduate program. Furthermore, the college’s existing criminal justice course offerings, particularly in the area of investigations and evidence, provide unique elective opportunities for human rights professionals.

As new fields of human rights continue to develop at the overlap between human rights and criminal justice, including fields such as public security, juvenile justice, prison reform, investigative journalism, and human rights litigation, there will be a need for substantial expertise in documenting and analyzing human rights within criminal justice contexts and advocating for effective investigations, accountability, remedies, and reforms.

This new Human Rights MA program will develop opportunities for students to engage in human rights-centered careers. John Jay College is in a unique position to strengthen and enrich justice programming and, with the establishment of a new MA Program in Human Rights, build a robust professional pathway for students who wish to advance their studies of underrepresented groups and pursue justice-related fields. Coursework in the Human Rights MA will highlight cultural, ethnic, and racial diversity of thought on human rights philosophies and praxis. In addition, labs, internships, and professional development opportunities will ensure that students interface with a culturally, racially, economically ethnically rich cohort of fellow students, mentors, and professional colleagues. Furthermore, this program will be heavily experiential and collaborative, as our program will move away from standard pedagogical methods to place
students as “co-creators” and collaborators in creating knowledge and expertise on contemporary human rights theory and practice. This program’s leaders also have extensive professional partners in the community of practice, with whom we intend to connect our students and graduates.

Another major purpose of this program is to promote diversification of the human rights profession. As our student body, including our graduate student body, is significantly diverse, in terms of class and racial/ethnic backgrounds, this program will lead to human rights professionals that better reflect our diverse city’s population. This proposed MA Program in Human Rights will help further minority achievement as it will be highly committed to recruiting, training, and professionally empowering students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment where these students can develop human rights knowledge and skills through experiences inside and outside of the classroom. In addition, it will also foster learning activities in which studies of and research projects on underrepresented groups, including Africana societies, Hispanic and Latina/o societies, and Middle Eastern, South Asian, and East Asian societies are integrated throughout curricula. These parts of the world are sites of many armed conflicts, ongoing humanitarian crises, wars, and deprivation that the MA courses will analyze.

By addressing human rights in broad domestic, international, and criminal justice contexts, our diverse MA students will be empowered to enrich organizations through their experiences as well as the skills developed as part of this MA program, including fact-finding, report writing, advocacy, media outreach, and litigation related to public security and human rights.

This proposal for an MA in Human Rights has the following major objectives:

1) To create a competitive, rigorous and professionally useful master of arts program that both builds on the human rights scholarly expertise from a variety of disciplines, as well as draws on the clearly identified needs of Communities of Practice (CoP)

2) To provide a substantive and challenging curriculum that provides students with broad, historically driven, conceptually rich, and empirically based human rights research and practice

3) To provide graduates with a nuanced and critical understanding of human rights law and practice at the international, domestic, and regional levels

4) To build on John Jay College’s already established expertise and strengths in the field of international human rights in order to develop the capacity for collaborative, interdisciplinary research, to contribute expertise to communities of practice, and to make John Jay College an important human rights actor within New York City and beyond.

These four objectives will contribute both to strategically positioning John Jay College as an increasingly important institution within the broader criminal justice and academic community and to our growing graduate offerings.

This new Human Rights MA program seeks to develop opportunities for students to engage in human rights-centered careers. John Jay College is in a unique position to strengthen and enrich justice programming and, with the establishment of a new MA Program in Human Rights, build a robust professional pathway for students who wish to advance their studies of underrepresented
groups and pursue justice-related fields. Coursework in the Human Rights MA will highlight cultural, ethnic, and racial diversity of thought on human rights philosophies and praxis. In addition, labs, internships, and professional development opportunities will ensure that students interface with a culturally and ethnically rich cohort of fellow students, mentors, and professional colleagues.

This new degree offering will have an impact upon John Jay College in a number of ways. The college currently has comprehensive academic programming in justice-related fields. However, there are no professionally oriented advanced degree programs in human rights and the justice fields of international law, development, and humanitarian assistance. An MA program in Human Rights will fill this gap and will help train technically advanced professionals who are also creative and agile thinkers. The Human Rights MA curriculum will aim toward developing professional skills to address conflict, underdevelopment, crisis, law, and humanitarian necessity. It will also allow foster learning activities in which studies and research projects on underrepresented groups, including Africana societies, Latin American and Caribbean societies, and Middle Eastern, South Asian, and East Asian societies are integrated throughout curricula. These parts of the world are sites of many armed conflicts, ongoing humanitarian crises, wars, and deprivation that the MA courses will analyze.

Developing the MA Program in Human Rights will help further minority achievement as it will be highly committed to recruiting, training, and professionally empowering students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment where these students can develop human rights capabilities through experiences inside and outside of the classroom. Critically, it will strengthen the professional skills as well as deepen the professional network of minority students, who are underrepresented in fields where human rights are debated and practiced, including nongovernmental organizations like Human Rights Watch and Amnesty International, multilateral institutions such as the United Nations and the World Bank, and humanitarian organizations such as CARE International, Oxfam, and the International Rescue Committee.

**Relevant faculty and expertise:**
John Jay College already has a concentration of human rights and human rights-related expertise among its faculty, with a strong record of publication. With the growth of programs such as the International Criminal Justice BA and International Crime and Justice MA program, such expertise has grown in recent years. In addition, the Center for International Human Rights (CIHR) with its track record in research, curriculum development and outreach activities has likewise contributed to the College’s rising profile in this area. There are 20 faculty members, full time and part-time, at John Jay College with human rights and human rights related expertise who are available to teach courses within this program. Many of these professors have already taught human rights courses at the undergraduate level and contribute to human rights scholarship and peer-reviewed publications. A list of faculty and relevant publications can be found in Appendix D.

Human rights programs are typically based in political science departments, and we propose a similar grounding: John Jay College’s political science department has six full-time faculty members and one part-time faculty member with human rights research expertise and teaching
experience. As a result of this critical mass, the program will have no difficulty covering the important concepts of human rights typically found in an international relations/international affairs program. However, as our expertise is also multi-disciplinary, the program will benefit from different disciplinary perspectives, such as History, Philosophy, Africana Studies, Criminal Justice, and Public Administration, granting students a unique perspective on human rights issues.

Need and Justification

Students and the Broader Human Rights Community
Increasingly in the United States, both graduate and undergraduate student populations are seeking opportunities to pursue their interests in human rights issues in a coherent set of courses that links academic knowledge and practice-oriented work. However, there are a limited number of academic outlets providing this strategic skill set and providing professional development pathways for students with this interest. Human Rights is one of the fastest growing undergraduate majors at Columbia University, the University of Connecticut (which also has a Human Rights Institute), Barnard College, the University of Dayton, and Trinity College, among other universities.¹ A much higher number of universities and colleges offer Human Rights as a minor or certificate program, and at the University of California-Davis, the University of Chicago, Yale University, and University of California-Berkeley, University of Washington, Hunter College, and John Jay College, the minor in Human Rights is rapidly gaining traction as an excellent parallel course of study to law, criminal justice, economics, and other major fields of study.² Broad interest in human rights is also reflected in other fast-growing fields of study such as Sustainable Development, which for the past two years has been the fastest-growing and most popular major at Columbia University.³

The allure and power of a Human Rights program—especially at the master’s level—is it provides an experience that cuts across disciplines to address complex issues of human concern as they relate to the interactions of environmental, political, ethical, economic, and social systems. Furthermore, the course of study within an interdisciplinary field like Human Rights equips students with a combination of a strong theoretical foundation and ample practical skills, such as statistical tools, social science survey methods, effective communication, and cross-

cultural training, which professional organizations across public, private and non-profit sectors demand. Courses of study in Human Rights aim to prepare students to work in such fields as development, public health, international affairs, environmental sciences, humanitarian aid, and diplomacy and governance, which are rapidly growing professional sectors.

Additionally, a master’s degree program in Human Rights can act in the future as a foundation or a vehicle for a number of other additional certification programs that are growing in need and usefulness in the private sector, including a Corporate Social Responsibility certification, a Sustainability Professional certification, a Corporate Citizenship certification, and a Corporate Philanthropy certification. Non-degree professional certificate programs are expanding throughout the country within major universities as well as institutes and think tanks. Many advanced academic programs that have degrees in human rights or sustainable development also provide certifications for Corporate Responsibility and Philanthropy professionals. Thus, this Human Rights MA not only has the potential to develop as a strong and important academic degree program, it can also anchor further programs and certifications that John Jay can develop. In light of this, and as a point of departure for further certificate and program development, the MA program will include a new elective in “Human Rights and Corporate Social Responsibility.” This foundational course will provide the rudiments of the philosophies and practices of CSR, which can act as a core course should further certificate programs emerge.

In light of our determination that this MA degree needs to serve not only the interests and professional goals of students, but also must fulfill the labor demands of human rights

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organizations, nonprofits, non-governmental organizations, and other organizations focused on human rights and humanitarianism, Susan Kang and Charlotte Walker-Said hosted a Community of Practice Breakfast on April 23, 2015. At this event, we invited organizational leaders from the United Nations, the Bronx Defenders, Idealist.org, the Clinton Foundation, Sustainable Health Enterprises-Rwanda, Be Social Change, and a number of other organizations in health, human rights, and social enterprise in order to crowdsource information regarding what skills, perspectives, capabilities, and proficiencies were required to thrive in their organizations. In addition, Susan Kang, James Mulvaney, and Graduate leadership met with the Soros Foundation/Open Societies Foundation on April 29, 2015, to discuss curriculum design and community needs. We have designed a curriculum with these insights in mind, and we have also designed an internship component to this MA program that will allow students to engage with these practitioners and these organizations who have demonstrated an interest in aligning with John Jay College to create professional career opportunities for our graduates. We intend to focus on this community of practice and broaden our network of participating and engaged organizations to constantly improve our curriculum through collective learning and collaborative knowledge creation.

Similar programs at other CUNY Colleges
There is currently no dedicated MA program in Human Rights within the CUNY system. There are other programs at the graduate level that allow for students to concentrate in Human Rights. For example, a student at the CUNY School of Professional and Continuing Studies may enroll in the M.A. in Labor Studies, with a focus in Human Rights. Similarly, the International Crime and Justice MA program at John Jay College includes human rights as a key content area. However, the study of human rights within their program still centralizes international criminal justice issue as its core.

Student Interest/Enrollment
This program will seek individuals who have a background and interest in beginning leaders in the human rights field. We expect to target these student markets:

- Graduates of John Jay College’s baccalaureate program political science, law and society, and human rights minor
- Graduates of baccalaureate programs in international affairs, political science, law and society, global studies, legal studies, human rights, global justice and social justice, as well as related specialized fields (health, development, human services)
- Mid-career professionals working the field of human rights
- Human rights personnel from international agencies and foreign countries

Interest and Demand

Employment Outlook
As discussed above, the growth of human rights study and practice and an increasing number of undergraduates pursuing baccalaureate degrees in human rights suggests strong demand for a master’s program in human rights. Our review of employment opportunities for graduates of this program also suggests robust growth.
The program is grounded in a strong interdisciplinary core complimented by a required course in Human Rights advocacy and activism. In the culminating seminar, HR 750, students will work with external partners to research and to produce policy responses that serve the needs of those partners. This combination of field expertise and advocacy skills will prepare graduates well for positions in NGOs and other non-profits dedicated to human rights and related causes, including those organizations engaged in justice-related issues such as immigration. Examples of possible organizations include the following: larger NGOs such as Human Rights Watch, Oxfam, and Amnesty International; smaller NGOs with specializations or a regional focus, such as Asylum Access, Women’s Refugee Commission, and Women for Women International; local organizations such as the American Civil Liberties Unions; intergovernmental organizations such as the United Nations sub-organizations and the Inter-American Commission on Human Rights; charitable organizations such as the Social Accountability International, Ford Foundation, and Open Societies Foundation; and for-profit organizations such as Toyota or Target Corporation.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td>2012</td>
<td>2022</td>
<td>Number</td>
</tr>
<tr>
<td>Public relations and fundraising managers</td>
<td>11-2031</td>
<td>62.1</td>
<td>70.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>11-9151</td>
<td>132.9</td>
<td>160.6</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>13-1131</td>
<td>65.7</td>
<td>77.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>19-3022</td>
<td>18.0</td>
<td>21.2</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>19-4061</td>
<td>29.6</td>
<td>34.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Social and human service assistants</td>
<td>21-1093</td>
<td>372.7</td>
<td>453.9</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Paralegals and legal assistants</td>
<td>23-2011</td>
<td>277.0</td>
<td>323.3</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Public relations specialists</td>
<td>27-3031</td>
<td>229.1</td>
<td>256.5</td>
<td>0.2</td>
<td>0.2</td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th>2012 National Employment Matrix title and code</th>
<th>Employment Number</th>
<th>Change 2012-2022</th>
<th>Annual Wages ($) - 2014¹</th>
<th>Employment Prospects⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2022</td>
<td>Net</td>
<td>Percent</td>
</tr>
<tr>
<td>Public relations and fundraising managers</td>
<td>11-2031</td>
<td>6,370</td>
<td>7,430</td>
<td>1,060</td>
</tr>
<tr>
<td>Social and community service managers</td>
<td>11-9151</td>
<td>12,560</td>
<td>14,380</td>
<td>1,820</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>13-1131</td>
<td>6,420</td>
<td>7,980</td>
<td>1,560</td>
</tr>
<tr>
<td>Survey researchers</td>
<td>19-3022</td>
<td>900</td>
<td>990</td>
<td>90</td>
</tr>
<tr>
<td>Social science research assistants</td>
<td>19-4061</td>
<td>6,560</td>
<td>7,630</td>
<td>1,070</td>
</tr>
<tr>
<td>Social and human service assistants</td>
<td>21-1093</td>
<td>32,780</td>
<td>37,120</td>
<td>4,340</td>
</tr>
<tr>
<td>Paralegals and legal assistants</td>
<td>23-2011</td>
<td>25,120</td>
<td>29,100</td>
<td>3,980</td>
</tr>
<tr>
<td>Public relations specialists</td>
<td>27-3031</td>
<td>23,010</td>
<td>26,910</td>
<td>3,900</td>
</tr>
</tbody>
</table>

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

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

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

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

**Enrollment Projections:**

**Projected Student Enrollments, Years 1-5**

<table>
<thead>
<tr>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Cohort Size</td>
<td>20</td>
<td>35</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Existing Full Time In State</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Existing Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Existing Part Time In State</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Existing Part Time Out State</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>New Full Time In State</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>New Full Time Out State</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Part Time In State</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>New Part Time Out State</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>20</strong></td>
<td><strong>51</strong></td>
<td><strong>89</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

**Assumptions:**

- Semester Retention Rate: 90.00%
- Full-Time Percentage: 20.00%
- Part-Time Percentage: 80.00%
- In-State Percentage: 88.40%
- Out-of-State Percentage: 11.60%
- Full-Time Average Yearly Credit Load: 24
- Part-Time Average Yearly Credit Load: 15
- Full-Time Years to Complete: 2
- Part-Time Years to Complete: 4
Admission Requirements

This program will seek students from diverse social science (and even STEM) backgrounds with an interest in human rights professional development. Admission to the program will be competitive based on the following criteria:

- Baccalaureate degree from an accredited institution (or its international equivalent)
- Undergraduate GPA of at least a 3.0
- Experience in human rights (research, internship, work, volunteer)
- Letters of Recommendation
- Interview upon request
- Applicants whose first language is not English and who were educated in a country where English is not the official language, must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 for the paper-based test, 213 for the computer-based test, and 79-80 for the Internet-based test.
- The Graduate Record Examination (GRE), or other standardized test, is required for all applicants except when the Graduate Admissions Committee elects to waive the requirement based on special circumstances, such as:
  - The applicant is a graduate of a related major at John Jay College of Criminal Justice and has a GPA of 3.5 or more;
  - The applicant has seven or more years of related professional experience in the international criminal justice field (e.g., works for UN, INTERPOL, World Bank, etc.) and has demonstrated significant professional accomplishments;
  - The applicant is a foreign student. Foreign students are defined as students who are enrolled in institution of higher education who are not citizens of United States of America, immigrants, or refugees. These may include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange - visitor) visas, and M (vocational training) visas. Foreign students do not have long-term or permanent residence.

Curriculum

Degree Requirements:
The Master of Arts in Human Rights consists of 36 credits. Students should be able to complete the course of study in two years of full-time study or four years part time. Admissions would take place twice a year.

Language requirements
Students are required to demonstrate language proficiency in at least one of the recognized United Nations official languages Arabic, Chinese, French, Russian and Spanish. Proficiency will be determined either by test or native language status. Tests will be administered at the John Jay College language laboratory. Credits earned in language study while enrolled in the MA in Human Rights do not count towards degree completion.

MA in Human Rights: 36 credits

1. CORE COURSES (24 credits)
HR 700: Introduction to Human Rights (3 credits)
ICJ 715 Research Methods in International Crime and Justice (3 credits)
HR 701: International Human Rights Organizations and Institutions (3 credits)
HR 702 Human Rights: International and Domestic Legal Frameworks (3 credits)
HR 705: Philosophy of Human Rights (3 credits)
ICJ 703: International Law and World Order (3 credits)
HR 706: Human Rights Advocacy and Activism (3 credits)
HR 750 Advanced Seminar in Human Rights (3 credits)

2. ELECTIVES (12 credits)
   HR 7XX: Human Rights and Corporate Social Responsibility (3 credits)
   HR 710: Human Rights Documentation and Investigation (3 credits)
   HR 712: Civil and Political Rights (3 credits)
   HR 713: Economic and Social Rights (3 credits)
   HR 711: HR and Humanitarianism (3 credits)
   HR 718: Health as a Human Rights (3 credits)
   ICJ 806 Transitional Justice (3 credits)
   ICJ 803 The UN Permanent Forum on Indigenous Issues: International Rights and Beyond (3 credits)
   PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy (3 credits)
   ICJ 805 Terrorism and Human Rights (3 credits)
   ICJ 810 Human Trafficking (3 credits)
   CRJ 765 Social Movements, Revolution, and Terrorism (3 credits)
   CRJ 778 Victimology (3 credits)
   PSY 705 Psychology of the Victim (3 credits)
   CRJ/PAD 754: Investigative Techniques (3 credits)
   FOS 761: Forensic Anthropology: Osteological & Genetic Identification (3 credits)
   PAD 718 International Public Policy and Administration (3 credits)
   HR 780: Human Rights Internship Course (6 credits)
   HR 791: Thesis (6 credits)

See Appendix C for suggested course sequencing for two-year completion.

Faculty

There are 16 full-time faculty and 3 part-time faculty who have expressed interest in the Human Rights MA and have human rights expertise. Many of these faculty members also teach in the Human Rights undergraduate minor program.

The program will have a program director who will be given 2 course releases annually, or comparable course release to that offered to other directors of graduate programs. The program director will be responsible for curriculum planning, scheduling, advising, quality control, and relevant budgeting. A part time college assistant will assist the program direct. The Program Director will be elected by faculty teaching in the MA in Human Rights for a three year term, and confirmed by the Provost.
No program director may serve more than three consecutive full terms of office.

**Cost Assessment**

*Administration:*

It is expected that the program will be administered through an arrangement with the department of the program director. That arrangement will address the costs of providing office services and supplies and the space for the part time college assistant.

*Governance*

The program will be governed by a governance committee made up of faculty who teach the core courses in the program listed in Appendix A. Governance in this program will be faculty based, not department based. The program director will be elected every three years by the core faculty, and any faculty member who is part of the governance committee may be nominated or nominate potential program directors.

*Faculty*

As stated earlier, the college has many qualified professors with wide ranging expertise on human rights. In recent years, hires in the International Crime and Justice MA, Department of Political Science, and other departments and programs have hired promising faculty members with human rights expertise. We believe that these faculty, with some adjunct support, will provide adequate staffing for the program. There will be minimal adjustments for additional adjunct costs.

*Facilities and Equipment*

Existing facilities and equipment are sufficient for the program.

*Library and Instructional Materials*

The library has sufficient resources to meet the needs of the master’s program. The library has many monographs and journals, as well as e-books and e-journals in the field of human rights. It even has a designated human rights area on the webpage with library-specific and open source human rights resources available to students. The existing collections in international criminal justice as well as new acquisitions relating to new programs, will provide the necessary baseline of resources for students.
APPENDIX A: COURSE DESCRIPTIONS FOR REQUIRED COURSES
The core courses in the Human Rights MA program are as follows:

**HR 700 Introduction to Human Rights (3 credits):** This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.

**HR 701 International Human Rights: Organizations and Institutions (3 credits):** This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.

**HR 702 Human Rights: International and Domestic Legal Frameworks (3 credits):** This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.

**ICJ 703 International Law and World Order (3 credits):** The course is an introduction to the study of international law and policy. It will address the evolution of the international legal process, and explore—through the use of a series of hypothetical and actual problems—the principal challenges to the present world order. In particular, the course will analyze and assess contending theories on the law/power dichotomy, the origins of international law, the structure of the international legal argument, and evaluate the relevance of the international legal lenses in addressing problems in key issue areas, such as peace and human security, intervention, human rights and humanitarian action, and justice/accountability

**HR 705 Philosophy of Human Rights (3 credits):** This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, as well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights
are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.

HR 706: Human Rights Advocacy and Activism (3 credits):
The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.

ICJ 715 Research Methods in International Crime and Justice (3 credits): The purpose of this course is to provide an understanding of the basic use of different methods used to obtain data in criminology and CRJ research in comparative, international and global contexts. The focus will be equally on thinking statistically and qualitatively. Statistical thinking involves drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.

HR 750 Advanced Seminar in Human Rights (3 credits): This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs.
APPENDIX B: SYLLABI FOR NEW COURSES
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: 
Date of Program Approval: 
Date of CGS Approval: 

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>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
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2. Course details:

<table>
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<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 700</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.</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>
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<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
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<tr>
<td>Lab Hours</td>
<td>0</td>
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</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). This course will serve as an introduction to human rights for the MA program, which will help students all have a common basis of human rights history and development. Since the MA does not have required any previous human rights background at the undergraduate level, this course will acclimate students to the study of human rights.

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

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?
   The course learning outcomes are as followed
   **In this course, students will**
   • Achieve basic familiarity with the core theoretical and ethical debates in the study and practice of human rights, including key debates over universality and indivisibility
   • Understand empirical debates over the causes of human rights violations
   • Apply international human rights law and norms to contemporary policies and practices;
   • Gain deep knowledge of a particular human rights concern of their choosing;
   • Strengthen critical reading skills, analytical ability and written and oral communication skills
   
   b. How do the course outcomes relate to the program’s outcomes?
   The course objective map onto the following program outcomes:

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
</tr>
</thead>
</table>

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1. Attain expertise in the key scholarly knowledge areas of human rights:
   1) Legal, philosophical, and theoretical origins of human rights
   2) Fundamental international, regional, and domestic human rights laws, standards, norms, and institutions
   3) International, regional and domestic human rights organizations
   4) Transnational and local human rights advocacy, and
   5) Legal and empirical research method and design.

   - Achieve basic familiarity with the core theoretical and ethical debates in the study and practice of human rights, including key debates over universality and indivisibility
   - Apply international human rights law and norms to contemporary policies and practices
   - Understand empirical debates over the causes of human rights violations

2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers

   - Gain deep knowledge of a particular human rights concern of their choosing;
   - Apply international human rights law and norms to contemporary policies and practices
   - Strengthen critical reading skills, analytical ability and written and oral communication skills

3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.

   - Gain deep knowledge of a particular human rights concern of their choosing;

4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.

   - Gain deep knowledge of a particular human rights concern of their choosing;
   - Strengthen critical reading skills, analytical ability and written and oral communication skills
   - Apply international human rights law and norms to contemporary policies and practices
c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?
1. Achieve basic familiarity with the core theoretical and ethical debates in the study and practice of human rights, including key debates over universality and indivisibility
   - This will be assessed through short papers (in which students write critical analysis of readings) and class presentations
2. Understand empirical debates over the causes of human rights violations
   - This will be assessed through short papers (in which students write critical analysis of readings) and class presentations
   - Students will demonstrate this through their independent research paper on a human rights subject area of their choice.
3. Apply international human rights law and norms to contemporary policies and practices;
   - This will be assessed through short papers (in which students write critical analysis of readings) and class presentations
   - Students will also be assessed on this learning objective through their independent research paper on a human rights subject area of their choice.
4. Gain deep knowledge of a particular human rights concern of their choosing;
   - Students will demonstrate this through their independent research paper on a human rights subject area of their choice.
5. Strengthen critical reading skills, analytical ability and written and oral communication skills
   - This will be assessed through short papers (in which students write critical analysis of readings) and class presentations and the independent research paper.

4) **Proposed texts and supplementary readings** (including ISBNs):


**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.

5) **Identify and assess the adequacy of available library resources**

   a. **Databases**
b. Books, Journals and eJournals


Good book and ebook collection:


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6) Identify recommended additional library resources
More books from Routledge Research in Human Rights Law:
http://www.routledge.com/books/series/HUMRIGHTSLAW/

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

8) 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).
9) 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?

10) Proposed instructors:

Susan Kang, Jennifer Rutledge, Charlotte Walker-Said, Veronica Michel, Jean Carmalt

11) Other resources needed to offer this course:

None

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

None

13) 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.
Instructor  
Dr. Susan Kang  
Political Science Department  
9.65.12NB  
646-557-4664  
skang@jjay.cuny.edu  
Office hours: Mon. 12:15-1:30 p.m. & by appt.

