



COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
OCTOBER 15, 2015

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

October 15, 2015
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Minutes of the September 21, 2015 College Council (attachment A), **Pg. 3**
- III. Ratification/acknowledgement of Actions Taken Without Quorum at the May 11, 2015 Meeting
 - 1. Ratify approvals of Proposals from the Undergraduate Curriculum and Academic Standards Committee – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

New Courses

LIT 1XX (130)	King Arthur: Culture, Society and Tradition (I&S)
PSC 2XX (250)	Research Methods in Policing
SCI 2XX (210)	Toxins or Not (SciWld)

Course Revisions

CHE 361	Inorganic Chemistry
SOC 415	Senior Seminar in Sociology

Program Revision

Proposal to Revise the Minor in Philosophy
 Proposal to Revise the Sociology Minor

- 2. Ratify approval of Proposals from the Committee on Graduate Studies – Associate Provost and Dean of Graduate Studies, Anne Lopes
 - Course Revisions
 - FCM 710 Architecture and Vulnerabilities of Operating Systems
 - FCM 791 Forensic Computing Research Practicum
- 3. Ratify approval of the 2014-2015 Graduates – Director of Enrollment Management Services, Naomi Nwosu

http://doitapps.jjay.cuny.edu/misc/graduation/grad_list.php

- 4. Ratify approval of Proposal from the Ad Hoc Committee for Strategic Plan
- 5. Acknowledgement of the May 11, 2015 College Council Minutes (attachment B), **Pg. 6**

IV. Approval of the Members of the College Council Committees (attachment C), **Pg. 8**

- Nancy Marshall replaces Kevin Nesbitt as HEO representative on the College Council, **Pg. 10**
- Betty Taylor replaces Nancy Marshall as the HEO alternate on the College Council, **Pg. 10**
- Crystal Farmer and Betsy Gonzalez are filling vacant positions as non-instructional staff on the Budget and Planning Committee, **Pg. 20**
- Thomas Kucharski is the Chair of the Faculty Senate Fiscal Affairs Committee, and therefore on the Financial Planning Subcommittee of the Budget and Planning Committee, **Pg. 20**
- Charles Stone is the Vice Chair of the Faculty Senate Fiscal Affairs Committee, and therefore on the Financial Planning Subcommittee of the Budget and Planning Committee, **Pg. 20**
- Janice Dunham replaces Charles Stone as the Faculty Senate representative on the Strategic Planning Subcommittee of the Budget and Planning Committee, **Pg. 21**

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment D1) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

New Course

- D1. ART 2XX Art and Myth in the Ancient World (Learning from Past), **Pg. 28**

VI. Report from the Committee on Graduate Studies (attachments E1-E4) – Associate Provost and Dean of Graduate Studies, Anne Lopes

New Courses

- E1. New Graduate Course: CRJ 737 Racism, Punishment, and Prison, **Pg. 43**
 E2. New Graduate Courses: PAD 788 and 789 Policy Advocacy Practicum I and II, **Pg. 51**

Programs

- E3. New Advanced Certificate Program in Race and Criminal Justice, **Pg. 67**

Course Revisions

- E4. Updated Grading Basis of Graduate Thesis, Internship, and Comprehensive Exam Courses, **Pg. 68**

VII. New Business

VIII. Administrative Announcements – President Travis

IX. Announcements from the Faculty Senate – President Karen Kaplowitz

X. Announcements from the Student Council – President Faika Kabir

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Monday, September 21, 2015

The College Council held its first meeting of the 2015-2016 academic year on Monday, September 21, 2015. The meeting was called to order at 1:49 p.m. and the following members were present: Schevaletta Alford, Andrea Balis, Rosemary Barberet, Warren Benton, Seonae Byeon, Marsha Clowers, Lynette Cook-Francis, Sven Dietrich, James DiGiovanna, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Kaniz Fatima, Ming Feng, Anthony Forbez, Jay Gates, John Gutierrez, Maki Haberfeld, Jay Hamilton, Faika Kabir, Karen Kaplowitz, Anne Lopes, Vincent Maiorino, Nancy Marshall, Roger McDonald, David Munns, Kevin Nesbitt, Naomi Nwosu, Trushal Pandhi, Victoria Perez-Rios, Robert Pignatello, Maria Plata, Muhammad Rehman, Kyle Roberts, Kadeem Robinson, David Shapiro, Francis Sheehan, Carmen Stolis, Scott Stoddart, Charles Stone, Robert Till, Jeremy Travis, Robert Troy, Arturo Urena, valentina Usma, Charlotte Walker Said, Janet Winter, Marline Wright and David Yaverbaum.

Absent were: Ellen Belcher, Anthony Carpi, Eric DeTurk, Jennifer Dysart, Lisa Farrington, Lior Gideon, Jonathan Gray, Maria Kiriakova, Louis Kontos, Tom Kucharski, Yue Ma, Mickey Melendez, Karen Outlaw, Frank Pezzella, Dainius Remeza, Belinda Rincon, Raul Romero, Dante Tawfeeq.

I. Adoption of the Agenda

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

II. Election of the Secretary to the College Council

A motion was made to elect Rulisa Galloway-Perry as Secretary to the College Council. The motion was seconded and approved unanimously.

III. Minutes of the May 11, 2015 College Council

A motion was made to adopt the minutes as presented. The motion was seconded and withdrawn as there was no quorum present at the May 11th 2015 meeting with only 34 members present. It will be discussed at the next Executive Committee of the College Council meeting on 10/7/15 after consultation with legal counsel Marjorie Singer. The motion was tabled for the next meeting.

IV. Approval of the Members of the College Council Committees

It was moved to amend the membership list as follows:

Undergraduate Curriculum and Academic Standards Committee

- All faculty members were amended with the exception of two, C. Jama Adams and Lisandro Perez.
- The Philosophy department member is vacant.
- Deputy Registrar (not Interim) is Nadine Young.

Committee on Faculty Personnel

- The 3 at-large full time members (received prior to the meeting but not in time for printing of the agenda) are: Rosemary Barberet, Kathleen Collins and Gail Garfield.
- The alternates are Peter Shenkin, Carmen Kynard and Michael Pfeifer.

Budget and Planning

- The 2 Faculty Senate representatives on the Budget Planning subcommittees are Thomas Kucharski and Charles Stone.

Committee on Graduate Studies

- Under the Forensic Mental Health Counseling program, Kevin Nadal was stricken.
- Under the International Crime and Justice program, replaced Rosemary Barbaret's name with Jana Arsovska.
- Added Graduate Program, Security Management, Charles Nemeth.

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C10)

A motion was made to adopt new courses marked C1-C6 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C1-C6:

- C1. HIS 3XX (368) Law and Society in the Ancient Near East
- C2. ISP 1XX (112) Going Places: Travel & Transformation (WC)
- C3. ISP 2XX (265) Evolution and Its Impact (SciWld)
- C4. LWS 2XX (225) Introduction to