Course Description  
This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.

Learning Objectives  
In this course, students will  
- Gain a general understanding of the legal, philosopher and theoretical origins of international human rights  
- Understand key empirical debates over the causes of human rights violations  
- Apply international human rights law and norms to contemporary policies and practices;  
- Gain deep knowledge of a particular human rights concern of their choosing;  
- Strengthen critical reading skills, analytical ability and written and oral communication skills

Course Policies  
As indicated above, class participation is essential. Class participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you
maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.

Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to skang@jjay.cuny.edu

Course Assignments and grading:

Reaction Papers: Students will complete three reaction papers over the course of the semester. In these reaction papers, students are required to summarize, synthesize and critically analyze the assigned readings for the week. In addition, the best reaction papers will make linkages to other course topics and draw on broader themes discussed in the class. These papers will be 3-4 pages long. (each worth 10% of the grade)

Discussion leadership: In addition to three reaction papers, students will lead discussion for three class sessions, which will allow for students to work in groups. Students will communicate with the professor before class to share the key questions and discussion frameworks. In addition to “what” questions, which discuss the content of assigned readings, discussion leaders should also draw on more conceptually driven questions. (i.e. how might these readings agree or disagree with univeralist ideas of human rights?) Each worth 5% of the grade.
Draft research paper: Students will write an independently initiated research paper on a topic relating to the course materials. The first draft of the paper, 10-12 pages long, is due in Week 8. This paper must consider some key institution, organization, treaty, law, case or other notable issue within human rights, as applied to a broader theoretical debates within the field of human rights. The first draft will be worth 15% of the total grade.

Research paper: The final paper is due during the finals period. The paper should be 15-20 pages (not including bibliographic materials) and follow either norms of a social science or a legal research paper, including proper citations. The final draft is worth 40% of the grade.

Required Texts:
Michelline Ishay: A History of Human Rights
Belden Fields: Rethinking Human Rights for the Twentieth Century
Various articles available on Blackboard
Key web-based human rights texts

Course Schedule
Week 1
Ishay: Introduction and Ch.1 (pp. 3-62)

Week 2: Universal Declaration:
Universal Declaration of Human Rights; http://www1.umn.edu/humanrts/instree/b1udhr.htm
Fields, Ch. 1 and 2 (pp. 7-72)

Week 3: “First Generation” Rights:
The International Covenant on Civil and Political Rights
http://www2.ohchr.org/english/law/ccpr.htm
Ishay, pp. 63-116

Week 4: “Second Generation” Rights:
The International Covenant on Economic, Social and Cultural Rights
http://www2.ohchr.org/english/law/cescr.htm
Ishay, pp. 117-172
Fields, Ch. 5, pp. 133-152

Week 5: National liberation and human rights: Cultural rights and sovereignty
Ishay, pp. 173-244.

Burke, Roland,

Week 6: Questions of universality


Week 7: Critiques of Human Rights-Based


Week 8: Political Explanations for Human Rights violations:


Week 9 Psychological/Cultural Explanations for Human Rights Violations


Week 10 Ideological Explanations: mass ideologies; elite ideologies; and the interplay of decision-making and ideology

Week 11 Top-Down Approaches to Human Rights Change
DeLaet, Chapter 8, “Promoting Human Rights from the Top Down,” 135-158.
DeLaet, Ch. 11, “Promoting Human Rights from the Bottom Up,” 204-218.
Ackerman and Duvall, Ch 7 “Argentina and Chile: Resisting Repression,” in A Force More Powerful, 267-302.

Week 12: Humanitarianism and interventions

Week 13 New issues: Migrants, Children, Disability

Week 14 Development and Human Rights

Resources:
University of Michigan Human Rights Advocacy and History of international Human Rights Standards
http://humanrightshistory.umich.edu/

University of Minnesota Human Rights Library:
http://humanrightshistory.umich.edu/

**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.
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: 
Date of Program Approval: 
Date of CGS Approval: 

7. Contact information of proposer(s):

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<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Rutledge</td>
<td><a href="mailto:jrutledge@jjay.cuny.edu">jrutledge@jjay.cuny.edu</a></td>
<td>646-557-4710</td>
</tr>
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8. Course details:

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<th>Program Name</th>
<th>Master of Arts Degree Program in Human Rights</th>
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<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 701</td>
</tr>
<tr>
<td>Course Title</td>
<td>International Human Rights: Organizations and Institutions</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or)</td>
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<tr>
<td>Credits</td>
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<tr>
<td>Contact Hours (per week)</td>
<td>2 – is this right?</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>N/A</td>
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</table>

9. **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).

   Organizations, at the international, regional and domestic level have increasingly come to define the current system of human rights. The United Nations has long been a central pillar of the international human rights regime, while newer regional arrangements in Africa and Latin America are beginning to effect real change for human rights in those regions. Non-governmental organizations have long provided a voice for the disenfranchised and forced state governments to protect human rights. Understanding how organizations can protect and promote human rights is central to an analysis and assessment of human rights today. As such, having the tools to understand and analyze these organizations is a necessary component of an education in human rights.

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

   This class is one of the foundations courses for the Master of Arts Program in Human Rights.

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

   Yes _____  No ___X____

   If yes, please provide the following:
   V. Semester(s) and Year(s):
   VI. Teacher(s):
   VII. Enrollment(s):
   VIII. Prerequisite(s):

12. **Learning Outcomes:**

13. d. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
By the end of the course Students will be able to:

- Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Perform independent research on a human rights organization of their choice.
- Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.
- Use international relations theory to analyze the problems with contemporary human rights organizations.

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

This course will help our students work towards achievement of most of the Master in Human Right’s learning objectives. The course is designed to introduce students to a variety of issues related to human rights organizations, which achieves our program objective of helping students gain a nuanced and critical understanding of human rights institutions and practice at the international, domestic, and regional levels. The research paper assignment allows students to practice skills such as writing, research and policy-analysis, which is also a core program objective, while all of the written assignments are designed to allow students to practice writing effectively. Finally, the course offers students the chance to gain expertise in one of the key scholarly knowledge areas of human rights, international, regional and domestic human rights organization, which is a core program objective.

f. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

The students will write two short papers in response to specific readings which meets the learning objectives related to synthesizing and evaluating readings, while they will write a 18-20 page research paper on a human rights organization of their choice, which meets the remaining learning objectives of ‘performing independent research”, “applying knowledge” and “analyzing problems”. The research paper will be guided throughout: the students will turn in a rough draft mid-way through the semester, and the instructor will provide detailed feedback on the draft; in addition, before turning in the final paper a peer-review session will be held in-class, so that the students will receive further feedback on the paper.

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


**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.

**15. Identify and assess the adequacy of available library resources**

c. **Databases**
   JSTOR, EbscoHost, Lexis-Nexis

d. **Books, Journals and eJournals**


16. Identify recommended additional library resources

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

18. 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).

JSTOR, Lexis-Nexis, Ebscohost,

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

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Yes _____ X ______ No _____________

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

20. Proposed instructors:

Jennifer Rutledge, Political Science

21. Other resources needed to offer this course:

N/A

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

N/A

23. 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.
Course description: This course examines the role of organizations and institutions in the promotion and protection of internationally recognized human rights norms. The course surveys theoretical approaches to understanding the role of organizations in international relations and then turns to examine particular organizations and institutions at the global, regional and national level. Particular time is spent on the role of the United Nations and assessing this organization’s monitoring and enforcement mechanisms in the area of human rights. In addition, the course considers the future role for organizations in the protection of human rights.

Course Outcomes and Learning Objectives:

By the end of the course Students will be able to:

- Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Perform independent research on a human rights organization of their choice.
- Apply the knowledge gained during that research in order to critically understand a specific organization within its historical and political context.
- Use international relations theory to analyze the problems with contemporary human rights organizations.

Required Texts:


**Additional Readings**
In addition to these books, you are expected to read the assigned articles, available on Blackboard, before each class session. Please bring a copy of the readings (paper or electronic) to class that day.

**Course requirements**
15%: Seminar participation
20% Reflection papers (10% each)
10% Leading class discussion (5% each time)
20% 1st draft of research paper
30% 2nd draft of research paper
5% Peer Review

**Reflection Papers:**
Each student will write two reflection papers, based on the week’s readings. These papers should be 500-600 words long and must include a word count. These will be submitted as hard (paper) copies. In these papers, you will integrate the main points of the readings, and analyze the arguments presented in the readings. The best papers will not only provide a summary of the readings, but also place the readings within the broader class and provide criticism of the authors' arguments and evidence.

**Discussion leaders:**
Each week, those students writing the reflection paper will be responsible for leading class discussion. Discussion leaders are expected to ask questions about the major ideas and concepts from the readings, and also to provide discussion questions to students. You are highly encouraged to email 3-4 questions to the class the night before, to give students a chance to consider the topics you wish to discuss. Students should NOT use Power Point, although hand-outs for your fellow students is encouraged. Use of videos is highly discouraged.

**Paper:**
Students will write an 18-20 page research paper, relating arguments from the theoretical readings in class with a specific human rights organization. A 15 page first draft (not including bibliography) is due on Week 9. The final draft is due during Finals Week. Failure to hand in a draft on time will lead to delayed feedback. We will perform a peer review session on the last week of class on the papers.

**Expectations:**

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As this is a graduate seminar, you are expected to have engaged with the course readings before every seminar. You are expected to attend every seminar. Late response papers will not be accepted, as they are the basis of seminar discussions.

**Course Outline**

**Introduction**

Week 1: Introduction to International Human Rights Regimes

- Forsythe. Chapters 1 and 2

**Theories of IOs**

Week 2: Ideas and Norms


Week 3: IOs as Bureaucracies

  1. Bureaucratizing World Politics
  2. International Organizations as Bureaucracies
  4. Defining Refugees and Voluntary Repatriation at the United Nations High Commissioner for Refugees

Week 4: Principal-Agent Approaches/Domestic Approaches


**International Organizations**

Week 5: UN Charters and Treaties

Forsythe, Chapter 3

Barnett and Finnemore Ch 5 “Genocide and the Peace-keeping Culture at the UN”


Week 6: UN Monitoring Systems


Week 7: Special Rapporteurs


Special Rapporteur on the Right to Education. 2015 Report: Protecting the Right to Education Against Commericalization” available at: [http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/AnnualReports.aspx](http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/AnnualReports.aspx)
Week 8: WTO

Forsyth, Ch. 8


Regional and State Systems

Week 9: Regional Systems I

Draft of Paper DUE

Forsythe, Ch. 5


Week 10: Regional Systems II


Week 11: State and Local Human Rights Organizations

Forsyth, Ch. 6

Non-Governmental Organizations

Week 12: Overview

Forsyth, Ch 7

Hopgood, “Keepers of the Flame: Understanding Amnesty International” Chapters 2-4

Week 13: Conclusions

Forsythe, Ch. 9

Hopgood “The Endtimes of Human Rights” Chapters 1, 2 and 8
   1. Moral Authority in a Godless World
   2. The Church of Human Rights
   8. The Neo-Westphalian World

Week 14: In Class Peer Review

Week 15: Final Paper Due
Course Policies:

College Policy on Plagiarism
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. If you plagiarize on an assignment you will fail that assignment.

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

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

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

Diversity and Collegiality
One of the most enriching aspects of an undergraduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

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### Explanation of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A–</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B–</td>
<td>Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C–, D+, D, D–</td>
<td>Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.</td>
</tr>
<tr>
<td>F</td>
<td>Failure -- An F is not erased when the course is taken again and passed.</td>
</tr>
</tbody>
</table>
| P    | Passing -- The P grade is not computed in the grade point average and is authorized only for:  
1. Remedial and developmental courses  
2. Non-remedial courses for which the P grade is designated in the course description.  
3. Courses taken on a [Pass/Fail Option](http://www.jjay.cuny.edu/academics/761.php) |

This explanation of grades comes from the Registrar’s office. If you want to dispute a grade, you must have a clear argument as to why your work falls within a different category. ([http://www.jjay.cuny.edu/academics/761.php](http://www.jjay.cuny.edu/academics/761.php))
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

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>Veronica Michel</td>
<td><a href="mailto:vmichel@jjay.cuny.edu">vmichel@jjay.cuny.edu</a></td>
<td>212-621-3733</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 702</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights: International and Domestic Legal Frameworks</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.</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>
</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).

International and domestic laws are the foundations of the contemporary human rights system. Through our discussions with the broader Community of Practice, one clear substantive knowledge area of which practitioners emphasized for an MA program was human rights law. This course, coupled with the existing ICJ 703 course, International Law and World Order, will provide the fundamental legal training for students to become well versed in human rights law, both international and domestic.

This course will allow students to understand the interaction and complementarity between the legal frameworks at the domestic and international level for the protection and promotion of human rights. The emphasis will be on the legal norms that constitute human rights law, as well as on the legal procedures and institutions that have developed to protect these norms. The central goal of the course is to familiarize students with international human rights law and with a broad range of analytical tools to enable them to think critically about how to understand the practice of human rights. The course explores domestic and international criminal procedure law, as well as substantive areas of international law.

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

Core Course

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

Yes _____ No ___X___

If yes, please provide the following:

IX. Semester(s) and Year(s):
X. Teacher(s):
XI. Enrollment(s):
XII. Prerequisite(s):

6. **Learning Outcomes:**

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

   - Identify and explain the basic structure of International Human Rights law
   - Recognize and assess the different types of criminal human rights procedure at the domestic/international level

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• Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena

• Apply and research international legal concepts to international political problems through the use of case studies and a moot court

• Analyze the most effective method to prevent human rights violations or improve human rights protection

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

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
</tr>
</thead>
</table>
| (1) Attain expertise in the key scholarly knowledge areas of human rights: | • Identify and explain the basic structure of International Human Rights law  
• Recognize and assess the different types of criminal human rights procedure at the domestic/international level |
| a) Legal, philosophical, and theoretical origins of human rights  
b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions  
c) international, regional and domestic human rights organizations  
d) transnational and local human rights advocacy, and  
e) legal and empirical research method and design | |
| (2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers | • Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena  
• Apply and research international legal concepts to international political problems through the use of case studies and a moot court |
| (3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific | • Apply and research international legal concepts to international political problems through the use of case studies and a moot court |
human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.

(4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.

- Analyze the most effective method to prevent human rights violations or improve human rights protection
- Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena

i. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Students will be assessed through two case study papers, which will require evidence of legal mastery, legal analysis, and through moot court participation. Moot court participation will assess research, analysis of human rights legal issue and solutions, as well as key presentation skills.

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


**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.

Janice Dunham, July 23, 2015

8. **Identify and assess the adequacy of available library resources**

   e. **Databases**
   JSTOR, Academic Search Premier, Lexis-Nexis, Human Rights Studies Online, Hein Online

   f. **Books, Journals and eJournals**

*Human Rights Quarterly, American Journal of International Law, Journal of Human Rights Practice, Law & Society Review, Social Science & Medicine, Antipode, Agriculture and Human Values, Global Legal Studies, Comparative Education*

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Books:


9. Identify recommended additional library resources
10. Estimate the cost of recommended additional library resources (For new courses and programs):
   Approximately $24

11. 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).
   

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
   
   Yes _____ x _____ No _____________
   
   If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:
   Veronica Michel, Jennifer Rutledge, Jean Carmalt, Susan Kang

14. Other resources needed to offer this course:
   N/A

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

16. Syllabus
   
   Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]
   
   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers

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and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
HR 702: HUMAN RIGHTS:
INTERNATIONAL AND DOMESTIC LEGAL FRAMEWORKS

Professor   Dr. Verónica Michel    Phone    212 6213733
Office       Department of Political Science    E-mail    vmichel@jjay.cuny.edu
            NB: 9.65.30
Office       Tuesdays
Hours        3-4 pm
            Or by appointment

COURSE DESCRIPTION
This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.

PREREQUISITES: None

COURSE GOALS AND OBJECTIVES
This course will allow students to understand the interaction and complementarity between the legal frameworks at the domestic and international level for the protection and promotion of human rights. The emphasis will be on the legal norms that constitute human rights law, as well as on the legal procedures and institutions that have developed to protect these norms.

The central goal of the course is to familiarize students with international human rights law and with a broad range of analytical tools to enable them to think critically about how to understand the practice of human rights. The course explores domestic and international criminal procedure
law, as well as substantive areas of international law such as the law of armed conflict, humanitarian law, human rights law, and international criminal law.

In this course students will learn:

- Identify and explain the basic structure of International Human Rights law
- Recognize and assess the different types of criminal human rights procedure at the domestic/international level
- Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena
- Apply international legal concepts to international political problems through the use of case studies; and
- Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection.

REQUIRED READINGS
The textbook will be available at the John Jay College Bookstore. I recommend that you buy a used copy or rent the text from the bookstore.


SUPPLEMENTARY TEXTS/ADDITIONAL RESOURCES
- Shirley V. Scott, *International Law & Politics: Key Documents* (Lynne Rienner).

COURSE POLICIES

Emails and contact
- Check your email and Blackboard (BB) regularly: I will be posting on BB the instructions for all assignments, and I will be sending important email messages throughout the semester. It will be your responsibility to read these communications.
- I will be available to students ONLY during my office hours, by email, or by appointment. Failure to show up for an appointment without proper notice will be penalized by one point of your final grade.
- If you send me an email please be aware that it will take me between 24-48 hrs. to reply. Also, I will not respond to an email with questions that can be found in this syllabus or through Blackboard.

Grade disputes: the “48 hour claim rule”
Students are always welcome to discuss the grades of their assignments with me. If you wish to dispute your grade, however, you must wait 48 hours after the assignment was returned to you. Then, to dispute your grade you must submit a 1 page (max.) written reflection attached to a
copy of your assignment (you keep the original). In this reflection you must provide an explanation of your claim as clearly as possible, providing supporting arguments (taken from lecture notes and/or readings).

Incompletes
No incompletes will be given.

Academic dishonesty policy
While student collaboration is encouraged, students must author their own written work. Both cheating and plagiarism will not be tolerated in this class. Plagiarism and cheating will result in a failing grade in the assignment or expulsion from the course. No exceptions will be made.

- Most assignments will be submitted to www.turnitin.com. You will need to create an account in the website and then add the course by entering the course ID and password (info is on the first page of the syllabus).
- Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality.
- Assignments that have a low originality score will be reported and will result in failure in the assignment or the course.

COURSE REQUIREMENTS AND GRADING
This class is a graduate-level seminar/lecture hybrid course. It is essential for students to complete the reading prior to the class meeting. Students must come prepared for class and be ready to participate in class activities and exercises.

An A grade reflects excellent (outstanding) work, a B good (average) work, and a C only satisfactory work. There are NO extra credits in this class.

If at any point during the semester you feel you are having trouble with the assignments, the readings, or the course, please come talk to me as early as possible.

Final grades will be determined as follows:

- Attendance/participation 10%
- Case study papers 50%
- Moot court 40%

WHAT’S IN THE NAME: HUMAN RIGHTS LAW?

WEEK 1  Introduction to Human Rights Law International Law

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• Weisbrodt, et.al. (2009) “Chapter 1 Introduction to International Human Rights,

WEEK 2  Basis of Obligation in International Law
  o Read the entire chapter but place careful emphasis on pages 41-77 and just read lightly/skim the remainder of the chapter.
• Selected HR Instruments: refer to BB.
• In-class Quiz: sources of law, types of human rights, differences between international criminal law and international human rights law (no book but open note)

WEEK 3: Ratification and Implementation of HR Treaties
• Weissbrodt et.al., (2009) Chapter 3 “Ratification and Implementation of Treaties”

WEEK 4: State Reporting of Human Rights Practices
• Weissbrodt, et.al. (2009) Chapter 4 “State Reporting Under International Human Rights Treaties; Cultural Relativism”

HUMAN RIGHTS: DOMESTIC AND INTERNATIONAL LEGAL FRAMEWORKS

WEEK 6: Human Rights Protections at the Domestic Level

WEEK 5: Human Rights Protections at the Regional Level
• Rhona K.M. Smith, “Regional Human Rights Mechanisms,” 86-95

WEEK 6: Human Rights Protection through the UN Charter
• UN Charter, http://www.un.org/en/documents/charter/ (Be sure to take careful notes)
  o Preamble
  o Ch I: Purposes (Articles 1-2)
  o Ch V: The Security Council (Articles 23-32)
  o Ch VI: The Pacific Settlement of Disputes (Articles 33-38)
  o Ch VII: Action with respect to threats to the peace, breaches of the peace and acts of aggression (Articles 39-51)
• In-class: Quiz on the UN Charter

WEEK 7: Security Council & International Humanitarian Law

HUMAN RIGHTS VIOLATIONS: SEEKING ACCOUNTABILITY

WEEK 8: Struggles for Human Rights Accountability in Domestic Jurisdictions
• Michel & Sikkink (2013) The Participation Rights of Victims and Human Rights Prosecutions Law and Society Review
• Weissbrodt, et.l.al. (2009) “Chapter 8: How can Human Rights Violators Be Held Accountable”

WEEK 9: International Tribunals: Nuremberg and Tokyo
• Mettraux, Guenael, “Trial at Nuremberg,” in Schabas and Bernaz, Routledge Handbook of International Criminal Law, 5-16. (CW)
• Convention on the Prevention and Punishment of Genocide

WEEK 10: Individual Criminal Accountability in ad hoc Tribunals
• Benjamin Schiff, “River of Justice,” 14-41 in Building the International Criminal Court.1
• Security Council Resolution 827 (1993)

WEEK 11: THE ICC

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• In-class Film: International Criminal Court, Institutional Video, 25 minutes
  http://www.youtube.com/watch?v=UYg0JzsmQ3o

WEEK 12: “Foreign Trials” and Universal Jurisdiction

WEEK 13: “Foreign Trials: Tort Law and Domestic Remedies within the US
• Weissbrodt, et.al. (2009) “Chapter 13: Domestic Remedies for Human Rights Violations within the US” read sections A, B, C
• Weissbrodt, et.al. (2009) “Chapter 14: US Adjudicative Remedies for Violations Under the Alien Tort Statute” read section F

WEEK 14:
• Moot court
• Final paper due

ASSIGNMENTS GUIDELINES

Writing Case Papers:
A case is a story. Cases recount—as objectively and meticulously as possible—real (or realistic) events or problems so that students experience the complexities, ambiguities, and uncertainties confronted by the original participants in the case (be they foreign policy decisionmakers, medical doctors, or government officials). As they “inhabit” a case, students must tease out key components from the real messiness of contradictory and complicated information. Cases compel students to:
• distinguish pertinent from peripheral information,
• identify the problem(s) at hand and define its context and parameters,

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• identify a set of possible solutions,
• formulate strategies and recommendations for action,
• make decisions, and
• confront obstacles to implementation.

In this course we will use both retrospective and decision-forcing cases.

A retrospective or narrative case presents a comprehensive history of a problem—complete with multiple actors, contending interests, and the real outcome; students identify alternative options and analyze why this outcome resulted, when other—possibly “better” solutions—existed.

A decision-forcing case stops short of revealing the outcome, thus forcing students to identify and assess the range of possible options for action. Typically, these cases have an “Epilogue,” which tells “the rest of the story”; again, students analyze why this was what happened.

Due Date: SEE BB.

Objective:
• To apply a theory or concept to a real situation.
• To generate animated class discussion.
• To allow you to explore a problem by sorting out relevant facts, developing logical conclusions and presenting them to your peers.
• To familiarize you the problems that real life policy makers face including coping with ambiguity and decision-making in complex situations.
• To help you develop your analytical and problem solving skills.

Requirements:
• Case papers are between 4-6 pages long – see directions below on specific cases (12 point font, double spaced with 1 inch margins).
• I am not asking you to write how you personally would respond to these cases. I am asking you to put yourself in the shoes of an international political-legal expert working within the tradition of international law, and to make judgments based on that role. You should first draw on widely shared legal norms, custom and treaties to inform your analysis. Only after that, may you provide personal and/or political commentary on the case the relevant moral and legal standards under discussion. Given this class is about the intermingling of politics and law it may be useful to follow your legal analysis with a political analysis and see how they relate to one another and whether or not your recommendation varies any when political considerations are explicitly taken into account.
• Follow the directions for each specific case outlined below.

Evaluation:
• Evidence of a clear thesis statement that is well supported in a coherent and persuasive essay that is responsive to the assigned question or topic.
• Very good writing which includes proper spelling, good grammar and appropriate prose and uses citation correctly and where needed.
• Thoughtful engagement of legal concepts while paying attention to political practice.

Case Paper 1:
The Extraordinary Rendition of Abu Omar: Ethics and the War on Terror

• Write a 4-6 page essay in which you answer the question of whether the struggle against violent Islamic extremism is best understood and addressed as a war (guided by the laws of war and international humanitarian law) or as a particularly virulent form of crime (guided by an international criminal law framework). Be sure to also address what tools are most appropriately used by states in the response. Your answer should draw on the bodies of international humanitarian law, international criminal law and international human rights law and be able to distinguish between them.

Case Paper 2: US Military Personnel and the ICC

• Write this essay from the perspective of your assigned role (as either Secretary of State, Secretary of Defense or the Attorney General) and advise the President of the right course of action, as you see it. This should be a persuasive essay in which there is a clear, succinct and easily discernible course of action being advocated for (clear thesis). You must provide convincing evidence and/or arguments to support your position. Be sure to consider both long- and short-term and domestic and international ramifications of the course of action that you are advocating.
PROPOSAL FOR A NEW GRADUATE COURSE

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17. Contact information of proposer(s):

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<th>Name(s)</th>
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<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>612-385-9387</td>
</tr>
</tbody>
</table>

18. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 706</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights Advocacy and Activism</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Course Description: The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co,</td>
<td>None</td>
</tr>
</tbody>
</table>

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| or both) |  
| Credits | 3  
| Contact Hours (per week) | 3  
| Lab Hours | 0  

19. 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).

This course is part of the required core for the Human Rights MA program. It will give students a fundamental background on human rights advocacy, activism, and campaigns, and thus help students to apply lesson and strategies of past advocacy to future ones. This is both a key professional and academic class, as we will apply scholarship and scholarly concepts to existing and emerging human rights campaigns and issues.

20. Degree requirements satisfied by the course:
core

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

   Yes ______  No ___x___

   If yes, please provide the following:
   XIII. Semester(s) and Year(s):
   XIV. Teacher(s):
   XV. Enrollment(s):
   XVI. Prerequisite(s):

22. Learning Outcomes:

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

Students in this course will:

- Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies
- Understand and evaluate key domestic and international human rights NGOs and assess how their organizations, operations, strategies and contributions help shape human rights norms
- Explain and assess the role of human rights advocates within key international organizations
- Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy
- Engage in independent written and oral presentation of human rights research

k. How do the course outcomes relate to the program’s outcomes?
<table>
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| a) Legal, philosophical, and theoretical origins of human rights  
b) b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions  
c) international, regional and domestic human rights organizations  
d) transnational and local human rights advocacy,  
e) legal and empirical research method and design. | |
| (2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers | • Engage in independent written and oral presentation of human rights research |
| (3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development. | • Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies |
| (4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas. | • Explain and assess the role of human rights advocates within key international organizations  
• Explain and assess the role of human rights advocates within key international organizations  
• Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy  
• Engage in independent written and oral presentation of human rights research |
1. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

- Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies
  - Students will be assessed through short papers, a research paper based on a case study, and in class participation

- Understand and evaluate key domestic and international human rights NGOs and assess how their organizations, operations, strategies and contributions help shape human rights norms
  - Students will be assessed through short papers, a research paper based on a case study, and in class participation

- Explain and assess the role of human rights advocates within key international organizations
  - Students will be assessed through short papers, a research paper based on a case study, and in class participation

- Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy
  - Students will be assessed through short papers, a research paper based on a case study, and in class participation

- Engage in independent written and oral presentation of human rights research
  - Students will be assessed through an independent research paper based on a case study and a presentation based on that study

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


**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.

24. **Identify and assess the adequacy of available library resources**

  g. **Databases**
Human rights case digest, Human Rights Watch world report, Amnesty International Library,

h. Books, Journals and eJournals


Books:


25. Identify recommended additional library resources


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

$108

27. 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).


29. 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?

30. Proposed instructors:

Susan Kang, Jennifer Rutledge, Charlotte Walker-Said, Veronica Michel, Jean Carmalt, Jim Mulvaney

31. Other resources needed to offer this course:
N/A

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

N/A

33. 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.
Instructor
Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

Course Description:
The purpose of this seminar is to explore human rights advocacy and activism, considering the role and perspective of key non-state actors within the field. The course will include an overview of key scholarly and practical approaches to human rights advocacy, with specific attention to transnational models to link together international norms and domestic practices. The course will also cover substantive topics including the organization of key NGOs, organizational issues affecting strategies and tactics, and case studies of specific campaigns. In addition, this course will consider key criticisms of current human rights advocacy and activist strategies and practice. Students will apply scholarly concepts and historical lesson to contemporary human rights problem solving and analysis.

Learning Objectives
Students in this course will:
• Learn the major key concepts and theoretic debates of human rights advocacy, activism, and norm promotion and apply to contemporary case studies
• Understand and evaluate key domestic and international human rights NGOs and assess how their organizations, operations, strategies and contributions help shape human rights norms
• Explain and assess the role of human rights advocates within key international organizations
• Recognize and analyze key problems and pitfalls, particularly regarding North-South relations, in contemporary human rights advocacy
• Engage in independent written and oral presentation of human rights research

COURSE POLICIES
As indicated above, class participation is essential. Class participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.

Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to skang@jjay.cuny.edu

Course Assignments and grading:

The following assignments will be used to calculate your grade

Participation: 10%
Short papers and discussion leadership (3): 30%
Paper draft: 10%
Final paper :50

Participation: Students are required to attend every class, arrive on time, and contribute to the class discussion. You may miss 1-2 classes with no penalty, and the professor reserves the right
to penalize your final grade by 1 letter grade if you miss 3 classes. Missing more than 4 classes will lead to an F grade.

Short Papers: Throughout the class, students will be required to write three short (2-3 page) papers over the assigned readings for the day. Reaction papers will summarize and analyze the key arguments and evidence found in the week's readings. The very best papers will explicitly link the readings to broader theoretical and conceptual debates in human rights, and earlier readings in the class. In addition to writing the reaction paper, you (with whoever else is writing the paper that week) will lead class discussion for that class period. Students are encouraged to discuss their classroom leadership plans with the professor one week prior. (10% each paper/presentation)

Final paper: The bulk of this seminar's grade will be determined by your independent research paper, 15-20 pages. In this paper, you will choose a human rights campaign and analyze it from one of the major theoretical perspectives discussed in this class (boomerang/spiral, hegemony, socialization theory. If you want to use another theoretical framework, please meet with me before proceeding). You may choose an issue that has been heavily researched (Rome Statute, anti-Apartheid), a newer issue (convention on protecting rights of people with disabilities), or a less researched issue. You should use a standard convention of citation (typically APA or Chicago-style).

The first draft (7-10 pages) is due in Week 7 of the semester. At minimum, this draft should include your campaign and a discussion of the theoretical framework.

**College policies:**

**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.

**Key Texts:**


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**Course Schedule**

**Week 1: Brief background:**
Chong, Introduction and chapter 1 (pp. 1-30)

**Week 2 Advocacy around the Universal Declaration:**

**Week 3 Transnational Advocacy Networks: Boomerang and Spiral Models**

**Week 4 Case studies: Transnational activism**
Chong Ch. 2 (pp. 31-70)

**Week 5 International NGOs**

**Week 6: Changing strategies of major NGOs/Social justice groups**
Chong, Ch. 3: pp. 71-103.

*Paper draft due*

**Week 8 Critiques of contemporary advocacy**


**Week 9 Human Rights “Brokers” from international to local**

**Week 10 Framing and non-Human Rights strategies:**

**Week 11: Human Rights advocacy and the media:**

**Week 12 NGO Structure and HR advocacy:**

**Week 13 Case studies 1 Human Rights advocacy within the UN System and other supranational organizations**
Becker, Ch. 3-5 (pp. 59-112)

**Week 14 Case studies 2: Promoting accountability**
Becker: Ch. 6- 8 (pp. 113-176)

*Final Paper Due*

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

34. 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>Charlotte Walker-Said</td>
<td><a href="mailto:cwalker-said@jjay.cuny.edu">cwalker-said@jjay.cuny.edu</a></td>
<td>212-237-8758</td>
</tr>
</tbody>
</table>

35. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 705</td>
</tr>
<tr>
<td>Course Title</td>
<td>Philosophy of Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, a well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.</td>
</tr>
</tbody>
</table>
### Pre- and/or Corequisites
(specify which are pre, co, or both)

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>

### 36. 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).

This course on the philosophy of human rights allows the student to become an active inquirer, thinker, and solver of problems related to human rights and not just a passive learner of tenets and principles that constitute human rights law and treaties. Studying the philosophy of human rights develops skills of critical and moral thinking, argumentation, information management, research, communication, abstract reasoning, and analytic and synthetic thinking on law, policy, security, and general human welfare. The students of this course will learn to identify important fundamental questions about human rights and their influence and implications in the world while learning how to work through the process of clear, critical thinking and argumentation.

### 37. Degree requirements satisfied by the course:
Core class (required for graduation)

### 38. Has this course been taught on an experimental basis?

Yes _______ No __x__

If yes, please provide the following:

XVII. Semester(s) and Year(s):

XVIII. Teacher(s):

XIX. Enrollment(s):

XX. Prerequisite(s):

### 39. Learning Outcomes:

- What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
  - Describe the major themes of at least two of the areas of human rights philosophy;
  - Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
  - Identify the significant ethical theories, including the rational justification of universal ethics and human rights;
  - Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
• Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument.

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

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of 7.5human rights: a) Legal, philosophical, and theoretical origins of human rights b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions c) international, regional and domestic human rights organizations d) transnational and local human rights advocacy, and e) legal and empirical research method and design</td>
<td>• Describe the major themes of at least two of the areas of human rights philosophy • Describe and examine the central position of at least one of the philosophers associated with human rights philosophies</td>
</tr>
<tr>
<td>(2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers</td>
<td>• Describe and examine the central position of at least one of the philosophers associated with human rights philosophies • Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates • Develop and defend a position on a major argument/position within a controversial human rights debate in written work and oral presentations</td>
</tr>
<tr>
<td>(3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.</td>
<td>• Develop and defend a position on a major argument/position within a controversial human rights debate in written work and oral presentations</td>
</tr>
<tr>
<td>(4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.</td>
<td>• Identify the significant ethical theories, including the rational justification of universal ethics and human rights • Develop and defend a position on a major argument/position within a controversial human</td>
</tr>
</tbody>
</table>
0. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

- Describe the major themes of at least two of the areas of human rights philosophy;
  i. Students will be assessed based on their in-class discussion points, their presentations during their two short oral presentations of their two short papers, and in their final paper.
- Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
  i. Students will be assessed regarding this learning outcome based on their in-class oral presentations, their debate skills and advocacy skills during reading discussions, and in their two short papers.
- Identify the significant ethical theories, including the rational justification of universal ethics and human rights;
  i. Students will be assessed based on their assessments of the weekly assigned readings, which are diverse in scope and bring up a number of ethics and rights debates that conflict with other ethics and rights in law and in norms.
- Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
  i. Students will be assessed regarding this learning outcome based on their two short papers and their final paper
- Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument
  i. Students will be assessed regarding this learning outcome principally on their final paper. This skill will also be honed through the two short papers.

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


**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.

**41. Identify and assess the adequacy of available library resources**

**i. Databases**

**j. Books, Journals and eJournals**

**Books:**


42. Identify recommended additional library resources


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

$30

44. 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).


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

   Yes __x_______ No _____________

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

13. Proposed instructors:
Charlotte Walker-Said, Susan Kang, Veronica Michel, Jean Carmalt, Jim Mulvaney, Kyoo Lee

45. Other resources needed to offer this course:

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N/A

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

47. 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.
HR 705

INSTRUCTOR

Dr. Charlotte Walker-Said
Department of Africana Studies
9.12.45NB
212-237-8758
cwalker-said@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course will present issues on the metaphysical and epistemological foundations of human rights as seen from the perspective of modern, western analytic philosophy, as well as from the perspective of ancient and contemporary non-western cultures and non-western moral philosophies. The class explores the discourse that western human rights are a proper part of moral discourse, and that human rights are a special topic within moral discourse. How individuals, societies, and world powers conceive of human rights have implications for the form and content of the political, social, and economic discourses relevant to them, but the issue of this conceptualization itself is properly both philosophical and moral/ethical in nature. The discourse on the foundations of morality as a whole is called “metaethics”. Thus, in understanding the metaphysics and epistemology of human rights, an apt place to begin is by investigating the metaethical options that are currently being discussed in contemporary (western analytic) moral philosophy as well as in contemporary non-western critiques of western human rights and critiques of globalization discourse. By understanding these options, we may then turn to how they apply to the special case of the philosophy of human rights.

PREREQUISITES

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 705, has the following goals and objectives

- Describe the major themes of at least two of the areas of human rights philosophy;
• Describe and contrast the central positions of at least two of the philosophers associated with human rights philosophies;
• Identify the significant ethical theories, including the rational justification of universal ethics and human rights;
• Understand and analyze particular moral problems by applying the principles of those ethical theories that are of both historical and contemporary significance to human rights debates in the arguments you create in the writing assignments;
• Develop and defend a position on a major claim/position within a controversial human rights debate by crafting a written argument.

COURSE REQUIREMENTS

In-Class Discussion: All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10% of the grade)

Two Short Writing Assignments: there will be 2 short writing assignments due over the course of the first half of the semester, each worth 10% of the course grade. I have indicated the due dates in the syllabus. Each must be handed in during class. Each will be between 500 and 750 words. Word counts must appear on the assignment. The topics for these assignments must come from the content of the reading for that week. The purpose of them is to push forward discussion on the main themes of the course. Students will be expected to be able to present their thoughts on these assignments in class. (30% of the grade)

In-Class Oral Presentations: students will have to present orally during two different weeks and be able to summarize their short papers in oral form in less than 3 minutes. These oral presentations will allow the students to gain skills in argumentation and rhetoric and will allow students to constructively critique and observe their peers’ presentation skills. Students will present the paper that they wrote and support their arguments with evidence from the chosen readings (30% of the grade)

Final Research Paper (Final Exam): there will be a term paper, on a subject to be approved by me in writing, at the end of the term. The point of the paper will be to explicate the central argument of some self-chosen journal article on human rights, written by a philosopher discussed in this course. Two weeks after the subject is approved, a detailed abstract of the term paper will be handed in. Finally, on the last day of class, the final draft of the term paper will be due. It will be between 1800 and 2000 words. I will be willing to look at rough drafts of the full term paper as long as I get them well before the due date. In calculating the grade for this portion of the class, the abstract will be worth 10% and the final draft will be worth 90%. (30% of the grade)
**GRADING**

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Two oral presentations on short writings</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (final exam)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9-0</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.
All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

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.

**PLAGIARISM AND CHEATING**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

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.

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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 & pasting” from various sources without proper attribution.

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)

CONTACT WITH PROFESSOR:
All email communication should be directed to cwalker-said@jjay.cuny.edu

REQUIRED TEXTS


COURSE CALENDAR AND ASSIGNMENTS

Week 1: Metaethics: Relativism and Constructivism

Mark van Roojen, Metaethics: A Contemporary Introduction, (London: Routledge, 2013), Chapter 1 (on Blackboard)


Week 2: Stoic Cosmopolitanism and Human Rights Constructivism

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**Week 3: Kant on International Justice**


**Week 4: Capabilities and Human Rights**


**Week 5: The Contemporary Discourse of Human Rights**

The Universal Declaration on Human Rights


Jack Donnelly, *Universal Human Rights in Theory and Practice*, Chapters 3 and 4

**Short paper #1 due at the end of Week 5.**

**Topics:**
Briefly summarize the distinctions between moral relativism and ethical universalism. How can universalism be problematic?

What are cosmopolitan obligations? Can they interfere with obligations of smaller political communities (such as the nation?) Should they interfere with these obligations?

How does Kant’s theory of international justice influence your opinion of global institutions like the United Nations or the International Criminal Court?

Outline the basic principles in Nussbaum’s theory of capabilities and discuss whether this is a satisfying model for human rights.

Week 6: Student presentations of Paper 1

Oral presentations, with or without PowerPoint, to be completed during this week

Week 7: Women’s Rights as Human Rights


Yael Tamir, ”Hands Off Cliterodectomy,” *Boston Review*, October/November 1996. (on Blackboard)


Week 8: The Right not to be Tortured (Part 1)


Week 9: The Right not to be Tortured (Part 2)


Darius Rejali, Torture and Democracy, (Princeton: Princeton University Press, 2009), Chapter 5 (on Blackboard)

Paper #2 due at the end of week 9

Paper Topics

Name two human rights arguments against torture and name two counter-arguments, using the rhetorics of security, that resist human rights claims against torture.

What does the clitoridectomy debate reveal about the human rights vs. cultural rights debate? And further, what is the role of individual rights in preserving tradition?

Week 10: Student presentations of Paper #2

Week 11: Terrorism, the War on Terror, and Human Rights

Alan Dershowitz, Why Terrorism Works, (New Haven: Yale University Press, 2003), 131-164. (on Blackboard)


Week 12: State Respect and Disrespect for Human Rights


Thomas Pogge, World Poverty and Human Rights, Chapter 3 (on Blackboard)

Cicero, On Obligations, Book III (on Blackboard)
Week 13: *Global Economic Justice (1)*


Thomas Pogge, *World Poverty and Human Rights*, Introduction and Chapters 4 & 7 (on Blackboard)

Week 14: *Global Economic Justice (Part 2)*


Week 15: *Review and Analysis for Final Research Paper*

Peer review

Drafting outlines
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: 
Date of Program Approval:  
Date of CGS Approval:  

48. 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>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

49. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 750</td>
</tr>
<tr>
<td>Course Title</td>
<td>Advanced Seminar in Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.</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</td>
</tr>
</tbody>
</table>
50. **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).

This course will serve as the culminating experience for students completing the MA program. Students will be evaluated on their ability to problem, apply their human rights knowledge, and work collaboratively in producing a value added written product for the broader human rights community. It will help students gain expertise on a pressing human rights issue, engage in research outside of the conventional academic practices, and develop essential skills in building their human rights career. This course will also link students to human rights practitioners and organizations from inside the classroom, helping student to build their professional network and to help situate John Jay College as an important human rights player within the New York metro area.

51. **Degree requirements satisfied by the course:**
Core class (required for graduation)

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

Yes _____ No _x____

If yes, please provide the following:

XXI. Semester(s) and Year(s):

XXII. Teacher(s):

XXIII. Enrollment(s):

XXIV. Prerequisite(s):

53. **Learning Outcomes:**

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

- Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem
- Prepare a collaborative research product, including a paper and oral presentation, for a human rights organization in support of a human rights campaign
- Apply multidisciplinary expertise and problem solving skills towards a relevant human rights issue
- Gain expertise and competence in professional and policy-oriented writing

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

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights: a) Legal, philosophical, and theoretical origins of human rights b) fundamental international, regional, and domestic human rights laws, standards, norms,</td>
<td>• Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem</td>
</tr>
</tbody>
</table>
and institutions
c) international, regional and
domestic human rights
organizations
d) transnational and local human
rights advocacy, and
e) legal and empirical research
method and design

(2) Develop and refine key
professional skills, including
writing, research, networking,
policy-analysis, and presentation
skills, to prepare students for a
diversity of human rights
professional careers

- Prepare a collaborative research product, including a
  paper and oral presentation, for a human rights
  organization in support of a human rights campaign
- Gain expertise and competence in professional and
  policy-oriented writing

(3) Learn and apply
multidisciplinary expertise in
various human rights specialties
and related subfields, including
specific human rights issue areas,
diverse political contexts,
criminal justice concerns, and
economic development.

- Apply fundamental knowledge of human rights laws,
  organization, advocacy, practice, and research to
  contemporary human rights problem
- Apply multidisciplinary expertise and problem solving
  skills towards a relevant human rights issue
- Prepare a collaborative research product, including a
  paper and oral presentation, for a human rights
  organization in support of a human rights campaign

(4) Engage and apply critical
thinking, problem solving, and
analytical skills to contemporary
human rights campaigns,
controversies, and policy areas.

- Prepare a collaborative research product, including a
  paper and oral presentation, for a human rights
  organization in support of a human rights campaign
- Gain expertise and competence in professional and
  policy-oriented writing

r. Assessment: How will students demonstrate that they have achieved the learning
outcomes of the course?

- Apply fundamental knowledge of human rights laws, organization, advocacy, practice,
  and research to contemporary human rights problem
  - Students will be assessed based on their presentations, final paper, and short papers in
class
- Prepare a collaborative research product, including a paper and oral presentation, for a
  human rights organization in support of a human rights campaign
  - Students will be assessed based on their draft and final presentations and policy
  paper
- Apply multidisciplinary expertise and problem solving skills towards a relevant human
  rights issue
  - Students will be assessed based on their final paper and presentation

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● Gain expertise and competence in professional and policy-oriented writing
    - Students will be assessed based on their final paper and presentation

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

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.

55. Identify and assess the adequacy of available library resources

k. Databases

l. Books, Journals and eJournals

Books:


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56. Identify recommended additional library resources


57. Estimate the cost of recommended additional library resources (For new courses and programs):
$64

58. 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). JSTOR, Academic Search Premier, Lexis-Nexis, Human Rights Studies Online, Hein Online, Annual Reports of the Inter-American Commission on Human Rights, Annual report - Inter-American Commission on Human Rights, African human rights law reports, Human rights case digest, Human Rights Watch world report, Amnesty International Library,

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

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Yes ___x______ No _____________

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

13. Proposed instructors:
Susan Kang, Jennifer Rutledge, Charlotte Walker-Said, Veronica Michel, Jean Carmalt, Jim Mulvaney

59. Other resources needed to offer this course:
N/A

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

61. 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.
HR 750

INSTRUCTOR

Dr. Susan Kang
Political Science Department
9.65.12NB
646-557-4664
skang@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course will synthesize the knowledge and perfect the skills gained throughout core Human Rights Masters coursework and allow students to apply multidisciplinary perspectives on human rights to real life human rights issues. Students will participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs.

PREREQUISITES

All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

As the culminating seminar in the HR program, HR 7xxx has the following goals and objectives

- Apply fundamental knowledge of human rights laws, organization, advocacy, practice, and research to contemporary human rights problem
- Prepare a collaborative research product, including a paper and oral presentation, for a human rights organization in support of a human rights campaign
- Apply multidisciplinary expertise and problem solving skills towards a relevant human rights issue
- Gain expertise and competence in professional and policy-oriented writing

Course project
This semester's culminating project will be a collaborative research project with the Global Action to Prevent War (GATPW). GATPW has commissioned this class to do a study on the international migration crisis. In addition to introductory research on human rights and the migration, students will participate in team research on domestic, international and regional efforts to mitigate human rights vulnerability of migrants.

Teams will focus on major state and regional actors: North Africa, United States, Australia, SE Asia, and the Mediterranean states (Italy, Spain and Greece). The end product will be a policy paper outlining the migrant human rights crisis in the area, resulting state and regional policies, best practices, and recommendations for states (government entities), NGOs, activists, and funding agencies.

In addition to a desk review, you will be required to interview at least one (preferably two) experts on your geographic area. Your interviews can be of legal professional, human rights campaigners, academic area specialists, journalists or anyone else with unique knowledge of migrants’ rights in your geographic area. We will have submitted a IRB application by Week two of the course, and you will be required to submit the necessary CITI certification in Week 1 to support this application.

**Course Requirements**

*Writing Assignments:* Students will hand in collaborative 1-2 page written responses to a prompt every week, engaging with the course reading materials and assignments. These will be listed on the course Blackboard site.

*Draft presentation:* Students will present the desk review of their findings in Week 8 of the semester. You are expected to wear professional dress. Presentations will require a Powerpoint or similar presentation aids and will be 15 minutes long. A representation form GATPW will be present, either physically or virtually, to give feedback.

*Final Presentation:* Students will present their final findings, incorporating their interview materials, in Week 14. As before, these presentations will be 15 minutes long, focus on your policy recommendations for organizations and governments on improving human rights for refugees and migrants in your region, and require a Powerpoint or similar presentation aid. Professional dress is required.

*Class participation:* Your participation in this seminar is essential. Participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance. Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

*Final Paper:* The final paper, a collaborative project, is due during finals week. You may submit a draft by Week 13 if you want comments, but it is not required. This will be in the format of a

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policy or White Paper, consisting of an executive summary and policy recommendations. The paper will be 15-20 pages long and should be readable to a general interested (i.e. nonacademic) audience.

**Grading**

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly writing assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Draft presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Final team project paper + Executive Summary</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
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</tr>
<tr>
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<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9-0</td>
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</tbody>
</table>

**Course Policies**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

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Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements. *Given the nature of this course, there will be no incompletes.*

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

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.

**PLAGIARISM AND CHEATING**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

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.

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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 & pasting” from various sources without proper attribution.

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)*

All papers must be submitted to Blackboard Safeassign for review for determination of the provenance of the contents of the paper. The instructors may use other methods to determine the originality of the paper.

**CONTACT WITH PROFESSOR:**
All email communication should be directed to skang@jjay.cuny.edu

**REQUIRED TEXT**


*Please note: This is an advanced seminar course and students are expected to read from a variety of sources, including not only the assigned materials, but also book and journal articles that they may have used for other courses. Students are expected to tap a variety of data sets such as Lexis-Nexis, Academic Search Premier, the United Nations Treaty system, and specialized human rights data bases (i.e. State Department, Cigranelli and Richards CIRI). Students will be given guidance about resource materials for our project.*

**GRADING**

Final grades will be calculated as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<td>Class participation</td>
<td>15%</td>
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</table>

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Final team project paper + Executive Summary 35%
Total 100%

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

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<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9-0</td>
</tr>
</tbody>
</table>

Late Assignments: All assignments must be turned in on time. Late assignments will be docked 1/3 of a letter grade for every day they are turned in late (i.e. an A becomes an A- after one calendar day). Students needing an extension should talk to the instructors in advance. No extensions will be given after the due date.

COURSE CALENDAR AND ASSIGNMENTS

Week 1: Introduction the Global Migration Problem
Groome, Ch. 1
Bring CITI certification

Week 2: Guest Speaker, Jane Buchanan from Human Rights Watch

Week 3: Human rights documents: Database usage and open source research techniques

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Review:
UN High Commission on Human Rights: Refworld: http://www.refworld.org/cgi-bin/texis/vtx/rwmain
International Red Cross: International Humanitarian Law Treaties: https://www.icrc.org/ihl
UN High Commission on Refugees: Policy Development and Evaluation: http://www.unhchr.org/pages/4a1d28526.html
UN High Commission on Refugees: Resources: http://www.unhcr.org/pages/49c3646c4b2.html

Week 4: Academic literature on refugee law and practices

Week 5: Policy papers on refugee crisis:
One of the policy papers at the European Council on Refugees and Exiles: http://www.ecre.org/topics/areas-of-work/protection-in-europe.html

Week 6: Guest Speaker on human rights documentation
Groome, Ch. 2-3, 7 and 9
In class discussion: techniques to find interview subjects

Week 7 interview techniques

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**Week 8 Draft Presentations**
You will present your 15 minute presentations to a representative from GATPW today. Professional dress required.

**Week 9: Troubleshooting, Feedback, and Review day**
This day is reserved for students to share their progress with obtaining and conducting interviews, for instructor feedback on presentations, and review each other’s written progress on the final research paper.

**Week 10 Analyzing Interview Data:**
In class: bring interview notes; in class interview simulations

**Week 11: Professional Writing Seminar**
Writing for government: [http://web.uvic.ca/~sdoyle/E302/Notes/](http://web.uvic.ca/~sdoyle/E302/Notes/)
[http://blog.brazencareerist.com/2012/05/04/write-less-say-more-the-power-of-brevity/](http://blog.brazencareerist.com/2012/05/04/write-less-say-more-the-power-of-brevity/)
Excerpts from the Introduction to Foreign Service Writing, Foreign Service Officer Orientation Manual, on BB

**Week 12: Evidence based policy and white papers**

**Week 13: Troubleshooting and peer review of executive summaries**
“Writing Executive Summaries.” From University of Maryland Writing Center: [https://www.umuc.edu/writingcenter/writingresources/upload/ewc-writing-for-an-audience.pdf](https://www.umuc.edu/writingcenter/writingresources/upload/ewc-writing-for-an-audience.pdf)

**Week 14 Final presentation and final paper due**
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

62. 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>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

63. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 780</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights Internship Course</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course provides students the opportunity to gain in-depth field experience in the human rights professional world, while connecting these experiences to academic concepts and theories learned within coursework. Students will also participate in classroom activities to contextualize the practices of their organization and their field placements as part of their broader professional development. At the end of the internship experience, students will create an e-portfolio to electronically present their professional experiences to future employers.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Students must have completed all the core courses of the MA in HR program, have a 3.5 GPA and have received the permission of the director to pursue the internship track. Under unique exceptions and with permission of program director, a student may take the internship course simultaneously with the culminating course.</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>6</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>

64. **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).
This course will be the primary degree completion track for professionally minded students in the Human Rights MA program. In addition to working at their human rights placement, students will also work on a professional webpage (e-portfolio) that will link together their academic training, professional experiences, and core capabilities. The online classroom component will allow students flexibility towards completion and free choice of placement (such as international placements), while providing opportunities to critically reflect on their professional development.

65. **Degree requirements satisfied by the course:**
**Required degree completion track: internship**

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

   Yes ______  No _x_____

   If yes, please provide the following:
   XXV. Semester(s) and Year(s):
   XXVI. Teacher(s):
   XXVII. Enrollment(s):
   XXVIII. Prerequisite(s):

67. **Learning Outcomes:**
   s. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
   - Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations
   - Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills
   - Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally
   - Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.

   t. How do the course outcomes relate to the program’s outcomes?

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<tr>
<th>Program outcome</th>
<th>Course outcome</th>
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1. **Attain expertise in the key scholarly knowledge areas of human rights:**
   - Legal, philosophical, and theoretical origins of human rights
   - Fundamental international, regional, and domestic human rights laws, standards, norms, and institutions
   - International, regional and domestic human rights organizations
   - Transnational and local human rights advocacy, and
   - Legal and empirical research method and design

2. **Develop and refine key professional skills:**
   - Writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers

3. **Learn and apply multidisciplinary expertise:**
   - Various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.

4. **Engage and apply critical thinking, problem solving, and analytical skills:**
   - Contemporary human rights campaigns, controversies, and policy areas.

**u. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?
• Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations
  - This will be assessed through journal entries and discussion board assignments, as well as short papers.
• Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills
  - This will be assessed through short papers and the e-portfolio
• Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally
  - This will be assessed through journal entries, discussion board assignments, and short papers.
• Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.
  - This will be assessed through the e-portfolio assignment

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


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.

69. Identify and assess the adequacy of available library resources

  m. Databases

  n. Books, Journals and eJournals

Books:

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70. Identify recommended additional library resources

71. Estimate the cost of recommended additional library resources (For new courses and programs):
$21.

72. 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). JSTOR, Academic Search Premier, Lexis-Nexis, Human Rights Studies Online, Hein Online, Annual Reports of the Inter-American Commission on Human Rights, Annual report - Inter-American Commission on Human Rights, African human rights law reports, Human rights case digest, Human Rights Watch world report, Amnesty International Library

73. 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?

74. Proposed instructors:
Susan Kang, Jennifer Rutledge, Veronica Michel,
75. Other resources needed to offer this course:
N/a

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

77. 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.
HR780: INTERNSHIP IN HUMAN RIGHTS
SYLLABUS

Prof. Susan L. Kang
(646)557-4664
skang@jjay.cuny.edu
6 credits
Online Course

COURSE DESCRIPTION

This course provides students the opportunity to gain in-depth field experience in the human rights professional world, while connecting these experiences to academic concepts and theories learned within coursework. Students will also participate in classroom activities to contextualize the practices of their organization and their field placements as part of their broader professional development. At the end of the internship experience, students will create an eportfolio to electronically present their professional experiences to future employers.

Prerequisites: Students must have completed all the core courses of the MA in HR program, have a 3.5 GPA and have received the permission of the director to pursue the internship track. Under unique exceptions and with permission of program director, a student may take the internship course simultaneously with the culminating course.

LEARNING OBJECTIVES

The internship course in Human Rights will allow students to:

- Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations
- Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills
- Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally
- Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.

REQUIREMENTS

This course complements the hours (280) you will spend at your internship this semester. This course will be taught as an asynchronous online course. This allows students to participate in placements outside the NY area and participate in course requirements in a flexible manner. Students will write weekly journal entries in response to a prompt online, as well as participate in
discussion board and other online written activities. Students are also required to comment on other students' contributions, stimulating a classroom discussion within the online environment.

In sum, to fulfill the requirements for the internship course, students are required to:

1. Spend a total of 280 hours working at an approved agency. This translates into 20 hours per week, over a period of 14 weeks of regular semester hours. Students must receive a satisfactory evaluation from their placement supervisor at the end of their internship. In addition, students must ensure that these hours are documented by the college appropriately.
2. Journal their internship experiences online on a weekly basis, as instructed in the course outline.
3. Actively participate in online discussion board forum.
4. Submit four (4) short to medium length writing assignments (2-5 pages). Some (not all) of these assignments will also be loaded into the discussion forum to stimulate discussion among your peers. Note that all of your assignments must be uploaded and analyzed by SafeAssign. DO NOT PLAGIARIZE OR RECYCLE YOUR OWN WORK.
5. Complete one (1) end of semester evaluative essay analyzing your internship placement experience with your coursework experience within the MA program. This final paper will be used not only to as an assessment tool, but can be the basis of future changes to the MA program.
6. Submit all necessary paper work to the John Jay College Center for Career & Professional Development, including from site supervisor (please see relevant documents under the “Course Information” folder on Blackboard).

An internship placement agreement signed by the student and the agency supervisor or a representative must be submitted to professor at the beginning of the course, as well as periodic and final time sheets. I will conduct a site visit in person about halfway through the semester. If your placement is not in the tri-state area, or a site visit proves otherwise difficult, I will have a phone conversation with your placement supervisor. You may not change your placement without approval of the professor. If you have difficulties at your placement that go beyond those typical of routine adaptation to a new setting, I ask that you contact me immediately. By this I mean such issues as sexual harassment, workplace violence such as bullying, poor or neglectful supervision, ethical or legal issues, or serious physical or mental stress. The College has many resources to help us with these difficulties, and I am the one to link you to them and/or speak to your supervisor about them.

Journaling:

Students will use the “blog” feature in Blackboard (under Content) to post weekly journal entries by, except during spring break. Only one entry is needed per week and the syllabus indicates the topic to be addressed in each weekly journal entry. You should always try to reference relevant course materials in your journal entries. Your journal entries should be between 100 and 200 words. In addition to a weekly entry, each student should comment on the journal entry of one other student, in a comparative manner. That comment need not be more than 50 words, but it should show that the student has read the journal entry of the classmate, has reflected on it and
poses a reflective question, offers a suggestion, or helps resolve an issue or problem. You will be graded on your journal entries and on your comments on other students’ journal entries. Please ensure to check with your placement supervisor as to what you can and cannot journal, due to confidentiality. These entries must be kept confidential and no one else will have access to the course page.

Discussion forum:

Our discussion forum is where we will discuss the course materials (readings, videos) as well as some (not all) of the students’ assignments. Please pay careful attention to the instructions for the discussion postings, which include word ranges or limits. Best practice suggests that you write your discussion board posting in word, edit it, proofread it, grammar/spellcheck it and *then* load it.

Online presence:

Regular and timely online participation is important. Therefore, any prolonged absence from our online classroom will affect your grade. You will generally need to consult our Blackboard site a minimum of **twice a week**. You may prepare assignments before they are due, but please do not post or submit them too far in advance of the deadline: this will throw off the rhythm of the course. For this course, it is **very** important that you keep your John Jay inbox clean. I will be sending announcements and emails through Blackboard, and they all go to your John Jay email address. Please note: if Blackboard suffers any prolonged outage, we will adjust the deadlines in the syllabus.

**ONLINE CLASSROOM COMMUNICATION GUIDELINES**

1. Be concise and to the point.
2. Use proper spelling, grammar and punctuation. This is not texting.
3. Be mindful of your tone.
4. Do not use abbreviations or emoticons. Again, this is not texting! Please do not to use abbreviations such as BTW, IMO, and LOL. These are not appropriate in professional communication. The same goes for emoticons, such as the smiley :-).
5. Do not write in CAPS.
6. Read your text before you send it.

**COURSE MATERIALS**

The key text for this course is a guidebook to e-portfolios:
All readings and other materials (voice files, videos) will be posted on Blackboard under Course Documents. If you cannot access them for some reason, let the professor know immediately.
GRADING

The final grade for the internship will be based on academic assignments and fieldwork. Field work: (50%): based on written evaluation by your placement supervisor. The professor will send an evaluation sheet to your placement supervisor, who will email or mail it back to the professor at the end of the semester. In addition, you must submit a form documenting your completed hours (filled out weekly), signed by your supervisor. Failure to get these forms to the professor by the end of the semester can lead to an INC.

Academic performance (50%):
- Online journal entries and commentaries on your classmates’ journal entries 10%
- Online discussion board postings on readings 10%
- 4 short to medium length writing assignments, to be submitted online 10%
- E-portfolio: 20%

Please note that you are expected to hand assignments/complete electronic assignments on time. I will use my discretion to decide to evaluate/penalize late contributions. As an online class, your regular, timely participation is necessary for your success in this class.

Portfolio:
E-portfolio/professional page:
E-portfolios are a great resource to help in your career development. They serve as public representations of your work and many employees now appreciate e-portfolios in the hiring and recruitment process. We will be working towards a complete e-portfolio throughout the semester, and you will be assigned to read:

Your portfolio should include the following five components:
- Professional Bio and Picture - one or multiple tabs (who are you, what is your education and professional work experience, what coursework do you feel is relevant to your academic/professional goals)
- Professional Resume
- Concept map or reflective practitioner model of your internship experience
  - The concept map should be a visual representation of your knowledge areas, experiences and expertise. For more information, see http://cmap.ihmc.us/docs/theory-of-concept-maps
  - A brief (one or two paragraphs) should accompany the concept map.
- Two to Four 'Artifacts':
  - Artifacts are items that demonstrate the student's perception of how internship objectives and strategies were met.
  - Artifacts can include video, Power Points, interviews, non-classified documents, web sites you have worked on or designed, event material, etc.
• Artifacts must be accompanied by a description and analysis of why the particular item you have selected demonstrates how the internship objectives and strategies were met.

• Internship Connections and Future Academic / Career Goals
  • Brief analysis and discussion of the connections made between coursework and internship, skills and knowledge you gained during the internship and and how this impacts your future academic and career goals (can be taken from final reflection paper).

For information on how to make an e-portfolio on Google pages, please see the following resources:
http://www.montclair.edu/media/montclairedu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf
https://sites.google.com/site/eportfolios/How-To-Create-ePortfolios-with-GoogleApps
A video tutorial is available here: https://www.youtube.com/watch?v=CQbW_0i29Vk

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.
Definitions and Examples of Academic Dishonesty
I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
The following are some examples of cheating, but by no means is it an exhaustive list:

• Copying from another student during an examination or allowing another to copy your work.
• Unauthorized collaboration on a take home assignment or examination.
• Using notes during a closed book examination.
• Taking an examination for another student, or asking or allowing another student to take an examination for you.
• Changing a graded exam and returning it for more credit.
• Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
• Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
• Giving assistance to acts of academic misconduct/ dishonesty.
• Fabricating data (all or in part).
• Submitting someone else’s work as your own.
• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

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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 parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Students who are unsure how and when to provide documentation are advised to consult with me. The Library has free guides designed to help students with problems of documentation.

EXPECTATIONS FOR STUDENTS OF THE PROFESSOR:

You can expect a 24 hour turnaround on emails for the course. Please email me directly for any questions about the course. I will be monitoring your journaling and discussion board a few times a week and I will make comments as well. You can expect a week’s turnaround on your assignments. Thus, given that assignments are due on Fridays, you can receive feedback on your assignments by the following Friday.

COURSE OUTLINE

Week 1: Orientation
To-do:
- Read the syllabus and be sure to familiarize yourself with the course's content, requirements, and assignments. Navigate the Blackboard site and be sure to know where the journal, discussion board, and SafeAssign areas are. If you have any questions, please contact me ASAP.
- Email me your placement site, mailing address, supervisor's name and title/position, email address, and phone number. I will send a contact letter to your supervisor introducing myself and outlining your supervisor's responsibilities.
- Download a time sheet found in the Course Information folder, fill it out weekly and get it signed by your supervisor.
- **Journal:** (found under Content folder): due on Tuesday: Introduce yourself to the class, tell the class about your placement, why you chose it, how your placement relates to the Human Rights program, your responsibilities at your placement and what you hope to learn. **Comment** on another student's post by Friday.
- **Short Assignment 1:** Due next week
• Evaluate your résumé for gaps in knowledge and skills that might be acquired at your placement. If you would like help on refining your resume, please make an appointment at career services.
• In your first week at your internship, read background material on your organization and any existing materials on your internship responsibilities.
• Read Chapter 4 from Gordon and McBride under Course Documents.
• Download the internship placement agreement under Course Information.
• Draft your agreement and discuss it with your placement supervisor. Consult your professor as needed.
• Submit your final agreement and your current resume to me in one file as Assignment 1 by next Friday. If you have not started your placement yet, or are unable to finalize your assignment, take a stab at it, label it ‘draft’ and submit it anyway.

Week 2  The intern’s role. This week we will discuss how interns adapt to their role, or even create a role for themselves. We will discuss participant observation, and how to make the internship a learning experience.

• Assignment 1 (resume and internship agreement) is due today.
• Cambridge book: Skim chapter 1

• Read articles found under “Intern's Role” folder:

• Discussion Board:
  (Due Friday) Respond to thread entitled “Intern's Role”. Answer the thread about the readings by hitting reply and put your name in the subject of the reply. (i.e. my reply posting, ‘RE: The intern’s role – Susan Kang’.)
• In 100-200 words: How different is being an intern to being an employee, according to D’abate et al and Parilla & Hesser?

• Journal: Topic: What’s it like being new on the job, and how do you plan to adapt or cope with this? Respond by Tuesday, comment on another student’s post by Friday

• This coming week, find your organization’s ‘mission statement’ – this may also be called organizational goals, statement of purpose, remit, or charge. Normally, it is located on the organization’s website, but it could also be in their policy and procedures manuals or in a legal document. If you cannot find it, ask your supervisor as a last resort. Hold onto it.
**Week 3 Organizations:** This session covers organizational characteristics, the political, legal and economic backdrop to your organization and organizational goals.

- **Read under the “Organizations” folder:**

- **Read the missions statements of the following organizations:**

- This coming week (by next Friday) answer the thread about the readings by hitting reply on Organizations. Put your name in the subject of the reply. The question is: How do Rehli & Jäger, Meyers & Rowan, and Wendt differently understanding the conflicting dynamics within organizations (non-profit, government, and international)? Which conflicts do you seen in your own placement? 100-200 words.

- Journal in our class blog by Tuesday, February 17th. Topic: How will you as an intern be contributing towards your organization’s mission, as per its mission statement? Comment on another student’s journal entry by Friday, February 20th.

- **Start Assignment 2, due next week: Organizational Introductory Paper.** Write a three page, double spaced paper on the organization where you are placed. Address all the points below. Submit it by next Friday, February 20th as Assignment 2 and paste it as an attachment in a reply to the thread in our Discussion Board labeled Assignment 2, with your name in the subject line.

  Your assignment must include the following information, in narrative (i.e. not bullet point, or pasted in from the internet) format:
  - The mission of the organization and the relationship of this organization to others
  - The clients/customers/constituents/stakeholders of the organization
  - The product/service/tasks/deliverables of the organization
  - The key individuals with whom you will be working
  - The structure/hierarchy of the organization (you may paste in an organizational chart here, but be sure to explain it in your narrative)
- Where you fit in the organizational chart, and areas of the organization to which you will be exposed

**Week 4**

**Professional Trajectories I: Careers in Human Rights**

Assignment 2 is due today; Comment on another student's Assignment 2 by Friday

- **Cambridge Book**: Skim Ch. 2
- **Readings**: Selections from Axelrod-Contrada, 2008. *Careers Opportunities in Politics, Government, and Activism (second edition)*. Read at least three of the chapters
  - Other State/Federal positions
  - International Affairs
  - Nonprofit Advocacy and Administration
  - Public Interest
  - Communication, Social and International Issues
  - Lobbies, Unions and Association

- Discussion Board: Career placements: Following the readings, explain the three major “industries” you picked and how they might relate to a career in human rights. What specific position discussed in one of your selected areas would be your dream job (1, 5, 10, 20 years down the line)? 200-300 words. Due on Friday.

- Journal: What kind of career did you initially hope for upon application to this MA program? How has your thinking about your ideal career changed during your time here? (100-200 words). Due Tuesday. Comment on another student's post by Friday.

**Week 5 Professional Trajectories II.** This session deals with individuals' career paths. Start thinking about who you could interview about their career at your placement and ask them for an appointment to interview them.

- Respond to another student's Career Placement's post by Tuesday.

- Journal in our class blog by Tuesday, February 24th. Topic: How can I contribute an international perspective to this placement? By Friday, February 27th, comment on another student’s journal entry.

- Readings (in Professional Trajectories folder):
  1. Professional biographies of human rights advocates:
1. Doug Johnson: http://www.hks.harvard.edu/about/faculty-staff-directory/douglas-johnson
   Ella Baker: http://ellabakercenter.org/about/who-was-ella-baker

2. You will also find a selection of voice files from NPR.org, This I believe series – listen to them

- By Friday, answer the following questions on the discussion board thread (500 words maximum):
  - How does national or local experience connect or inform international experience?
  - How do personal trajectories meld (or not) with professional ones?
  - What seem to be main points of satisfaction for the professionals in the readings and voice files?
  - Based on these readings and voice files, what sorts of questions do you want to ask your supervisor in their interview? Draft these questions (limit yourself to 4-6).

**Week 6 Your supervisor.** This week we are going to concentrate on your supervisor. The readings from last week complement your assignment below.

- Comment on someone else’s discussion board post by next Friday, as well as on their Assignment 2.

- Journal in our class blog by Tuesday. Topic: Is there anything about your supervisor that you would like to emulate? Describe. By Friday, comment on another classmate’s journal entry.

- Assignment 3: Interview assignment. This week you are to work on and complete Assignment 3, Supervisor’s Interview (due March 6th). This assignment should be a detailed report of a one on one interview with your placement supervisor or, if he or she is unavailable or unwilling, someone else you admire at your internship. The learning outcome for this assignment is to learn and reflect on the strategies for having a satisfying professional and personal career.

  The first step is to finalize an outline of questions to discuss in the interview, based on the feedback from the professor from last week’s draft of questions. Questions asked should typically pertain to the interviewee’s career path, philosophy, advice for achieving success, critical decisions or actions that made a difference in the organization(s) where he/she has worked, advice in balancing family life and business, leadership styles, and future plans. Be sure to ask about your supervisor’s successes and failures, and his or her "hindsight" gained from these experiences.

  The second step is to ask your supervisor for an appointment of about 30-45 minutes to complete the interview. You may find it easiest to audiotape the interview (contingent on permission first from your interviewee, of course) so you may listen to it afterwards in
order to complete the third step. The third step is to write a 3-5 page report (double spaced) on the interview. This report is to be a well written summary and reflection in your own words, not a list of questions and answers. The first half of the report should summarize the interview. The second half should be your own reflections and thoughts about what you learned from the interview, and how it may be helpful in your professional career.

Please load your report under "Assignment 3" and paste it as well into a reply to the thread in our Discussion Board labeled Assignment 3 and your name, by Friday, March 7th.

Your interview will be assessed by the following elements: (1) expression and correct use of the English language (2) attention to both the personal and professional biography of your interviewee (3) careful reflection on your interview and relation to your own personal and professional aspirations.

This is an assignment that students typically enjoy. Please relax and have fun with it! Please advise your interviewee that what they tell you in their interview will be shared with the professor and your classmates, but not beyond our group.

Week 7 Interview wrap-up and Intergenerational Communication.

- Assignment 3 is due today.

- Cambridge book: Skim Ch. 6

- Read another student’s Assignment 3 interview this week and comment on it by next Friday, March 13th.

- Journal in our class blog by Tuesday, March 10th. Topic: Are generational categories useful? What generational differences do you notice at your placement? By Friday, March 13th, comment on another student’s journal entry.

- Intergenerational Communication.

- Readings:

- On the discussion board, answer the thread by next Friday, on the readings. The question is: According to the readings, what must it be like for someone not from your generation to supervise you? 50-100 words.
**Week 8 Hierarchies and Inequalities in the workplace**

- **Readings:**

- **Journal:** How do race, class and gender seem to matter in your workplace? Does the social justice mission of your organization self-consciously address this issue and if so how (or how does it not)? Due Tuesday; comment on another student's entry by Friday.

- **Discussion Board:** How do race, class, and gender influence patterns of authority, hierarchy, and other forms of workplace inequality according to the readings? How have workplaces attempted to address these bases of inequality and why have they been efficient? Do you agree with the authors' arguments? Why or why not? (200-300 words). Due Friday

- **Worksite visits start now. Be sure to email the professor about possible times and date**

**Week 9 Cross-cultural communication.** This session examines the nature of the multicultural workplace and how individuals and teams help to carry out the goals of the organization. We will take a close look at cross-cultural communication and multiculturalism in the workplace.

- **Cambridge book:** Skim Ch. 7

- **Read selected chapters from the following on Blackboard under Course Documents.**

- **Watch the videos on multiculturalism and policing produced by the U.S. Bureau of Justice Assistance.**

- **Read this short article on personal communication “styles”:** [http://intelispend.com/blog/whats-workplace-communication-style/](http://intelispend.com/blog/whats-workplace-communication-style/) (link also available online)

- **Journal on our class blog by Tuesday, March 17th. Topics:** What ‘cultures’ are present at my placement, such that I would need cultural competence to be a more effective worker? In addition, how has my cultural background, as well as my “personal communication style” led to challenges and advantages in this internship? By Friday, March 20th, comment on another student’s journal entry.
On the discussion thread, answer the following by next Friday March 20th: (300 words maximum)

1. Is cross-cultural communication something that occurs within nations, or only across nations?
2. How do the lessons and examples in the readings apply to criminal justice settings? Given that it is impossible to avoid cross-cultural communication errors (we cannot know the customs of every culture in the world), what are some strategies to avoid them, or apologize for them?

**Week 10 Workplace writing.** This session covers the purpose, style and formatting of workplace writing, particularly email messages, letters and memoranda.

- Read the following web resources:
  - University of Maryland, “Online Guide to Writing and Research: How does College Writing differ from Workplace Writing?”: [https://www.umuc.edu/writingcenter/onlineguide/chapter1-02.cfm](https://www.umuc.edu/writingcenter/onlineguide/chapter1-02.cfm)
- Journal in our class blog by Tuesday,: Do people at your placement follow Lindsell-Roberts’ (and the other) recommendations about business writing? Give an example of how they do or how they don’t. Comment on another student’s journal entry by Friday, April 3rd.
- Discussion Board: Write a 200-300 email to your supervisor about an issue relating to your internship following the workplace writing norms described in the reading. Due Friday.

**Week 11 Evidence-based policy and practice.**

- Comment on another student's workplace writing DB entry. Does this follow the writing norms from the previous readings?
- Readings:
  - Nutley, Sandra, Davies, Huw, and Walter, Isabel. 2002. Evidence Based Policy and Practice: Cross Sector Lessons From the UK. ESRC UK Centre for Evidence Based Policy and Practice: Working Paper 9

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• Journal in our class blog by Tuesday. Topic: Do you think decision-making or policy at your placement is based on ‘evidence’, ‘science’ or ‘research’? Give examples. Comment on another student’s journal entry by Friday.

• Discussion Board: Search in relevant human rights databases for a research article (an empirical journal article or book chapter) that you think the staff at your placement should read. On the discussion board this week, enter your choices by way of (1) a complete APA-formatted citation and (2) a brief 2-3 sentence rationale of why you think your supervisor should read this article.

Week 12 Assessing your experience and career planning.

• Cambridge book: Skim Ch. 8

• This week, write a letter to the next intern. How would you assess your placement, and what would you recommend to the next intern who takes on your role? Post this under Assignment 4 by Friday. 2 pages double spaced. Use your good workplace writing techniques.

• Journal in our class blog by Tuesday. Topic: Have you changed somehow since you started your placement (as a result of it)? How? If not – why? Comment on another student’s journal entry by Friday, May.

• It is at this point that your supervisor should be filling out your evaluation and conducting an exit interview with you. Please remind your supervisor to return the evaluation to me (preferably by email, if not by post). A copy of the evaluation is available under Course Information.

• Please note that this evaluation is separate than the form provided by the Center for Career & Professional Development.

Week 13: E-portfolio development

• Letter to the next intern (Assignment 4) due. Be sure to upload to Discussion Board thread title Assignment 4 and comment another student’s post by Friday.

• Readings:

Rev. Spring 2014
Office of Graduate Studies
- Journal: What are the key competencies that you've developed during your time in your internship? What will you be placing your concept map? Due Tuesday. Comment on another student’s post on Friday.

Week 14 Wrapping up
- **Journal: What's on your mind?** Open post to discuss any remaining issues, questions, ideas, findings from your time at your placement. 100-200 words, due Tuesday.

- E-portfolio due: submit to “Final project” under Blackboard SafeAssign by final week.

- May 16\(^{th}\) is also the day to submit your time sheet. Please scan it and load it under, Assignments, Final Timesheet. Be sure your timesheet totals to at least 280 hours and that your supervisor has signed off on all your hours.

- Be sure that your supervisor has sent the electronic version of your performance evaluation to the professor by May 17!
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

78. Contact information of proposer(s):

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<thead>
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<td>Charlotte Walker-Said</td>
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<td>212-237-8758</td>
</tr>
</tbody>
</table>

79. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 711</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights and Humanitarianism</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>In this course we will explore philosophical theories of the elementary and crucial form of justice known as humanitarianism, which aims to enable human rights and activate its claims in crisis situations. Among topics to be considered are the role that dignity and human rights play in grounding humanitarian ambitions, their relation to political and economic institutions that manage humanitarian agendas, and the distinction between duties of justice and claims of charity or “development assistance.” Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide.</td>
</tr>
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<td>Lab Hours</td>
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</tr>
</tbody>
</table>
80. **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).

Some 240,000 people are employed in humanitarian work around the world today. The agencies they work for spend close to $15 billion/year and they are present, on the ground in all of the political, economic and environmental crisis events we are familiar with. This course of study seeks to equip students with an understanding of both how humanitarianism activates the claims of human rights, how it puts human rights to work in crisis environments, how communities caught up in crises survive human rights violations, and what role the international aid system plays in that survival and the redress of human rights violations. Students will take away from the field an understanding of the natural of humanitarian crises and a critique of the humanitarian aid system and human rights work on the ground today.

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

Core class (required for graduation)

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

Yes ______ No _x____

If yes, please provide the following:

XXIX. Semester(s) and Year(s):

XXX. Teacher(s):

XXXI. Enrollment(s):

XXXII. Prerequisite(s):

83. **Learning Outcomes:**

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

- Define and explain the international humanitarian law and the work of international humanitarian institutions;
- Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide;
- Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
- Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
- Analyze and assess contemporary scholarly and journalistic writings on the relationship between humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents.

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

<table>
<thead>
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<th>Course outcome</th>
</tr>
</thead>
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Rev. Spring 2014
Office of Graduate Studies
(1) Attain expertise in the key scholarly knowledge areas of human rights: a) Legal, philosophical, and theoretical origins of human rights b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions c) international, regional and domestic human rights organizations d) transnational and local human rights advocacy, and e) legal and empirical research method and design

- Define and explain the international humanitarian law and the work of international humanitarian institutions;
- Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide

(2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers

- Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
- Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations

(3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.

- Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
- Analyze and assess contemporary scholarly and journalistic writings on the relationship between humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents

(4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.

- Analyze and assess contemporary scholarly and journalistic writings on the relationship between humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents
- Identify the role of gender, culture, and conflict in complex humanitarian emergencies

x. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?
• Define and explain the international humanitarian law and the work of international humanitarian institutions;
  i. Students will be assessed based on their in-class discussion points, their presentations at the in-class “conference” and the oral presentation of the second short paper, in their short papers, and final paper.
• Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide;
  i. Students will be assessed regarding this learning outcome based on their in-class “conference” presentation, their debate skills and advocacy skills, and their short papers.
• Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
  i. Students will be assessed based on their discussion of in the in-class reading, which is diverse in scope and brings up a number of gender and cultural rights debates that conflict with humanitarian aid policies.
• Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
  i. Students will be assessed regarding this learning outcome based on their two short papers and their final paper
• Analyze and assess contemporary scholarly and journalistic writings on the relationship between humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents
  i. Students will be assessed regarding this learning outcome based on their in-class debate participation, their rhetorical skill, their short papers, and their final paper

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


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.

85. Identify and assess the adequacy of available library resources

Rev. Spring 2014
Office of Graduate Studies
o. Databases

p. Books, Journals and eJournals

Books:


86. Identify recommended additional library resources


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

$30

88. 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).


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

Yes _____ No _____________

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

13. Proposed instructors:

Charlotte Walker-Said, Susan Kang, Veronica Michel, Jean Carmalt, Jim Mulvaney

89. Other resources needed to offer this course:

N/A

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

N/A

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

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

MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS
HUMAN RIGHTS AND HUMANITARIANISM

HR 711

INSTRUCTOR

Dr. Charlotte Walker-Said
Department of Africana Studies
9.12.45NB
212-237-8758
cwalker-said@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

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

COURSE STRUCTURE

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

The first part of the course investigates the foundations of humanitarianism: the network of states, international organizations, and nongovernmental organizations that count themselves as part of the humanitarian sector. This part of the course answers the question: Who is part of the humanitarian world? Has this world changed? How? Why? With what consequences? These introductory questions will be tied directly to a collaborative student conference presentation occurring during the fifth week of the course.

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The second part of the course examines the underlying foundations and logic of humanitarian governance. Humanitarian governance is rooted in the basic supposition that we do and should care for distant strangers. What does that mean, both philosophically and concretely? How do an ethics of care, compassion, and humanity interact?

The third part of the course explores three critical areas of humanitarianism: humanitarian intervention; emergency relief; and post-conflict peacebuilding.

**Prerequisites**

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

**Learning Outcomes**

This course, HR 7xxx, has the following goals and objectives

- Define and explain the international humanitarian law and the work of international humanitarian institutions;
- Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide;
- Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
- Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
- Analyze and assess contemporary scholarly and journalistic writings on the relationship between humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents.

**Course Requirements**

**In-Class Discussion:** All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10%)

**Two Short Writing Assignments:** You must write two short papers (15% each) that are 5-pages in length that will address the readings in Sections II and III. In each of these sections I have identified paper topics, but you are welcome to suggest your own.

**In-Class Conference:** You must also participate at a “conference” in Section I, Week 5 of the course that will be “hosted” by this class. The conference presentation is a form of oral presentation discussing an aspect or agenda of a humanitarian institution. (15%)
In-Class Oral Presentation: In Section II, you will present your short paper topic to the class and summarize your main argument in a 3-minute presentation. (15%)

Final Research Paper (Final Exam): The largest assignment is a research paper worth 30% of your grade. You also have several “age appropriate” alternatives: write an article that might be submitted to a peer-reviewed journal; develop a research design that might be useful for your dissertation prospectus; write a review essay or literature review in order to better understand the contours of a particular controversy.

**Grading**

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Oral presentations on second short writing</td>
<td>10%</td>
</tr>
<tr>
<td>In-class conference presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (final exam)</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade Letter</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9-0</td>
</tr>
</tbody>
</table>

**Course Policies**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.

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Office of Graduate Studies
• Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
• Food may not be brought into or consumed in the classroom.
• Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

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.

**PLAGIARISM AND CHEATING**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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Office of Graduate Studies
• 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 parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)*

**CONTACT WITH PROFESSOR:**
All email communication should be directed to cwalker-said@jjay.cuny.edu

**REQUIRED TEXTS**


**COURSE CALENDAR AND ASSIGNMENTS**

**Section I: The Principles and Logics of Humanitarian Governance**

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Office of Graduate Studies
This first section will provide a “guide” to humanitarianism with the additional aim of getting everyone up to speed for the conference presentation in Week 5.

**Week 1: What is the Humanitarian World?**

**READING:**

International Committee of the Red Cross. Codes of Conduct.


**Week 2: A historical overview of humanitarianism**

**READING:**


**Week 3: Controversies regarding the boundaries of humanitarianism**

**READING:**


**Week 4: Central debates in humanitarianism as a field of action and as a field of study**

**READING:**


Rev. Spring 2014
Office of Graduate Studies
Week 5: MAPPING THE WORLD OF HUMANITARIANISM CONFERENCE

Student group presentations and the analysis of formal current humanitarian agendas

Section II: The Underlying Foundations and Logic of Humanitarian Governance

Week 6: Protecting humanity

READING:


Week 7: Rights and humanitarianism

READING:


Week 8: Violence and humanitarianism

READING:


Week 9: Public opinion, sentiment, and humanitarianism

READING:


Week 10: Student presentations of papers

*Paper topic:* What accounts for the rise of concern for distant strangers?

Section III: Critical Areas of Humanitarianism: Intervention, Emergency Relief, and Post-Conflict Peacebuilding

Week 11: Intervention in Famine

READING:


Michael Barnett, *Empire of Humanity*, Chapter Four and Nine

Week 12: Intervention in Mass Violence

READING:


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Office of Graduate Studies
**Week 13:** Managing States of Emergency

**READING:**


**Paper due at the end of week 13:**

**Paper topics:**

1) Did our conference, “Mapping the Humanitarian World,” provide any evidence for the emerging organizing principles of the humanitarian architecture?

2) What is “emergency humanitarianism” and what is the problem with this structural model?

3) What are the three main driving forces of humanitarian intervention in the world today?

**Week 14:** Humanitarianism as a form of peacebuilding

**READING:**


**Week 15:** Humanitarian peacebuilding into humanitarian governance

**READING:**


PROPOSAL FOR A NEW GRADUATE COURSE

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Date submitted to the Office of Graduate Studies:  
Date of Program Approval:  
Date of CGS Approval:  

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<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 712</td>
</tr>
<tr>
<td>Course Title</td>
<td>Civil and Political Rights and Civil Liberties</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course explores seminal case law to inform contemporary civil and political rights and civil liberties jurisprudence and policy throughout the world and in the United States. Students will examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, the right to privacy, reproductive freedom, criminal procedure and adjudication, and other critical civil and political rights debates.</td>
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<tr>
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<td>All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.</td>
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94. 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).

Rev. Spring 2014  
Office of Graduate Studies
This course is a critical component of the Human Rights MA program as it teaches one of the essential pillars of human rights: civil and political rights and civil liberties. Any advanced human rights curriculum must contain a civil and political rights core course, as this will be, that focuses on American civil right and civil jurisprudence, as well as international and comparative law of civil and political rights. Civil and political rights are at the heart of many of the most exciting contemporary battles over human rights law, its strengths and weaknesses, and directly shape the ways in which human rights law interacts with politics and the broader world. This course explores an area of thought that is vital to any understanding of human rights law.

95. Degree requirements satisfied by the course:
Core class (required for graduation)

96. Has this course been taught on an experimental basis?
Yes ______ No _x____
If yes, please provide the following:
XXXIII. Semester(s) and Year(s):
XXXIV. Teacher(s):
XXXV. Enrollment(s):
XXXVI. Prerequisite(s):

97. Learning Outcomes:
y. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
- Define and explain the basic concepts and advanced terminology used in civil and political rights law;
- Define and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
- Identify the various US constitutional standards of judicial review;
- Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
- Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by critically examining their claims and counter-arguments.

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

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<td>(1) Attain expertise in the key scholarly knowledge areas of human rights: a) Legal, philosophical, and theoretical origins of human rights</td>
<td>- Define and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights</td>
</tr>
<tr>
<td></td>
<td>- Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by</td>
</tr>
<tr>
<td>Activities</td>
<td>Outcomes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions  
c) international, regional and domestic human rights organizations  
d) transnational and local human rights advocacy, and  
e) legal and empirical research method and design  | critically examining their claims and counter-arguments |
| (2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers | • Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations  
• Define and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses |
| (3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development. | • Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by critically examining their claims and counter-arguments  
• Identify the various US constitutional standards of judicial review |
| (4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas. | • Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations  
• Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by critically examining their claims and counter-arguments |

**aa. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

- Define and explain the basic concepts and advanced terminology used in civil and political rights law;
  - Students will be assessed based on their in-class discussion points, their presentations, short papers, and final paper.
- Define and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
i. Students will be assessed regarding this learning outcome based on their in-class debate participation, their rhetorical skill, and their short papers.

- Identify the various US constitutional standards of judicial review:
  i. Students will be assessed based on their draft and final paper and their in-class presentations of their short papers

- Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
  i. Students will be assessed regarding this learning outcome based on their in-class debate participation, their rhetorical skill, their short papers, and their final paper

- Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by critically examining their claims and counter-arguments.
  i. Students will be assessed regarding this learning outcome based on their in-class debate participation and their debate skills in the in-class debate

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


**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.

99. Identify and assess the adequacy of available library resources

  q. Databases

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Books, Journals and eJournals


Books:


100. Identify recommended additional library resources


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

$10

102. **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).


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

Yes ___x_______ No ______________

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

13. **Proposed instructors:**
Charlotte Walker-Said, Susan Kang, Veronica Michel, Jean Carmalt, Jim Mulvaney

103. **Other resources needed to offer this course:**
N/A

104. **If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:**
N/A

105. **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

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assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
HR 712

INSTRUCTOR

Dr. Charlotte Walker-Said  
Department of Africana Studies  
9.12.45NB  
212-237-8758  
cwalker-said@jjay.cuny.edu  
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

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

PREREQUISITES

All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 7xxx, has the following goals and objectives

- Define and explain the basic concepts and advanced terminology used in civil and political rights law;
- Define and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
- Identify the various US constitutional standards of judicial review;
- Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
• Analyze and assess contemporary scholarly and journalistic writings on civil rights and civil liberties by critically examining their claims and counter-arguments

**Course Requirements**

Students are required to attend all classes. This class is conducted much like a law school seminar, and students will be required to actively participate. In addition to the final exam, students are required to submit two short papers on selected readings, participate in a scheduled, in-class debate, and present their two short papers to the class.

**Writing Assignments:** Students will hand in a midterm paper which is to serve as the midterm exam, as well as a final paper which will serve as the final exam. Additionally, two short papers of 1-2 pages will be assigned and will be required to be presented to the class.

**In-Class Debate:** Students will be divided into two sections and will have to present arguments for and against a particular civil liberty or civil right. In this in-class debate, students will be expected to each define, articulate, and orally present one particular facet of the argument for or against this liberty or right and address one specific counter-argument presented by the opposing side. Debate presentations will require notecards.

**Oral Presentations of two short papers:** These two short presentations of roughly 3 minutes each will require either notecards or a brief Powerpoint slideshow breaking down the main points of the short papers into three bullet points. Students in the classroom will be expected to give feedback.

**Final Presentation of the final paper:** Students will present their final exam paper, which will serve as a cumulative examination of the civil rights and liberties explored in this course. The final paper will be an in-depth analysis and overview of all the principle civil and political rights discussed and how these rights are in conversation with the United States Constitution, our founding document and the cornerstone of all American rights, and a critical touchstone in international human rights. In this paper and final presentation, a holistic understanding of civil and political rights and their interdependence and reflection of law and political order will be expected.

**Class participation:** Your participation in this seminar is essential. Participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance. Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

**Grading**

Final grades will be calculated as follows:

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Two oral presentations on short writings</td>
<td>20%</td>
</tr>
<tr>
<td>In-class debate presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (final exam)</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9-0</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

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INCOMPLETE GRADE POLICY

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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.

PLAGIARISM AND CHEATING

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

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 parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

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

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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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)*

**CONTACT WITH PROFESSOR:**
All email communication should be directed to  cwalker-said@jjay.cuny.edu

**REQUIRED TEXTS**


**COURSE CALENDAR AND ASSIGNMENTS**

**Week One**
Overview of the judicial system and court organization; introduction to key concepts of judicial review and theories of constitutional interpretation; how to brief a case.

**Week Two**
Economic Liberties: Eminent Domain and the Guarantees of the Fifth Amendment
Supplemental: Law review article on Goldstein *(the Atlantic Yards case)* and Kaur *(the Columbia University expansion case)* (available on Blackboard)

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Please come to class prepared to discuss the readings.

**Week Three**  
Discrimination and the Law (Part I)  
Karen A. Fields & Barbara J. Fields, *Racecraft: The Soul of Inequality in American Life*, pages 25-76 (on blackboard);  

**Week Four** Discrimination and the Law (Part II)  
Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?*, pages 12-45 (on blackboard)  
Claude M. Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, pages 2-17 (on blackboard)

**Week Five**  
Discrimination and the Law (Part III)  
Kenji Yoshino, *Covering: The Hidden Assault on our Civil Rights*, page 7-35 (on blackboard)  
Class viewing of excerpts of Academy-award winning documentary “A Time for Justice”

**Week Six**  
Marriage as a Civil Right  
Adam Liptak, *To Have and Uphold: The Supreme Court and the Battle for Same-Sex Marriage*, pages 45-98 (on blackboard)

**Week Seven**  
Freedom of Speech, Assembly and Association  
Lee Epstein and Thomas Walker, *Constitutional Law for a Changing America*, pages 397-442  
Anthony Lewis, *Freedom for the Thought That We Hate: A Biography of the First Amendment*, pages 23-56 (on blackboard)  
**FIRST SHORT PAPER DUE, ORAL PRESENTATIONS IN WEEK EIGHT**

**Week Eight**  
**Oral Presentations of the first paper**  
Class to go in alphabetical order

**Week Nine**  
**Scheduled in-class debate**  
DEBATE THEME: Civil liberties debate on the right to hold a Ku Klux Klan Rally and Print and Distribute Racist Hate Speech  
**First half of alphabet: PRO**

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Second half of alphabet: AGAINST
What are the civil and political rights that uphold the freedom to produce and disseminate hate speech and what are the civil and political protections and rights that oppose and restrict such speech and print capital?

Week Ten
Freedom of the Press and the Role of the Media
Lee Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 443-478
Class viewing of excerpts of Miss-Representation

Week Eleven
The Right to Privacy
Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 489-528
SECOND SHORT PAPER DUE, ORAL PRESENTATIONS IN WEEK TWELVE

Week Twelve
Oral Presentations of the second paper
Class to go in alphabetical order

Week Thirteen
The Rights of the Criminally Accused
Epstein and Thomas Walker, Constitutional Law for a Changing America, pages 529-591
Michelle Alexander, The New Jim Crow: Mass Incarceration in the Age of Colorblindness,

Week Fourteen
The Death Penalty
Scott Turow, Ultimate Punishment: A Lawyer’s Reflections on Dealing with the Death Penalty,
(New York: Picador, 2004)
Supplemental reading: David Dow, Autobiography of an Execution, 23-87 (on blackboard)

Week Fifteen:
Final presentation due and draft or outline of final paper due.
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

106. 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>Jean Carmalt</td>
<td><a href="mailto:jcarmalt@jjay.cuny.edu">jcarmalt@jjay.cuny.edu</a></td>
<td>212-237-8195</td>
</tr>
</tbody>
</table>

107. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 718</td>
</tr>
<tr>
<td>Course Title</td>
<td>Health as a human right</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The human right to health is defined as the “right of everyone to the enjoyment of the highest attainable standard of physical and mental health” (ICESCR, Art. 12.1). This course explores a few of the myriad ways in which the right to health has been debated, developed, enforced, and violated throughout the world. In particular, it will critically examine how access to medicines, litigation, and the ethics of care relate to health as a human right. In addition, the course will explore the relationship between poverty and health.</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</td>
</tr>
</tbody>
</table>
108. **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).

This course provides in-depth analysis of an active arena of international human rights law and practice. Practice in the right to health includes a broad array of subjects, ranging from litigation strategies in domestic court systems to the relationship between human health and poverty arising from globalization. There is a rich literature on the right to health by academic, human rights law, and public health perspectives, and a wide array of political and legal issues that are specific to work in this arena. Any student of human rights will benefit from familiarity with issues surrounding the right to health, as well as with the significant amount of litigation that has taken place around this right in domestic contexts.

109. **Degree requirements satisfied by the course:**
Part of the elective choices

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

Yes ______ No ___X____

If yes, please provide the following:
XXXVII. Semester(s) and Year(s):
XXXVIII. Teacher(s):
XXXIX. Enrollment(s):
XL. Prerequisite(s):

111. **Learning Outcomes:**

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

As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:

1. Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze domestic and international litigation efforts focused on the right to health
3. Understand the context in which health rights are compromised, including the relationship between health and poverty

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Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right

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

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights:</td>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>a) Legal, philosophical, and theoretical origins of human rights</td>
<td>Understand the context in which health rights are compromised, including the relationship between health and poverty</td>
</tr>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights:</td>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions</td>
<td>Critically analyze domestic and international litigation efforts focused on the right to health</td>
</tr>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights:</td>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>c) international, regional and domestic human rights organizations</td>
<td>Critically analyze domestic and international litigation efforts focused on the right to health</td>
</tr>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights:</td>
<td>Critically analyze domestic and international litigation efforts focused on the right to health</td>
</tr>
<tr>
<td>d) transnational and local human rights advocacy, and</td>
<td></td>
</tr>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights:</td>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>e) legal and empirical research method and design</td>
<td>Critically analyze domestic and international litigation efforts focused on the right to health</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers</td>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>(3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.</td>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>(4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.</td>
<td>Critically analyze domestic and international litigation efforts focused on the right to health</td>
</tr>
</tbody>
</table>

**dd. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Students will be assessed through a final project and presentation. Each project will be developed independently and oriented towards the student’s objectives within the program. The final project would require the student to produce a presentation and a final paper in the form of a legal brief, traditional research paper, or advocacy piece.

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

113. Identify and assess the adequacy of available library resources

**Databases**
JSTOR, Academic Search Premier, Lexis-Nexis, Human Rights Studies Online, Hein Online

**Books, Journals and eJournals**

*Human Rights Quarterly, American Journal of International Law, Journal of Human Rights Practice, Law & Society Review, Social Science & Medicine, Antipode, Agriculture and Human Values, Global Legal Studies, Comparative Education*

**Books:**


114. Identify recommended additional library resources


115. **Estimate the cost of recommended additional library resources (For new courses and programs):**
   Approximately $165

116. **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).


117. **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?

118. **Proposed instructors:**

   Jean Carmalt, Cheryll Franks

119. **Other resources needed to offer this course:**

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

   N/A

121. **Syllabus**

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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.
HR 718: Health as a human right  
Semester and year

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course time</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Contact information</th>
<th>Course location</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Office hours/location</th>
<th>Course location</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

Textbooks required:


There will also be course readings on the class Blackboard site.

Course description:
The human right to health is defined as the “right of everyone to the enjoyment of the highest attainable standard of physical and mental health” (ICESCR, Art. 12.1). This course explores a few of the myriad ways in which the right to health has been debated, developed, enforced, and violated throughout the world. In particular, it will critically examine how access to medicines, litigation, and the ethics of care relate to health as a human right. In addition, the course will explore the relationship between poverty and health.

Learning objectives:
As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:

1. Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze domestic and international litigation efforts focused on the right to health
3. Understand the context in which health rights are compromised, including the relationship between health and poverty
4. Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right
Policies for the class:

[Policies on contesting grades, attendance, tardiness, classroom courtesy, etc.]

Students with disabilities:

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

The Office of Accessibility Services
Room L.66.00
524 West 59th Street
New York, NY 10019
Phone: 212.237.8031
Fax: 212.237.8144

Grade calculation:

The grade in this course is determined by a student’s participation throughout the course (20%) and by the final project (80%). The final project includes both a presentation (30%) and a written paper, brief, or advocacy piece (50%). The form of the final project will depend on the student’s goals in the program.

Academic integrity

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 schedule

Part I: What does it mean to view health as a human right?

Week 1: Introduction and overview of the course
- International Covenant on Economic, Social and Cultural Rights, Article 12
- General Comment 14 from the UN Committee on Economic, Social and Cultural Rights
  - Chapter 2: Economic, Social and Cultural Rights as Human Rights
  - Chapter 3: Economic and Social Rights as Legal Rights
  - Chapter 10: The Right to Health

Week 2: The right to health in perspective

Week 3: Health systems

Week 4: The ethics of care

Part II: Litigating the right to health

Week 5: Can litigation bring justice to health?
  - Chapter 1: Introduction: Can litigation bring justice to health?
  - Chapter 2: Litigating health rights: Framing the analysis

Week 6: Examples from South Africa

**Week 7: Examples from Colombia**

  - Chapter 5: Colombia; Judicial Protection of the Right to Health: An Elusive Promise?
  - Judgment T-760/08 July 31, 2008 (Second Review Chamber of the Colombian Constitutional Court; Justice Manuel José Cepeda Espinosa authored the opinion)

**Week 8: Examples from elsewhere**

  - Chapter 4: Brazil; Health Inequalities, Rights, and Courts: The Social Impact of the Judicialization of Health
  - Chapter 6: Costa Rica; Health Rights Litigation: Causes and Consequences
  - Chapter 7: India; Citizens, Courts, and the Right to Health: Between Promise and Progress?

**Week 9: Cross-cutting issues**


**Part III: The right to health in action**

**Week 10: Power and poverty**


**Week 11: Health in action**

  - Section 2: The right to health in action (pp. 91-244)

**Week 12: Challenges and opportunities**

  - Section 3: Challenges and opportunities (pp. 245-424)
Week 13: Conclusions

  - Section 4: Conclusion: The consequences of failure (pp. 425-440)

Week 14: Wrap-up and student presentations
No new reading assignment

Week 15: Wrap-up and student presentations
No new reading assignment
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:  
Date of Program Approval:  
Date of CGS Approval:  

122. 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>Jean Carmalt</td>
<td><a href="mailto:jcarmla@jjay.cuny.edu">jcarmla@jjay.cuny.edu</a></td>
<td>212-237-8195</td>
</tr>
</tbody>
</table>

123. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 713</td>
</tr>
<tr>
<td>Course Title</td>
<td>Economic, Social and Cultural Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.</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</td>
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</table>
124. **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).

This course provides in-depth analysis of a core area of international human rights law and practice. Economic, social and cultural (ESC) rights include the rights to health, healthy environment, housing, education, food, social security, and work. There is a rich literature on ESC rights, and a wide array of political and legal issues that are specific to work in this arena. Any student of human rights will need to be familiar with these issues, as well as with the relationship between different groups of rights.

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

Part of the elective choices

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

Yes ______  No ___X___

If yes, please provide the following:

XLI. Semester(s) and Year(s):

XLII. Teacher(s):

XLIII. Enrollment(s):

XLIV. Prerequisite(s):

127. **Learning Outcomes:**

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

As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:

4. Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements

5. Critically analyze specific human rights issues pertinent to economic and social rights

6. Understand the role that non-governmental organizations play in the development of specific human rights

7. Understand the relationship between ESC rights and civil and political rights

8. Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right
**ff. How do the course outcomes relate to the program’s outcomes?**

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
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</thead>
<tbody>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights:</td>
<td></td>
</tr>
<tr>
<td>a) Legal, philosophical, and theoretical origins of human rights</td>
<td>Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>Critically analyze specific human rights issues pertinent to economic and social rights</td>
<td></td>
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<tr>
<td>Understand the relationship between ESC rights and civil and political rights</td>
<td></td>
</tr>
<tr>
<td>b) fundamental international, regional, and domestic human rights laws, standards, norms, and institutions</td>
<td>Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>c) international, regional and domestic human rights organizations</td>
<td>Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements</td>
</tr>
<tr>
<td>d) transnational and local human rights advocacy, and</td>
<td>Understand the role that non-governmental organizations play in the development of specific human rights</td>
</tr>
<tr>
<td>e) legal and empirical research method and design</td>
<td>Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right</td>
</tr>
</tbody>
</table>
(2) Develop and refine key professional skills, including writing, research, networking, policy-analysis, and presentation skills, to prepare students for a diversity of human rights professional careers.

Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right.

(3) Learn and apply multidisciplinary expertise in various human rights specialties and related subfields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development.

Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements.

Critically analyze specific human rights issues pertinent to economic and social rights.

Understand the relationship between ESC rights and civil and political rights.

(4) Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.

Critically analyze specific human rights issues pertinent to economic and social rights.

Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right.

**gg. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Students will be assessed through a final project and presentation. Each project will be developed independently and oriented towards the student’s objectives within the program. The final project would require the student to produce a presentation and a final paper in the form of a legal brief, traditional research paper, or advocacy piece.

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

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.

129. Identify and assess the adequacy of available library resources

u. Databases
JSTOR, Academic Search Premier, Lexis-Nexis, Human Rights Studies Online, Hein Online

v. Books, Journals and eJournals

*Human Rights Quarterly, American Journal of International Law, Journal of Human Rights Practice, Law & Society Review, Social Science & Medicine, Antipode, Agriculture and Human Values, Global Legal Studies, Comparative Education*

Books:


130. Identify recommended additional library resources


131. Estimate the cost of recommended additional library resources (For new courses and programs):
Approximately $150

132. 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).


133. 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?

134. Proposed instructors:

Jean Carmalt, Susan Kang, Jennifer Rutledge, Veronica Michel, Charlotte Walker-Said

135. Other resources needed to offer this course:

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

N/A

137. 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.
# HR 713: Economic, Social and Cultural Rights

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course time</th>
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<table>
<thead>
<tr>
<th>Contact information</th>
<th>Course location</th>
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<tr>
<th>Office hours/location</th>
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</table>

## Textbooks required:


There will also be course readings on the class Blackboard site.

## Course description:

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

## Learning objectives: (knowledge and performance)

As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:

9. Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements

10. Critically analyze specific human rights issues pertinent to economic and social rights

11. Understand the role that non-governmental organizations play in the development of specific human rights

12. Understand the relationship between ESC rights and civil and political rights

13. Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right
Policies for the class:

[_policies on contesting grades, attendance, tardiness, classroom courtesy, etc._]

Students with disabilities:

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

   The Office of Accessibility Services
   Room L.66.00
   524 West 59th Street
   New York, NY 10019
   Phone: 212.237.8031
   Fax: 212.237.8144

Grade calculation:

The grade in this course is determined by a student’s participation throughout the course (20%) and by the final project (80%). The final project includes both a presentation (30%) and a written paper, brief, or advocacy piece (50%). The form of the final project will depend on the student’s goals in the program.

Academic integrity

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 schedule

Part I: What are ESC rights?
Week 1: Introduction and overview of the course
  - Chapter 1: Economic, Social and Cultural Rights: A Universal Challenge
  - Chapter 2: Economic, Social and Cultural Rights as Human Rights

Week 2: Indivisibility of rights

Week 3: Contemporary legal definitions: Respecting, protecting, and fulfilling ESC rights

Week 4: NGO advocacy and nondiscrimination

Part II: Contemporary issues in ESCR development
Week 5: Justiciability and domestic enforcement


- Minister of Health v Treatment Action Campaign (TAC) (2002) 5 SA 721 (CC)

Week 6: Corporate social responsibility


  - Chapter 3: Nike’s law: the anti-sweatshop movement, transnational corporations, and the struggle over international labor rights in the Americas
  - Chapter 10: Indigenous rights, transnational activism, and legal mobilization: the struggle of the U’wa people in Colombia


- Social and Economic Rights Action Center & the Center for Economic and Social Rights v. Nigeria (Communication No. 155/96)

Week 7: ESC rights and extraterritorial responsibility


Part III: Specific rights in context

Week 8: The right to health

- International Covenant on Economic, Social and Cultural Rights, Article 12

- General Comment 14 from the UN Committee on Economic, Social and Cultural Rights

Week 9: The right to housing
• CESC General Comment No. 4: The Right to Adequate Housing (Art. 11 (1) of the Covenant)
• Foscarinis, Maria, and Eric Tars. "Housing rights and wrongs: The United States and the right to housing." in Bringing human rights home: Portraits of the movement: 149.

Week 10: The right to food
• Hospes, O. (2014). Food sovereignty: the debate, the deadlock, and a suggested detour. Agriculture and Human Values, 31(1), 119-130.

Week 11: The right to education
• UN Committee on Economic, Social and Cultural Rights (CESCR), General Comment No. 13: The right to education, 8 December 1999.
Week 12: Labor rights

Week 13: Cultural rights
- UN Committee on Economic, Social and Cultural Rights (CESCR), *General Comment No. 21*: Right of everyone to take part in cultural life (art. 15, para. 1 (a), of the International Covenant on Economic, Social and Cultural Rights)

Week 14: Wrap-up and student presentations
- No new reading assignment

Week 15: Wrap-up and student presentations
- No new reading assignment
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:  
Date of Program Approval:  
Date of CGS Approval:  

138. 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>Charlotte Walker-Said</td>
<td><a href="mailto:cwalker-said@jjay.cuny.edu">cwalker-said@jjay.cuny.edu</a></td>
<td>212-237-8758</td>
</tr>
</tbody>
</table>

139. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 7xx</td>
</tr>
<tr>
<td>Course Title</td>
<td>Corporate Social Responsibility and Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines the debates and analyses surrounding the social responsibility of business (also known as the “Corporate Social Mandate”) related to global operations of multinational corporations. Students study relevant international legal standards, including applicable corporate law principles; the international influence of corporations on national and regional economies; the scope of corporate responsibilities/duties to respect, protect, and promote human rights in the corporate “spheres of influence;” complicity, agency, and joint venture liability; civil and criminal remedies litigation before domestic courts; extraterritorial and universal jurisdiction; soft rules and corporate self-regulation with reference to the U.N. Global Compact and corporate codes of conduct; as well as the financial obligations and profit objectives of companies within the human rights mandate, and the conflict between shareholder and stakeholder interests; issues of corporate compliance and monitoring; and non-market management strategies integrating social responsibility issues with financial goals, risk assessments, training, and stakeholder-sensitive corporate governance structures. The course also focuses on human rights initiatives of multinational corporations, particularly those corporations involved in national and regional development schemes and multilateral partnerships for global economic growth.</td>
</tr>
</tbody>
</table>

253
Pre- and/or Corequisites
(specify which are pre, co, or both) | Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

| Credits | 3 |
| Contact Hours (per week) | 3 |
| Lab Hours | 0 |

140. **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).

This course on the role of business and corporations in human rights practice, law, and philosophy introduces students to the latest in human rights thought in the age of unfettered market capitalism and global mandates for economic growth. Corporate-led development and corporate-led market expansion have transformed the practice and philosophy of human rights and students will gain exposure to how corporations have emerged as essential partners in both economic and social advancement throughout the world. The course will allow students to understand how to communicate with corporations and engage them in the discourse and practice of social development, sustainability, environmental concern, transparency, and ethical investment.

141. **Degree requirements satisfied by the course:**
Elective class (one of the requirements for graduation)

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

Yes ____  No x ____

If yes, please provide the following:

XLV. Semester(s) and Year(s):

XLVI. Teacher(s):

XLVII. Enrollment(s):

XLVIII. Prerequisite(s):

143. **Learning Outcomes:**

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

STUDENTS WILL BE ABLE TO:

- Describe the latest CSR initiatives of corporations;
- Describe the latest CSR initiatives of human rights lawyers and activists pressuring corporations;
- Analyze what current and emergent CSR strategies “mean” for human rights;
- Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
- Communicate effectively about how to make demands on corporations regarding human rights;
- Survey and interpret the results of litigation, increased surveillance, development partnerships, and institutional and social engagement, and what they have meant for corporations as well as national economies and human welfare.

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

<table>
<thead>
<tr>
<th>Program outcome</th>
<th>Course outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Attain expertise in the key scholarly knowledge areas of human rights: a)</td>
<td>• Describe the latest CSR initiatives of corporations;</td>
</tr>
<tr>
<td>Legal, philosophical, and theoretical origins of human rights</td>
<td>• Describe the latest CSR initiatives of human rights lawyers and activists pressuring corporations;</td>
</tr>
<tr>
<td>b) fundamental international, regional, and domestic human rights laws,</td>
<td></td>
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<tr>
<td>standards, norms, and institutions</td>
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<tr>
<td>c) international, regional and domestic human rights organizations</td>
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<td>d) transnational and local human rights advocacy, and</td>
<td></td>
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<tr>
<td>e) legal and empirical research method and design</td>
<td></td>
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<tr>
<td>(2) Develop and refine key professional skills, including writing, research,</td>
<td>• Compare and contrast the different contributions of nongovernmental organizations, lawyers, and</td>
</tr>
<tr>
<td>networking, policy-analysis, and presentation skills, to prepare students</td>
<td>litigants who seek to remedy corporate malfeasance and violations of human rights;</td>
</tr>
<tr>
<td>for a diversity of human rights professional careers</td>
<td>• Communicate effectively about how to make demands on corporations regarding human rights;</td>
</tr>
<tr>
<td>(3) Learn and apply multidisciplinary expertise in various human rights</td>
<td>• Survey and interpret the results of litigation, increased surveillance, development partnerships,</td>
</tr>
<tr>
<td>specialties and related subfields, including specific human rights issue</td>
<td>and institutional and social engagement, and what they have meant for corporations as well as</td>
</tr>
<tr>
<td>areas, diverse political contexts, criminal justice concerns, and economic</td>
<td>national economies and human welfare</td>
</tr>
<tr>
<td>development.</td>
<td></td>
</tr>
<tr>
<td>(4) Engage and apply critical thinking, problem solving, and analytical</td>
<td>• Analyze what current and emergent CSR strategies “mean” for human rights;</td>
</tr>
<tr>
<td>skills to contemporary human rights campaigns, controversies, and policy</td>
<td>• Compare and contrast the different contributions of nongovernmental organizations, lawyers, and</td>
</tr>
<tr>
<td>areas.</td>
<td>litigants who seek to remedy corporate malfeasance and violations of human rights;</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>and institutional and social engagement, and what they have meant for corporations as well as</td>
</tr>
<tr>
<td></td>
<td>national economies and human welfare</td>
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</tbody>
</table>
jj. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

- Describe the latest CSR initiatives of corporations; and describe the latest CSR initiatives of human rights lawyers and activists pressuring corporations;
  i. Students will be assessed based on their in-class discussion points, their presentations during their two short oral presentations of their two press release assignments (short papers), and in their final paper.
- Analyze what current and emergent CSR strategies “mean” for human rights;
  i. Students will be assessed regarding this learning outcome based on their skills demonstrated during the course “conference” in which they will play the role of human rights advocate or corporate responsibility officer.
  ii. Students will also be assessed in their understanding of contemporary theories of human rights philosophy and how these are shaped by corporations by writing corporate press releases and NGO press releases.
- Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
  i. Students will be assessed based on their assessments of the weekly assigned readings, which are diverse in scope and bring up a number of human rights violations committed by corporations, as well as human rights which are being protected by corporate governance policies.
  ii. Students will also be assessed based on their final paper, in which they reveal the conclusion of an engagement or conflict between a nongovernmental organization (NGO) and a corporation.
- Communicate effectively about how to make demands on corporations regarding human rights;
  i. Students will be assessed regarding this learning outcome based on their press release assignment, in which they will act as an NGO or human rights lawyer releasing a statement about a corporate violation of human rights
- Survey and interpret the results of litigation, increased surveillance, development partnerships, and institutional and social engagement, and what they have meant for corporations as well as national economies and human welfare
  i. Students will be assessed regarding this learning outcome principally on their final paper. This skill will also be honed through the two short press releases.

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


**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.

**145. Identify and assess the adequacy of available library resources**

**w. Databases**

**x. Books, Journals and eJournals**

Books:


Andrew Crane, Abagail McWilliams, Dirk Matten, Jeremy Moon, and Donald S. Siegel, eds., *The Oxford Handbook of Corporate Social Responsibility*, Oxford 2008


146. Identify recommended additional library resources


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

$30

148. 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).

JSTOR, Academic Search Premier, Lexis-Nexis, Human Rights Studies Online, Hein Online, Journals of Corporate Social Responsibility

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

Yes ___x_______ No _____________

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

13. Proposed instructors:
Charlotte Walker-Said, Susan Kang, Veronica Michel, Jean Carmalt, Jim Mulvaney

149. Other resources needed to offer this course:

N/A

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

N/A

151. 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.
INSTRUCTOR

Dr. Charlotte Walker-Said
Department of Africana Studies
9.12.45NB
212-237-8758
cwalker-said@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course examines the debates and analyses surrounding the social responsibility of business (also known as the “Corporate Social Mandate”) related to global operations of multinational corporations. Students study relevant international legal standards, including applicable corporate law principles; the international influence of corporations on national and regional economies; the scope of corporate responsibilities/duties to respect, protect, and promote human rights in the corporate “spheres of influence;” complicity, agency, and joint venture liability; civil and criminal remedies litigation before domestic courts; extraterritorial and universal jurisdiction; soft rules and corporate self-regulation with reference to the U.N. Global Compact and corporate codes of conduct; as well as the financial obligations and profit objectives of companies within the human rights mandate, and the conflict between shareholder and stakeholder interests; issues of corporate compliance and monitoring; and non-market management strategies integrating social responsibility issues with financial goals, risk assessments, training, and stakeholder-sensitive corporate governance structures. The course also focuses on human rights initiatives of multinational corporations, particularly those corporations involved in national and regional development schemes and multilateral partnerships for global economic growth.

PREREQUISITES

Other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES

This course, HR 7xxx, has the following goals and objectives
- Describe the latest CSR initiatives of corporations;
- Describe the latest CSR initiatives of human rights lawyers and activists pressuring corporations;
- Analyze what current and emergent CSR strategies “mean” for human rights;
- Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
- Communicate effectively about how to make demands on corporations regarding human rights;
- Survey and interpret the results of litigation, increased surveillance, development partnerships, and institutional and social engagement, and what they have meant for corporations as well as national economies and human welfare.

**COURSE REQUIREMENTS**

**In-Class Discussion:** All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10% of the grade)

**Two Short Writing Assignments that are mock press releases:** there will be 2 short writing assignments due over the course of the first half of the semester, each worth 10% of the course grade. I have indicated the due dates in the syllabus. Each must be handed in during class. Each will be between 500 and 750 words. Word counts must appear on the assignment. These assignments will be to write a press release. The first press release assignment is to be written from the point of view of a nongovernment organization (NGO) or a human rights lawyer. The second press release assignment will be a writing assignment that takes the point of view of a corporation. The purpose of these two assignments is to be able to compare and contrast the goals and strategies of those working for human rights as a primary cause and those working to include human rights on the corporate agenda, but forward corporate profit as a primary cause. Students will be expected to be able to present their thoughts on these assignments in class. (30% of the grade)

**In-Class Oral Presentations:** students will have to present their press releases in shortened form orally during two different weeks and be able to summarize their short papers in oral form in less than 3 minutes. These oral presentations will allow the students to gain skills in argumentation and rhetoric and will allow students to constructively critique and observe their peers’ presentation skills. Students will present the paper that they wrote and support their arguments with evidence from the chosen readings (30% of the grade)

**Final Research Paper (Final Exam):** there will be a term paper, on a subject to be approved by me in writing, at the end of the term. The point of the paper will be to assess the success or failure of a human rights initiative that included various kinds of non-state actors—including corporations, NGOs, lawyers, litigants, local institutions, indigenous rights groups,
environmental activists, and the like. Two weeks after the subject is approved, a detailed abstract of the term paper will be handed in. Finally, on the last day of class, the final draft of the term paper will be due. It will be between 1800 and 2000 words. I will be willing to look at rough drafts of the full term paper as long as I get them well before the due date. In calculating the grade for this portion of the class, the abstract will be worth 10% and the final draft will be worth 90%. (30% of the grade)

**Grading**

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Two oral presentations on short writings</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (final exam)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>C+</td>
<td>70-72.9</td>
</tr>
<tr>
<td>C-</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>D+</td>
<td>59.9-0</td>
</tr>
</tbody>
</table>

**Course Policies**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
• Food may not be brought into or consumed in the classroom.
• Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

INCOMPLETE GRADE POLICY

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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.

PLAGIARISM AND CHEATING

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that 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. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

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 parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

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.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)*

**CONTACT WITH PROFESSOR:**
All email communication should be directed to  cwalker-said@jjay.cuny.edu

**REQUIRED TEXTS**


**COURSE CALENDAR AND ASSIGNMENTS**

**PART I: Human Rights Responsibilities of Multinational Corporations Under International Law**

This section addresses the legal personality of corporations under international law, defines the scope of corporate responsibilities/duties to respect, protect, and promote human rights with reference to the corporate “spheres of influence” (inner workplace, outer workplace, and wider community) and explores theories of direct and indirect corporate human rights duties with particular reference to the regulatory potential of home states of Multinational corporations.

**Week 1: Discussion of Current CSR Frameworks and Treaties**

**Reading:**


Week 2: Corporations and Human Rights: A Theory of Legal Responsibility

Reading:


Alan Riley, “Do companies have Human Rights?” Wall Street Journal, July 28, 2009 (Blackboard)

PART II:

International Legal Standards of Corporate Social Responsibility

Customary international law obligations for corporations are discussed as well as relevant international legal standards including the OECD Guidelines for Multinational Enterprises, the ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy, and the UN Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to Human Rights. Moreover, the accountability of multinational corporations for human rights abuses, i.e. relevant initiatives and mechanisms, are discussed at the EU level and under the European regional human rights system.

Week 3: Human Rights, Globalization and the Modern Stakeholder Corporation

Reading:


OECD Guidelines for Multinational Enterprises, Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (2000), at http://www.oecd.org/document/28/0,3343,en_2649_34889_2397532_1_1_1_1,00.htm (on Blackboard)
Week 4: Accountability for Human Rights Violations

Reading:


PART III: Corporate Initiatives, Self-Regulation, and “Soft Law”

This section explores the venue of corporate self-regulation and resulting soft rules on corporate human rights responsibility. In particular the Global Compact will be examined and examples of corporate codes of conduct will be analyzed with regard to human rights provisions. Examples from the information and communication sector illustrate the practical human rights challenges when operating abroad and will show how self-regulation and soft rules and be used effectively to address these issues.

Week 5: The New “Merchant Law”

Reading:


Short paper #1—Press release by a nongovernmental organization—due at the end of Week 5.

Week 6: Student presentations of the first press release

Oral presentations, with or without PowerPoint, to be completed during this week
Week 7: Corporate Voluntarism and “Soft Law”

Reading:
Global Network Initiative:

GNI: Reflecting on Google in China (and beyond): Implications for Online Privacy and Freedom of Expression in the Internet Age (March 10, 2010) (On Blackboard)


PART IV: **Innovative Corporate Strategies for Market and Legal Compliance**

These classes examine the nature and design of compliance systems and addresses challenges of direct monitoring as well as associated direct and indirect costs. The role of corporate compliance structures is illustrated by practical examples from corporate practice. The session goes beyond mere compliance issues in terms of risk mitigation and also analyzes the link between CSR and competitive advantage. We will discuss the concept of social innovation strategies promoting commercially viable business solutions to social problems.

Week 8: Competitive Advantage and Corporate Social Responsibility

Reading:


Week 9: Corporate Philanthropy and Public-Private Partnerships

Reading:

Paper #2 (Press release from the point of view of the corporation) due at the end of week 9

Week 10: **Student presentations of Paper #2**

**PART V: The ‘Business Case for CSR’: Minimizing Liability and Maximizing Corporate Gain by Adherence to CSR**

This session shifts the focus from the merely legal perspective to a business-oriented approach in light of the relevant legal standards as elaborated in the prior sessions. In particular we will analyze what other incentives corporations have apart from legal compliance when it comes to human rights performance. Selected case studies and scholarly discourse will illustrate the ‘business case for CSR,’ i.e. whether and how responsible business practices enhance economic profits, shareholder value maximization, and create a competitive advantage in the marketplace. Furthermore, we will discuss what is the legal objective of companies across various legal systems and what role and rights shareholders as well as stakeholders have. We may discuss non-consensual human medical experimentation in the pharmaceutical sector.

**Week 11: The Market for Virtue**

**Reading:**


**Week 12: Maximizing Business and Social Value**

Part VI: Liability Adjudication before Domestic Courts: Civil Human Rights and Corporations

This section examines human rights litigation against multinational corporations under the U.S. Alien Tort Statute (ATS). It illustrates the different phases of ATS litigation prior to 2010. Moreover, these classes critically discuss the venue of civil human rights remedies and asks whether civil tort remedies are appropriate for human rights violations which often amount to international crimes. These weeks the class also examines the issue of imputation of violations by third parties in the host country to multinational corporations. The legal requirements of complicity liability will be defined from an international law perspective and with particular reference to the practice of U.S. courts. Closely related to third-party liability under complicity standards is the state-nexus requirement of corporate human rights liability, i.e., how corporate conduct needs to be sufficiently tied to state action to attract liability. Different tests by U.S. courts to find a sufficient state-nexus are examined, in particular the ‘color of law jurisprudence’ adopted by U.S. courts under Section 1983. Moreover, this section discusses other modes of imputation as applied either alternatively or complementarily by domestic courts. The following principles are addressed: joint venture liability, agency liability, enterprise liability, and reckless disregard. In this context corporate law concepts such as the parent-subsidiary relationship and ‘piercing of the corporate veil’ are touched upon as well.

Week 13: Alien Tort Statute and Corporate Human Rights Litigation (I)

_Reading:


Week 14: Alien Tort Statute (II)

_Reading:


Presbyterian Church of Sudan v. Talisman Energy, 582 F. 3d 244 (2009), pp. 11-16 (on Blackboard)

Week 15: *Review and Analysis for Final Research Paper*

Peer review

Drafting outlines
APPENDIX C: PROGRAM SCHEDULING
**Graduate Program Schedule**

- Indicate **academic calendar** type: _X_Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HR 700: Introduction to Human Rights</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>HR 701: Intl Human Rights Organization</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>ICJ 703: International Law and World Order</td>
<td>3</td>
<td>No</td>
<td>n/a</td>
</tr>
</tbody>
</table>

  Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HR 702: Human Rights: International and Domestic Legal Framework</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>HR 705: Philosophy of Human Rights</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>HR 706: Human Rights Advocacy</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

  Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICJ 715: Research Methods in International Crime and Justice</td>
<td>3</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>HR 712: Civil and Political Rights (Elective 1)</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>HR 711: HR and Humanitarianism (Elective 2)</td>
<td>3</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

  Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Spring 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HR 750 Culminating Seminar in Human Rights</td>
<td>3</td>
<td>Yes</td>
<td>All previous core courses in HR: HR 700, ICJ 715, HR 701, HR 702, HR 705, ICJ 703, HR 706 or permission of the program director</td>
</tr>
<tr>
<td></td>
<td>HR 780: Human Rights Internship Course (optional elective)</td>
<td>6</td>
<td>Yes</td>
<td>Second year status, minimum 3.5 GPA, and permission of program director or</td>
</tr>
<tr>
<td></td>
<td>Elective 3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  Term credit total: 9

<table>
<thead>
<tr>
<th>Term:</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
</table>

  Term credit total: 9

**Program Totals:** Credits: 36

**New:** indicate if new course  **Prerequisite(s):** list prerequisite(s) for the noted courses
APPENDIX D: FACULTY TEACHING ASSIGNMENTS
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/l Licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Susan Kang (Program Director)</td>
<td>HR 700: Introduction to Human Rights&lt;br&gt;ICJ 715: Research Methods in International Crime and Justice&lt;br&gt;HR 750 Capstone Course in Human Rights&lt;br&gt;HR 706: Human Rights Advocacy</td>
<td>60%</td>
<td>PhD, Political Science, University of Minnesota</td>
<td>Scholarship: <em>Human Rights and Labor Solidarity</em> (UPenn Press); published articles extensively in the journals: <em>New Political Science, Human Rights Quarterly</em> and <em>Journal of Workplace Rights</em></td>
</tr>
<tr>
<td>Dr. Veronica Michel</td>
<td>ICJ 703: International Law and World Order&lt;br&gt;ICJ 806 Transitional&lt;br&gt;HR 700: Introduction to Human Rights&lt;br&gt;ICJ 715 Research Methods in International Crime and Justice</td>
<td>15%</td>
<td>Ph.D. Political Science, University of Minnesota</td>
<td>Scholarship: published in journals: <em>International Studies Quarterly</em> and <em>Law and Society Review</em>. Co-authored with notable human rights scholar Kathryn Sikkink</td>
</tr>
<tr>
<td>Dr. Jean Carmalt</td>
<td>HR 720: Culture, Anthropology and Human Rights&lt;br&gt;HR 718: Health as a Human Rights (3 credits)</td>
<td>15%</td>
<td>Ph.D. Geography, University of Washington and J.D. Cornell University School of Law.</td>
<td>Scholarship: published in journals: <em>Human Rights Quarterly, Progress in Human Geography</em>, and <em>Studies in</em></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Dr. Teresa Booker | HR 713: Economic and Social Rights  
HR 702 Human Rights: International and Domestic Legal Frameworks | 15% | Ph.D. Political Science, CUNY Grad Center | Scholarship: Race and Urban Communities (University of Akron Press) |
|                 | ICJ 806 Transitional Justice |                                   |                                                                                       |                                                                                                |
## Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| James Mulvaney               | HR 706: Human Rights Advocacy  
HR 710: Human Rights Documentation and Investigation | MS Administration of Justice and Security, University of Phoenix | served under Gov. David Paterson as deputy commissioner of the Division of Human Rights. Also worked with FBI anti-gang task force and with the NYPD Hate Crimes Task Force; multiple non-peer reviewed articles on human rights and human rights investigations |
APPENDIX E: FACULTY TO BE HIRED
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: NEW RESOURCES REQUIRED
Appendix F:
Summary of Projected New Resources and Expenses for the MA Program in Human Rights

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
</tr>
<tr>
<td>Full-Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part-Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,226</strong></td>
<td><strong>$20,565</strong></td>
<td><strong>$37,018</strong></td>
<td><strong>$49,357</strong></td>
<td><strong>$65,809</strong></td>
</tr>
</tbody>
</table>

**Assumptions:**
No new faculty or staff will be required in the first five years of the program. Part-time faculty costs are calculated according to the following formula: Projected enrollment/20 x 6 (average number of classes per year) x $3,309 (adjunct rate) x 62.3% (assumed percentage of sections taught by part-time faculty).
APPENDIX G: SUPPORTING MATERIALS FOR PROJECTED NEW RESOURCES AND EXPENSES
### Appendix G: Supporting Materials for Projected New Resources and Expenses

#### DIRECT OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
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<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
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<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
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<td>New Faculty Re-assigned Time (list separately)</td>
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<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Part Time Faculty Actual Salaries</td>
<td>$6,618</td>
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<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
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<td>$12,865</td>
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<tr>
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<td><strong>PART-TIME STAFF</strong> (do not include library staff in this section)</td>
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<td>Part Time Staff Base Salary (list separately)</td>
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<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
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<tr>
<td>Graduate Assistants</td>
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<td>Student Hourly</td>
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<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>LIBRARY</strong></td>
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<tr>
<td>Library Resources</td>
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<td>Library Staff Full Time (List Separately)</td>
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<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
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<tr>
<td>Library Staff Part Time (List Separately)</td>
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<td>Part Time Employee Fringe Benefits (24.3%)</td>
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### EQUIPMENT
- Computer Hardware
- Office Furniture
- Other (Specify)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<th>Year 5</th>
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<tbody>
<tr>
<td>Total</td>
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### LABORATORIES
- Laboratory Equipment
- Other (list separately)

<table>
<thead>
<tr>
<th></th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>TOTAL</td>
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<td>$ -</td>
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### SUPPLIES AND EXPENSES (OTPS)
- Consultants and Honoraria
- Office Supplies
- Instructional Supplies
- Faculty Development
- Travel and Conferences
- Membership Fees
- Advertising and Promotion
- Accreditation
- Computer Software
- Computer License Fees
- Computer Repair and Maintenance
- Equipment Repair and Maintenance

<table>
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<tr>
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<th>Year 4</th>
<th>Year 5</th>
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<td>New Total Supplies and OTPS Expenses</td>
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### CAPITAL EXPENDITURES
- Facility Renovations
- Classroom Equipment
- Other (list separately)

<table>
<thead>
<tr>
<th></th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>TOTAL</td>
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<p>| | | | | | |</p>
<table>
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<tbody>
<tr>
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APPENDIX H: PROJECTED REVENUES
Appendix H: Summary of Projected Revenues Related to the Proposed MA Program in Human Rights

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
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<tbody>
<tr>
<td><strong>Tuition Revenue</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$110,894</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$673,522</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$132,910</td>
<td>$445,138</td>
<td>$694,264</td>
<td>$846,881</td>
<td>$1,053,190</td>
</tr>
<tr>
<td>Total</td>
<td>$132,910</td>
<td>$556,033</td>
<td>$981,123</td>
<td>$1,343,075</td>
<td>$1,726,712</td>
</tr>
<tr>
<td><strong>State Appropriation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$0</td>
<td>$110,894</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$673,522</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$132,910</td>
<td>$556,033</td>
<td>$981,123</td>
<td>$1,343,075</td>
<td>$1,726,712</td>
</tr>
</tbody>
</table>

**Assumptions:**

- Full-time In-State Tuition: $5,065/yr
- Part-time In-State Tuition: $6,375/yr ($425/cr x 15 cr/yr)
- Full-time Out-of-State Tuition: $18,720/yr ($780/cr x 24 cr/yr)
- Part-time Out-of-State Tuition: $11,700/yr ($780/cr x 15 cr/yr)

Tuition revenue includes 2% increase per year after year 1.
APPENDIX I: SUPPORTING MATERIALS FOR PROJECTED REVENUES
## Appendix I: Five-Year Revenue Projections for the MA in Human Rights Program

### EXISTING FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$49,343</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$49,343</td>
</tr>
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</table>

### EXISTING FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, Out-of-State Students</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24)</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% annual increase after Year 1)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
<td>$844</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$39,732</td>
<td>$40,526</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$19,476</td>
<td>$19,866</td>
<td>$20,263</td>
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### TOTAL EXISTING FULL-TIME TUITION REVENUE

<table>
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<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$15,499</td>
<td>$45,824</td>
<td>$57,491</td>
<td>$69,606</td>
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### EXISTING PART-TIME STUDENTS

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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING PART-TIME, In-State Students</td>
<td>0</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
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<td>$434</td>
<td>$442</td>
<td>$451</td>
<td>$460</td>
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<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$71,52</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$489,936</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$71,52</td>
<td>$0</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$489,936</td>
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### EXISTING PART-TIME STUDENTS

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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING PART-TIME Out of State Students</td>
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<td>4</td>
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<td>9</td>
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<tr>
<td>Total Enrolled Credits (avg. per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
<td>$844</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$23,868</td>
<td>$48,691</td>
<td>$86,913</td>
<td>$113,980</td>
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<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>$0</td>
<td>$23,868</td>
<td>$48,691</td>
<td>$86,913</td>
<td>$113,980</td>
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<td>$287</td>
<td>$287</td>
<td>$287</td>
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<td>TOTAL EXISTING PART TIME REVENUE</td>
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<td>$241,035</td>
<td>$438,703</td>
<td>$603,916</td>
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<td>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</td>
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<td>$110,894</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$673,522</td>
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**NEW FULL-TIME STUDENTS**

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<th>4</th>
<th>5</th>
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<td></td>
<td></td>
<td></td>
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<td># of NEW FULL-TIME, In-State Students</td>
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<td>6</td>
<td>9</td>
<td>11</td>
<td>13</td>
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<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$59,125</td>
<td>$71,273</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$59,125</td>
<td>$71,273</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$59,125</td>
<td>$71,273</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, Out-of-State Students</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
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<td>24</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
<td>$780</td>
<td>$796</td>
<td>$812</td>
<td>$828</td>
<td>$844</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$19,866</td>
<td>$40,526</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$19,866</td>
<td>$40,526</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$19,094</td>
<td>$19,476</td>
<td>$19,866</td>
<td>$40,526</td>
</tr>
<tr>
<td>TOTAL NEW FULL-TIME TUITION REVENUE</td>
<td>$20,260</td>
<td>$50,092</td>
<td>$66,903</td>
<td>$78,991</td>
<td>$111,799</td>
</tr>
</tbody>
</table>

**NEW PART-TIME STUDENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, In-State Students</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>42</td>
<td>53</td>
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<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (rate per credit; includes 2% increase per year after Year 1)</td>
<td>$425</td>
<td>$434</td>
<td>$442</td>
<td>$451</td>
<td>$460</td>
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<tr>
<td>Total Tuition</td>
<td>$89,250</td>
<td>$162,563</td>
<td>$232,139</td>
<td>$284,138</td>
<td>$365,727</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$89,250</td>
<td>$162,563</td>
<td>$232,139</td>
<td>$284,138</td>
<td>$365,727</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>$780</td>
<td>$5,166</td>
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<td>Tuition Income (rate per credit; includes 2% increase per year after Year 1)</td>
<td>$23,400</td>
<td>$232,484</td>
<td>$395,222</td>
<td>$483,752</td>
<td>$575,664</td>
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<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$23,400</td>
<td>$232,484</td>
<td>$395,222</td>
<td>$483,752</td>
<td>$575,664</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$112,650</td>
<td>$395,046</td>
<td>$627,361</td>
<td>$767,890</td>
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<td>TOTAL NEW PART-TIME REVENUE</td>
<td>$132,910</td>
<td>$445,138</td>
<td>$694,264</td>
<td>$846,881</td>
<td>$1,053,190</td>
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<tr>
<td>OTHER REVENUE</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<tr>
<td>Other Revenue From Existing Sources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue New</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
APPENDIX J: EXTERNAL EVALUATION
Evaluation Report Form for Program Proposals
Please refer to the Department’s guidance on external reviews for information about when external reviews are required and the selection of external reviewers.

Institution: John Jay College CUNY
Program title: Human Rights
Degree: Master of Arts
Date of evaluation: 11/24/2015

External Reviewer
Name (please list)
Tiantian Zheng
Title and Institution:
Professor, Anthropology, State University of New York, Cortland

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposed program of a Master of Arts in Human Rights has an excellent, cogent, innovative, and strong purpose, structure, and list of course offerings, with sufficient mechanisms for program administration and monitoring. The program intends to provide the students with a strong training of research skills, academic concepts, research methodologies, and practice-related work to ensure students’ competitiveness and job placements in the rising human rights-centered careers in New York City, New York state, and beyond.

The program builds on the existing expertise and strength in the field of international human rights to develop an interdisciplinary research program. It offers an impressive array of course offerings with an internship opportunity built into the program, catering to the exigent demands from human rights organizations, nonprofits, non-governmental organizations and other organizations focusing on issues of human rights and humanitarianism.

The course proposals stem from various disciplines, addressing national and international human rights issues both theoretically and practically, and providing the students with research tools and cultural training to develop their future careers in fields such as public health, international affairs, environmental sciences, humanitarian aid, and diplomacy and governance. The program will be administered by the
department of the program director, with a part time college assistant and 19 faculty members who have expressed interest in the program.

This proposed program will be able to not only serve the interests and career goals of students and empower minority students, but also fill a gap in the college’s justice-related fields.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The program focuses on an interdisciplinary approach to theoretical and practical issues of human rights and humanitarianism nationally and internationally.

3. Comment on the plans and expectations for continuing program development and self-assessment.

Continuous self and external assessment of the program is recommended to ensure the proper operation and fulfillment of the learning outcome of the program.

4. Assess available support from related programs.

This proposed program will receive warm welcome and devoted support from various programs in the college. As an interdisciplinary and collaborative program, it has already received interests from 19 faculty members from a variety of programs and disciplines. Indeed, some of them have already been teaching in the undergraduate Human Rights minor program. The program will have a program director to coordinate with curriculum, scheduling, advising, quality control and budgeting.

5. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Statistics from the New York State Department of Labor and the U.S. Department of Labor over the next ten years demonstrates an increasing and continuing demand and need for this program. According to the New York State and national employment trend, graduates from this program will be able to find placement in occupations such as public relations and fundraising managers, social and community service managers, fundraisers, survey researchers, social science research assistants, social and human service assistants, paralegals and legal assistants, and public relations specialists.

Examples of possible organizations for graduates include larger NGOs such as Human Rights Watch, Oxfam, and Amnesty International, smaller NGOs with specialize and regional focus, such as Asylum Access, Women’s Refugee Commission, Women for Women International, local organizations such as the American Civil Liberties Unions, intergovernmental organizations such as the United Nations sub-organizations and the Inter-American Commission on Human Rights, charitable organizations such as the Social Accountability International, Ford Foundation, Open Societies Foundation, and for-profit organizations such as Toyota.
II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty listed in the proposed program exhibits multi-disciplinary expertise and experiences in the field of human rights. The listed professors including Susan Kang, Charlotte Walker-Said, Veronica Michel, Jennifer Rutledge, Teresa Booker, and Jean Carmalt are reputable scholars with recognition in their fields. They represent not only a diverse disciplinary background such as Political Science, History, Geography, and Criminal Justice, but also a broad range of experience with cultures in Africa and other parts of the world.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

Faculty members, as mentioned above, are well-qualified for teaching in this program. The size of the faculty is appropriate. Future development warrants one assistant to the program director.

8. Evaluate credentials and involvement of adjunct and support faculty.

The proposal listed one part-time faculty - James Mulvaney, who has rich experiences and expertise in the field of human rights.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The existing facilities and equipment are sufficient for the program. As noted in the proposal, the library carries a proliferation of monographs, journals, e-books, and e-journals in the field of human rights. The webpage has a designated human rights area with open source human rights resources to the students.

10. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

The institution has a strong commitment to the program of human rights, as evidenced by the college’s perpetual focus and emphasis on international criminal justice and human rights.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

As mentioned above, this proposed program will not only serve the interests and career goals of students and empower minority students, but also fill a gap in the college’s justice-related fields. Only a few
universities in the nation offer such a human rights program that can provide students with theoretical and practical vehicles for professional development and job opportunities after graduation. The offer of a Master of Arts program in Human Rights can not only complement the criminal justice focus of John Jay College, but also satisfy the labor demands of human rights organizations. The impressive array of the interdisciplinary course offerings and the broad range of expertise and experiences of the faculty members will ensure the feasibility and success of the program.
External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the NYS Education Department by:

John Jay College CUNY

(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

Master of Arts in Human Rights

>Title of Proposed Program

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):
Tiantian Zheng

__________________________________________________
Signature:
_________________________________________________

Date: 11/24/2015
APPENDIX K: FACULTY EXPERTISE, BIOS, AND PUBLICATIONS
## Appendix D: Faculty Expertise, Bios, and Publications

### Full Time Faculty with Human Rights expertise

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Andreopoulos</td>
<td>Political Science</td>
<td>International Organizations, International Law, International Human Rights, the Laws of War.</td>
</tr>
<tr>
<td>Luis Barrios</td>
<td>Latin American/Latino Studies</td>
<td>Borders, drug and human trafficking, Latin America/Caribbean</td>
</tr>
<tr>
<td>Avram Bornstein</td>
<td>Anthropology</td>
<td>Cultural rights, Israel-Palestine</td>
</tr>
<tr>
<td>Jean Carmalt</td>
<td>Political Science</td>
<td>Human rights and Geography, economic and social rights, health and human rights</td>
</tr>
<tr>
<td>Michelle Galietta</td>
<td>Psychology</td>
<td>Mental health and human rights, health and human rights</td>
</tr>
<tr>
<td>Anissa Helie</td>
<td>History</td>
<td>Women’s rights, Middle East, Rights and sexuality</td>
</tr>
<tr>
<td>Martin Horn</td>
<td>Law and police Science</td>
<td>Criminal Justice and human rights, housing rights</td>
</tr>
<tr>
<td>Susan Kang</td>
<td>Political Science</td>
<td>International law, labor rights, economic and social rights, institutions</td>
</tr>
<tr>
<td>Helen Kapstein</td>
<td>English</td>
<td>Apartheid, Human rights and literature</td>
</tr>
<tr>
<td>Kyoo Lee</td>
<td>Philosophy</td>
<td>Philosophy of human rights</td>
</tr>
<tr>
<td>Veronica Michel</td>
<td>Political Science</td>
<td>Latin American, human rights accountability, civil and political rights</td>
</tr>
<tr>
<td>Javier Osorio</td>
<td></td>
<td>Latin America, criminal justice, human rights and methodologies</td>
</tr>
<tr>
<td>Jennifer Rutledge</td>
<td>Political Science</td>
<td>International organizations, food politics, international laws and norms</td>
</tr>
<tr>
<td>Itai Sneh</td>
<td>History</td>
<td>History of Human Rights, Genocide</td>
</tr>
<tr>
<td>Patricia Tovar</td>
<td>Anthropology</td>
<td>Latin America, displacement, violence, sexual and reproductive health</td>
</tr>
<tr>
<td>Charlotte Walker-Said</td>
<td>Africana Studies</td>
<td>African politics, history of human rights, economic, social and cultural rights</td>
</tr>
</tbody>
</table>

### Part-time faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Victoria Perez-Rios</td>
<td>Political Science</td>
<td>United Nations, Human Rights, International Law</td>
</tr>
<tr>
<td>Cheryl L. Franks</td>
<td>Seek</td>
<td>Social work and Human Rights</td>
</tr>
<tr>
<td>James Mulvaney</td>
<td>Law and police science</td>
<td>Human rights investigation, journalism</td>
</tr>
</tbody>
</table>
John Jay Faculty Publications in Human Rights


--- (January 01, 2002). Borders and the utility of violence: State effects on the "superexploitation" of West Bank palestinians. Critique of Anthropology, 22, 2: 201-220


--- (2012). “Las Causas Estructurales de la Violencia: Evaluación de Algunas Hipótesis” in Aguilar Rivera, José Antonio (Coord.), *Las Bases Sociales del Crimen Organizado y la Violencia*


--- (2006). “Carter's Actions in Post-Presidential Years," Entelequia, revista interdisciplinar (University of Malaga at Spain), Vol. 2 37-72,


--- (2000). Women, Rebellion, Consciousness, and Human Rights at the end of the Millennium in Colombia. (Las Policarpas de fin de Siglo, mujeres, rebelión, conciencia y derechos humanos). In: Movimientos Sociales, cultura y Estado en Colombia. M. Pardo y M. Archila, eds. CES / ICANH.


Approval of a Dual Degree MPA-MS Program in Public Policy and Protection Management

RESOLVED, that a dual degree award, established as a stand-alone program, leading to an MPA in Public Policy and Administration and the MS in Protection Management be created from existing programs at John Jay College of Criminal Justice (MPA, Program Codes 02533, HEGIS 2102) and (MS, SED Program Codes 84493, HEGIS 2101.00), effective Fall 2016, subject to financial ability. The MPA in Public Policy and Administration and the MS in Protection Management will also be retained as self-standing programs.

EXPLANATION: The MPA/MS in Public Policy and Protection Management offers qualified students the opportunity to earn both a Master of Public Administration in Public Policy and Administration specializing in Public Policy Analysis and a Master of Science in Protection Management specializing in Emergency Management. The curriculum is composed of the existing required and elective courses for the MPA and for the MS requiring a combined total of 81 credits, including 42 credits for the completion of the MPA Program in Public Policy and Administration and 39 credits for the completion of the MS in Protection Management. However, 9 MPA credits common to both programs are also credited towards the MS program. Likewise 9 PMT credits from courses common to both programs are also credited toward the MPA program. Consequently, due to the 16 credits applied in the dual degree program, the actual number of credits taken will be 63, resulting in graduation for full-time students in three years instead of the four years necessary if both programs were completed separately.
## Request to Change or Adapt a Registered Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution name and address</strong></td>
<td>John Jay College of Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>524 West 59th Street</td>
</tr>
<tr>
<td></td>
<td>New York, NY 10019</td>
</tr>
<tr>
<td><strong>Identify the program you wish to change</strong></td>
<td>MPA, Program Codes 02533, HEGIS 2102</td>
</tr>
<tr>
<td></td>
<td>MS, SED Program Codes 84493, HEGIS 2101.00</td>
</tr>
<tr>
<td><strong>Contact person for this proposal</strong></td>
<td>Name and title: Professor Ned Benton and Professor Charles Nemeth</td>
</tr>
<tr>
<td></td>
<td>Telephone:</td>
</tr>
<tr>
<td><strong>CEO (or designee) approval</strong></td>
<td>Name and title: Provost Jane Bowers</td>
</tr>
<tr>
<td><strong>Signature affirms the institution’s commitment to support the program as revised.</strong></td>
<td>Signature and date:</td>
</tr>
<tr>
<td></td>
<td>If the program will be registered jointly(^1) with another institution, provide the following information:</td>
</tr>
<tr>
<td></td>
<td>Partner institution’s name:</td>
</tr>
<tr>
<td></td>
<td>Name and title of partner institution’s CEO:</td>
</tr>
<tr>
<td></td>
<td>Signature of partner institution’s CEO:</td>
</tr>
</tbody>
</table>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](http://www.highered.nysed.gov/ocue/) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

Check all changes that apply and provide the requested information.

---

\(^1\) If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).
Changes in Program Content *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)* **NOT APPLICABLE**

[ ] Cumulative change from the Department’s last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

[ ] Changes in a program’s focus or design

[ ] Adding or eliminating an option or concentration

[ ] Eliminating a requirement for program completion

[ ] Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

**If new courses are being added as part of the noted change(s),** provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes *(describe and explain all proposed changes)* **NOT APPLICABLE**

[ ] Program title

[ ] Program award

[ ] **Mode of Delivery** *(Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.)*

[ ] **Discontinuing a program**: indicate the date by which the program will be discontinued.  

[ ] **Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
   
   a) Indicate proposed format:
   
   b) Describe availability of courses and any change in faculty, resources, or support services:
   
   c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

---

2 If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
Establishing New Programs Based on Existing Registered Programs

Creating a dual-degree program from existing registered programs

a) Complete the following table to identify the existing programs:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Award</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1 MPA in Public Policy and Administration</td>
<td>MPA</td>
<td>02533</td>
</tr>
<tr>
<td>Program 2 MS in Protection Management</td>
<td>MS</td>
<td>84493</td>
</tr>
</tbody>
</table>

b) Proposed dual-degree program (title and award):

Answer: The MPA/MS Program in Public Policy and Protection Management prepares students for careers in organizations that plan, design, manage, evaluate and operate fire and security protection, and emergency management systems. Students are prepared to design programs and procedures, for a variety of public, private, commercial and residential settings.

c) Courses that will be counted toward both awards:

The following PMT courses are credited to both the PMT and the MPA Curriculum.

- PMT 711 Introduction to Emergency Management
- PMT 760 Emergency Management: Mitigation and Recovery
- PMT 763 Emergency Management: Preparedness and Response

The following MPA Courses are credited toward both the MPA and the PMT curriculum.

- PAD 702 Human Resource Management
- PAD 705 Organizational Theory
- PAD 715 Research Methods

Note: No new courses are required. All courses exist now.

d) Length of time for candidates to complete the proposed program: 3 years

Note: Students may complete the program more quickly by taking 15 credits per semester or taking summer courses. Both programs also permit students to complete requirements on a part-time basis.

e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

See Appendix A

---

3 Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
[ ] Creating a new program from a concentration/track in an existing program.

NOT APPLICABLE

If the new program is based entirely on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required and there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

c) Expected impact on existing program:

d) Adjustments the institution will make to its current resource allocations to support the program:

e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

September 2009
### APPENDIX A  Table 1b: Graduate Program Schedule MPA/MS

- Indicate academic calendar type: **Semester** ☑ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Year One Fall Semester</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAD 700 Public Administration</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAD 702 Human Resource Mgt</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 701 Intro to Protection Mgt</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 711 Intro Emerg Mgt (Spec 1)</td>
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<td></td>
<td></td>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Year One Spring Semester</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAD 705 Organizational Theory</td>
<td>3</td>
<td></td>
<td>undergrad statistics</td>
</tr>
<tr>
<td></td>
<td>PAD 715 Research Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 744 Capital/Oper Budgeting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 712 Fire Protection Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
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<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall Year Two</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAD 745 Program Eval (Spec 2)</td>
<td>3</td>
<td></td>
<td>PAD 700, 715</td>
</tr>
<tr>
<td></td>
<td>PAD 704: Economics and PAD</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 740 Safety/Security</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 715 Analytical Methods (Spec 2)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring Year Two</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PMT 760 Mitigation/Recov (Spec 1)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 763 Prepare/Response (Spec 1)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAD 743 Public Finance</td>
<td>3</td>
<td></td>
<td>PAD 700</td>
</tr>
<tr>
<td></td>
<td>PMT 781 Risk Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall Year Three</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAD 739 Policy Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAD 757 Tech of Policy Anal (Spec 2)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 761 Tech in Emergency Mgt</td>
<td>3</td>
<td></td>
<td>PMT 711</td>
</tr>
<tr>
<td>Term credit total:</td>
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<td>9</td>
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</table>

<table>
<thead>
<tr>
<th>Term: Spring Year Three</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAD 771 Capstone Seminar</td>
<td>3</td>
<td></td>
<td>PAD 715, PAD 739 or PAD 758</td>
</tr>
<tr>
<td></td>
<td>PAD 713, 747 or 770 (Methods)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT Comprehensive Exam</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall Year Four</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term credit total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring Year Four</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term credit total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Totals:**  Credits: 63

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:
PAD 771 Capstone for the MPA; Comprehensive Examination or thesis for the Protection Management MS

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
Appendix B: Proposed Bulletin Language

MPA/MS Dual Degree Program In Public Policy and Protection Management

The MPA/MS Dual Degree Program In Public Policy and Protection Management prepares students for careers in organizations that plan, design, manage, evaluate and operate fire and security protection and emergency management systems. Students are also prepared to develop and assess policies, programs and procedures relating to public sector and private sector fire and security protection and emergency management.

The MPA/MS Dual Degree Program consists of 63 credits and a comprehensive examination or thesis in Protection Management.

Students complete the Specialization in Emergency Management which is common to both the MPA-PPA and PMT programs.

**Required Courses**

36 Credits

Protection Management 701 Introduction to Protection Management Systems
Protection Management 712 Theory and Design of Fire Protection Systems
Protection Systems Management 740 Safety and Security in the Built Environment
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 700 Public Administration
Public Administration 702 Human Resources Management
Public Administration 704 Economic Principles for Public Administration
Public Administration 705 Organization Theory and Management
Public Administration 739 Policy Analysis
Public Administration 743 Public Sector Financial Management
Public Administration 744 Capital and Operational Budgeting
Public Administration 771 MPA Capstone Seminar

**Research Methods**

6 Credits

Public Administration 715 Research Methods in Public Administration

*Select one of the following courses:*

Public Administration 713 Management of Information and Technology
Public Administration 745 Program Development and Evaluation
Public Administration 747 Techniques in Policy Analysis
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

**Specializations**

18 credits

Emergency Management
Protection Management 711 Introduction to Emergency Management  
Protection Management 763 Emergency Management: Preparedness and Response  
Protection Management 760 Emergency Management: Mitigation and Recovery

**Public Policy**  
Public Administration 757 Tools and Techniques of Public Policy Analysis  
Protection Management 715 Analytical Methods in Protection Management  
Public Administration 745 Program Development and Evaluation

**Electives**  
Any PAD or PMT course  

**Total**  
63 Credits
Application for Registration of a New Certificate or Advanced Certificate Program

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

STOP

This application should NOT be used for the following types of program proposals:

- General Academic Programs Leading to a Degree Award (e.g., Bachelor of Arts)
- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professions; or
- Revisions to Existing Registered Programs

The application materials for those types of proposals can be found at:
http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation.

Directions for submission of proposal:

1. Create a single PDF document that includes the following completed forms:
   - Application for Registration of a New Certificate or Advanced Certificate Program
   - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
   - CEO (or Designee) Approval Form

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)

3. Attach the PDF documents to an e-mail.

4. Send e-mail to OCUERevAdmin@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Advanced Certificate, English Literature

---

1 CUNY and SUNY institutions: contact System Administration for proposal submission process.

June 2014
<table>
<thead>
<tr>
<th><strong>Institution Information</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Name:</strong></td>
<td>John Jay College of Criminal Justice, CUNY</td>
</tr>
<tr>
<td><strong>Institution Code (6 digits):</strong></td>
<td>333000</td>
</tr>
<tr>
<td><strong>Institution Address:</strong></td>
<td>524 West 59th Street</td>
</tr>
<tr>
<td><strong>City:</strong></td>
<td>New York, N</td>
</tr>
<tr>
<td><strong>State/Country:</strong></td>
<td>NY</td>
</tr>
<tr>
<td><strong>Zip:</strong></td>
<td>10019</td>
</tr>
<tr>
<td><strong>Regents Regions:</strong></td>
<td>New York City</td>
</tr>
<tr>
<td><strong>Specify campus(s) of the institution where program is offered, if other than the main campus:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Specify any other additional campus(s) where the program is offered besides the ones selected above:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>If any courses will be offered off campus, indicate the location and number of courses and credits:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>If the program will be registered jointly with another institution, please provide the partner institution's name:</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Program Information for New Programs**

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Advanced Certificate in Health Care Inspection and Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th>Option/Concentration Name:</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Award:</td>
</tr>
<tr>
<td>HEGIS code:</td>
</tr>
</tbody>
</table>

**Section III. Contact Information**

<table>
<thead>
<tr>
<th>Name of contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Fax:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
</tbody>
</table>

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### Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

#### 1. Program type *(check one)*

- [ ] Certificate
- X Advanced Certificate

#### 2. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<table>
<thead>
<tr>
<th>Format</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>All requirements for the award must be offered during evening study.</td>
</tr>
<tr>
<td>Weekend</td>
<td>All requirements for the award must be offered during weekend study.</td>
</tr>
<tr>
<td>Evening/Weekend</td>
<td>All requirements for the award must be offered during a combination of evening and weekend study.</td>
</tr>
<tr>
<td>Day Addition</td>
<td>For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.</td>
</tr>
<tr>
<td>Not Full-Time</td>
<td>The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.</td>
</tr>
<tr>
<td>5-Year Baccalaureate</td>
<td>Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.</td>
</tr>
<tr>
<td>4.5 Year Baccalaureate</td>
<td>Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.</td>
</tr>
<tr>
<td>Upper-Division</td>
<td>A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.</td>
</tr>
<tr>
<td>Cooperative</td>
<td>The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.</td>
</tr>
<tr>
<td>X Distance Education</td>
<td>50% or more of the course requirements for the award can be completed through study delivered by distance education.</td>
</tr>
<tr>
<td>External</td>
<td>All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.</td>
</tr>
<tr>
<td>Accelerated</td>
<td>The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner’s Regulations for instruction and supplementary assignments apply.</td>
</tr>
<tr>
<td>Standard Addition</td>
<td>For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>The program is taught in a language other than English.</td>
</tr>
<tr>
<td>Other Non-Standard Feature(s)</td>
<td>Please provide a detailed explanation.</td>
</tr>
</tbody>
</table>

#### 3. Related degree program(s)
Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply:
MPA in Inspection and Oversight - 34475 – MPA,

4. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution’s catalog.
Answer: The Advanced Certificate in Health Care Inspection and Oversight will prepare students for careers in the assessment, monitoring, regulation, auditing and investigation of health care organizations and service providers. Students must complete the following five courses:
- Public Administration 740 Public Sector Inspection and Oversight
- Public Administration 7xx Analytical Methods in Health Care Auditing and Investigation
- Public Administration 7xz Public Health Policy and Administration
- Public Administration 7xz Health Services Fraud, Waste and Abuse
- Public Administration 7xy Inspection and Oversight of Health Care Delivery

2) List the educational and (if appropriate) career objectives of the program.
Answer: Prepares students for careers in health care organizations and oversight agencies that assess, monitor, regulate and investigate the finance of and delivery of health care services.

3) How does the program relate to the institution’s mission and/or master plan?
Answer: John Jay College of Criminal Justice of The City University of New York is a “liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service.” The Advanced Certificate in Health Care Inspection and Oversight is directly related to John Jay’s mission of providing higher educational offerings related to justice.

4) Describe the role of faculty in the program’s design.
Answer: Faculty of the MPA in Inspection and Oversight developed a new specialization in Health Care Inspection and Oversight which was approved last year by CUNY and NYSED. The Advanced Certificate uses three courses from the new specialization and two existing MPA-IO core courses.

5) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
Answer: We consulted with the Association of Inspectors General.

6) What are the anticipated Year 1 through Year 5 enrollments?
Answer: Year 1: 20 students; Year 2: 30 students; Year 3: 40 students; Year 4: 45 students; Year 5: 50 students.

5. Admissions

1) List all program admission requirements (or note if identical to the institution’s admission requirements).
Answer: Identical to MPA-IO admission requirements

2) Describe the process for evaluating exceptions to these requirements.
Answer: Identical to MPA-IO

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?
Answer: The MPA-IO already has high proportions of such enrollments.

6. Academic Support Services
Summarize the academic support services available to help students succeed in the program.
*Answer:* Identical to MPA-IO

### 7. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

*Answer:* No

### 8. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

*Answer:* The MPA in Inspection and Oversight is accredited by NASPAA which conducts periodic evaluation every 8 years.
Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

a). Complete Table 1.

b). If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer: The certificate program will be offered in a fully online format.

c). For existing courses, enter the catalog description of the courses.

Answer:

Note: APD 740 is an existing course. The other four courses were approved by NYSED for a specialization in the MPA Program in Inspection and Oversight which is in the process of implementation.

- Public Administration 740 Public Sector Inspection and Oversight Surveys the role and function of inspection and oversight in the public and not-for-profit sectors. Introduces the techniques of internal investigation, policy oversight and operational auditing. Addresses fraud prevention and the auditor-agency relationship.
- Public Administration 7xx Analytical Methods in Health Care Auditing and Investigation: This course would explore the methods of auditing and investigations specifically employed in oversight of public health care systems. Methods would include how to investigate large data systems, data mining, review of Medical records, and interviewing. Legal protections of medical records, as provided by the Healthcare Portability Act (HIPAA) would also be addressed.
- Public Administration 7xz Public Health Policy and Administration: This course would provide a thorough overview of the health delivery system in the United States. Topics would include: (1) large governmental programs, including Medicare, Medicaid, and the Affordable Care Act; (2) the roles of entities in the health care delivery system, including medical professionals, insurance companies, and governmental agencies; and (3) types of health care, including preventative care, pharmaceuticals, and mental health. Other innovations in health care delivery would be covered, such as electronic medical records and medical savings accounts.
- Public Administration 7xh Health Services Fraud, Waste, and Abuse: This course would explore three topics related to fraud, waste, and abuse found in specific types of health care services, such as home health, pharmaceutical, durable medical equipment, and mental health services, among others. It would also explore fraud, waste, and abuse in the context of fee for service (FFS) and HMO delivery care.
- Public Administration 7xy Inspection and Oversight of Health Care Delivery: This course would review the types of oversight provided for public health care systems in the United States. Topics would include federal Medicare and Medicaid Integrity programs, federal oversight contractors, federal and state Offices of Inspectors General, the US General Accountability Office, state program integrity offices, and Medicaid Fraud Investigations Units. This would include a review of these entities’ work products, and a comparison to oversight in other countries. Legislation, access, equity, FWAC
d). Syllabi:

Provide syllabi for all new courses. The expected components of a syllabus are listed in Department Expectations: Curriculum. There are no new courses.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.

NOTE: No new course are involved, as syllabi were submitted when the Specialization in Health Care Inspection and Oversight was proposed and approved.
### Table 1: Certificate/Advanced Certificate Program Schedule

- Indicate **academic calendar** type: ❑ Semester ❑ Quarter ❑ Trimester ❑ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall</th>
<th>Term: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PAD 740 Public Insp. &amp; Oversight</td>
<td>PAD 7xx Health Analytical Methods</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>New</td>
<td>❑</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td></td>
</tr>
<tr>
<td>PAD 7xz Public Health Policy</td>
<td>PAD 7xy Health Inspection &amp; Oversight</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>New</td>
<td>❑</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td></td>
</tr>
<tr>
<td>PAD 7xh Health Services Fraud</td>
<td></td>
</tr>
</tbody>
</table>
## Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Complete the faculty tables** that describe faculty (Table 2 and Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.</td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> What is the institution's definition of “full-time” faculty? Include the number of credits expected to be taught by full-time faculty per academic term.</td>
<td></td>
</tr>
</tbody>
</table>

*Answer:*
Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

Note: The MPA Program in Inspection and Oversight has 30 faculty members. These are faculty members who will teach in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Feldman J.D. Professor JJCCJ Program Director, JJCCJ</td>
<td>PAD 740 Inspection &amp; Oversight&lt;br&gt;PAD 7xy Oversight of Health Care Delivery</td>
<td>18%</td>
<td>J.D. Harvard Law</td>
<td></td>
</tr>
<tr>
<td>Richard Schwester Associate Professor JJCCJ</td>
<td>PAD 7xx Analytical Methods</td>
<td>18%</td>
<td>Ph.D. Rutgers University</td>
<td></td>
</tr>
<tr>
<td>Robin Kempf Assistant Professor JJCCJ Program Deputy Dir</td>
<td>PAD 7xz Health Policy&lt;br&gt;PAD 7xh Health Fraud</td>
<td>18%</td>
<td>Ph.D. University of Kansas&lt;br&gt;J.D. University of Kansas</td>
<td>Former Inspector General for Health Care Policy, Kansas</td>
</tr>
<tr>
<td>Philip Zisman Distinguished Lecturer, JJCCJ</td>
<td>PAD 7xy Oversight of Health Care Delivery&lt;br&gt;PAD 740 Inspection &amp; Oversight</td>
<td>18%</td>
<td>J.D. American University</td>
<td>Executive Director, Association of Inspectors General</td>
</tr>
<tr>
<td>Warren Benton Professor JJCCJ Department Chair</td>
<td>PAD 7xx Analytical Methods</td>
<td>18%</td>
<td>Ph.D. University of Illinois</td>
<td>Monitor, United States v. Puerto Rico</td>
</tr>
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</table>
Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
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</table>
Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 4, New Resources

Note: It is likely that there will be new faculty lines authorized to the MPA programs. However, there are no specific positions authorized at this time, and new positions would not be necessary to implement the program.

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
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<tbody>
<tr>
<td>Title/Rank of Position</td>
<td># of New Positions</td>
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</table>

<table>
<thead>
<tr>
<th>Part-time Faculty</th>
<th>Expected Hiring Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title/Rank of Position</td>
<td># of New Positions</td>
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Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: [Department Expectations: Financial Resources and Instructional Facilities](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 5](#)

### a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

*Answer:* Because the courses are already approved to be offered as part of a specialization in the MPA Program in Inspection and Oversight, no additional resources are needed for this project.

### b) Complete the new resources table (Table 4).

*Not Applicable: X*

---

**Table 5: New Resources**

List the costs of the **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
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<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Equipment</td>
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<td></td>
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<tr>
<td>Laboratories</td>
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<td></td>
<td></td>
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<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
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<tr>
<td>Capital Expenditures</td>
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<td></td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total all</strong></td>
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</tbody>
</table>
### Task 6. Library Resources

Guidance for this task can be found by clicking here: [Department Expectations: Library Resources](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 6](#)

<table>
<thead>
<tr>
<th>a) Summarize the analysis of library resources <em>for this program</em> by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer: Because the courses are already approved to be offered as part of a specialization in the MPA Program in Inspection and Oversight, no additional resources are needed for this project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Describe the institution’s response to identified needs and its plan for library development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer: Because the courses are already approved to be offered as part of a specialization in the MPA Program in Inspection and Oversight, no additional resources are needed for this project.</td>
</tr>
</tbody>
</table>
MPA Curriculum Revision

**Summary:** Add PMT 715 to the course options for the MPA-PPA specialization in Policy Analysis.

**Rationale:** This course presents techniques in policy analysis as applied to Security Management and Protection Management.

**Analytical Methods in Protection Management**

**PMT 715**

30 hours plus conferences, 3 credits.

Offered every semester

Surveys analytical tools of particular value to protection managers. Covers the use of computer programs to reveal basic descriptive statistics, trends and correlations in databases, including threats to the validity and reliability of findings. Examines the adaptation of methods from related disciplines, including operations research, surveys, systems safety and simple financial analyses.

**Prerequisite[s]: None**

**Current/Revised Bulletin Language**

Public Policy

This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.

**Required Courses**

PAD 756 Tools and Techniques in Policy Analysis

PAD 745 Program Development and Evaluation

**Electives**

PAD 718 International Public Policy & Administration

PAD/CRI 730 Policy Analysis in Criminal Justice

PAD 740 Public Sector Inspection and Oversight

PAD/CRI 747 Computer Applications in Public Policy and Management

PAD 756 Tools and Techniques of Policy Analysis

PAD 770 Cases and Techniques in Quantitative Policy Analysis

PMT 715 Analytical Methods in Protection Management

CRJ 741 An Economic Analysis of Crime

CRJU 88100 - Criminology and Public Policy (Requires Permission of the CUNY PhD Program in Criminal Justice.)

CRJU 84100 - Advanced Policy Analysis (Requires Permission of the CUNY PhD Program in Criminal Justice.)
A Resolution from the D4CS Program
for the December 10 CGS Meeting

Change in Credit Requirements for Graduate Full-Time Status for John Jay Veterans

RESOLVED, that a program load of three 700-level courses (9 credits) is considered the minimum full-time course load for John Jay College graduate students who are veterans eligible to receive GI Bill benefits. This provision does not affect the college's definition of full-time status for tuition purposes.

Rationale

This change follows the following resolution in 2009 from Baruch College which was approved by CUNY Central and is now in effect. The resolution as passed appears on the Baruch website here:

https://www.baruch.cuny.edu/wsas/academics/Studentstatus.htm

**AI:10.1a. Change in Credit Requirements for Graduate Full-Time Status**

RESOLVED, that a program load of three 9000-level courses (9 credits) is considered the minimum full-time graduate course load for the following Weissman School of Arts and Sciences programs: MA in Corporate Communication; MS in Applied Mathematics for Finance; and MS in Industrial and Organizational Psychology, effective the Fall 2009 semester.

**Rationale:** This change is being done to bring the Weissman graduate programs in line with standard practices within CUNY and nationwide.

The effected change appears in the current Baruch graduate catalog under General Academic Regulations:

A program load of three 9000-level courses (9 credits) is considered the minimum full-time graduate course load for the following Weissman School of Arts and Sciences programs: MA in Corporate Communication; MS in Financial Engineering; and MS in Industrial and Organizational Psychology. A program load of nine (9) credits is considered the minimum full-time graduate course load for Zicklin School of Business MBA and MS students.

(https://www.baruch.cuny.edu/confluence/display/graduatebulletin/General+Academic+Regulations)

Rationale for the Change at John Jay

The VA defers the definition of full-time status to the institution. CUNY is an outlier among graduate schools in defining full time status as twelve hours. The modal full-time load is nine credit hours. This is the definition of full-time status for international students at the college. It seems strongly arguable that the transitional challenges facing veterans returning to civilian life and campus are comparable to those facing international students. Based on the successful Baruch resolution to change the definition of full-time status of selected programs at Baruch which was granted by CUNY Central, the college must have the standing to change the definition for veterans at large and seek approval from CUNY Central. This would not only ease the transition of veteran graduate students to civilian life but allow them to be eligible to receive full GI Bill benefits while carrying a nine hour load rather than the current twelve hours. The change would have negligible affect on veterans as they will retain the option to carry 12 hours if they wish. The only tangible benefit to students with the 12 hour definition is a $35 savings for full-time tuition versus paying per credit for 12 hours.
The College Council has begun a discussion about its mission and the processes in place to achieve it. This is simultaneous with and related to the College governance initiative, which involves reviewing and perhaps altering the College Charter. The powers of the College Council as the primary governing body of the College are set forth in the Charter of Governance, which authorizes the Council to establish College policy on all matters except those matters reserved to others, including the CUNY Board Trustees or officials of the College, including the President.

The Council’s discussion raises questions about communication strategy, the agenda, attendance and quorum requirements, and meeting schedule. The Executive Committee has taken on these questions, and is offering this outline for consideration by the Council.

The outline is principally organized by questions. They are designed to elicit consideration of issues that have been identified by the Council as well as possible solutions and implementation strategies for these solutions.

Following the February 11 meeting, a revised document will be created to reflect the Council’s discussion, including specific proposals, for circulation with the agenda for the March 10 meeting. The Executive Committee anticipates that suggestions for changes to Council operations could be voted on before the close of the spring semester and made effective at the beginning of the 2016-17 academic year.

I. Communication strategy

This topic invites discussion about the effectiveness with which communication is conducted within the Council itself as well as to and from the College community. It also implicates the applicability of the Open Meetings Law, which requires the posting of meeting agendas and votes, identifiable to each voter.

1. Are communications adequate within the Council about upcoming issues, attendance expectations, and the importance of the role of the Council?
2. How, if at all, should the Council communicate about its work to the College community other than through postings that are required by the Open Meetings Law?
3. Are Council members and the College community aware of the means for finding information about the membership, agenda and minutes of the Council?

II. Agenda

The Council has considerable discretion regarding how its business is conducted, including presenting items for discussion. According to the Charter, certain committees are required to make recommendations to the Council. These principles raise overall questions about the agenda, the role of committee recommendations and participation by the College community.
1. How should committee recommendations be received by the Council? If the Council assumes that due diligence has been conducted by the committee, what role does the Council play in accepting committee recommendations? What process would ensure that items that should be discussed by the Council actually make it to the Council’s agenda?

2. To the extent that committee presentations are curtailed, in their stead would the Council want to consider matters of general interest at the College? Or, special presentations at the invitation of the Council, including items for debate?

3. Should the agenda regularly include general announcements from the floor?

4. How, if at all, should the entire community be engaged in issues that are before the Council? If community engagement is a value, should additional Council meeting(s) be scheduled for this purpose? If so, how would the agenda be determined?

III. Attendance and quorum

In general, College Council meetings do not reflect full participation by its members. While meetings are scheduled well in advance and members are reminded of upcoming meetings by the College Council secretary, full attendance, and even attendance sufficient at times to achieve quorum, is not achieved. The questions that follow are intended to elicit discussion about the substance and implementation of procedures related to attendance.

1. What is the role of each constituent body with respect to the College Council attendance of its members? Should members’ attendance be monitored and reported to the body? Should attendance by alternates be required?

2. What is the role of the College Council with respect to the attendance of its members? What is the most effective way to remind members about upcoming meetings and how frequently should reminders be issued?

3. Should members be given assigned seats (perhaps in alphabetical order), with nametags, so that members are not seated with their constituent body colleagues and attendance and absence are apparent? Is there an advantage to the seating of members in accordance with the constituent body?

4. What consequences, if any, should there be for poor attendance? Where would attendance expectations and policies appear? In the Charter, as a new section under Section 5, Elections? As a new provision in the Bylaws?

5. Should attendance metrics be used to inform the Council about the best/worst times for scheduling meetings?

IV. Schedule and frequency of meetings

Concerns have been raised about when, and for how long, Council meetings are scheduled. The Council is asked to consider whether alternative times would better serve the Council’s purposes including by promoting attendance.

1. Is community hour an adequate amount of time for Council meetings? Are there competing meetings and obligations? Should Fridays be considered for Council meetings?
2. If community hour is determined to be best for these meetings, should the start time be set later to accommodate those coming from classes? Would there be sufficient time for the work of the Council?
John Jay College of Criminal Justice  
The City University of New York  

DRAFT College Council Calendar 2016-2017  
*PENDING CUNY Board of Trustees and Academic Calendars

**Items Due**  
Monday, August 22, 2016  
Monday, September 26, 2016  
Tuesday, October 25, 2016  
Thursday, November 17, 2016  

Thursday, January 19, 2017  
Thursday, March 2, 2017  
Friday, March 24, 2017  
Wednesday, April 26, 2017

**Executive Committee**  
Thursday, September 1, 2016  
Wednesday, October 5, 2016  
Thursday, November 3, 2016  
Monday, November 28, 2016  

Thursday, February 2, 2017  
Monday, March 13, 2017  
Tuesday, April 4, 2017  
Wednesday, May 3, 2017

**College Council Meeting**  
Tuesday, September 20, 2016  
Thursday, October 20, 2016  
Monday, November 14, 2016  
Tuesday, December 6, 2016  

Wednesday, February 22, 2017  
Thursday, March 23, 2017  
Tuesday, April 25, 2017  
Monday, May 15, 2017

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

**Additional meetings if needed**

**Items Due**  
Monday, November 21, 2016  
Thursday, April 27, 2017

**Executive Committee**  
Wednesday, December 7, 2016  
Tuesday, May 16, 2017

**College Council Meeting**  
Thursday, December 8, 2016  
Wednesday, May 17, 2017

Last Updated: 1/14/2016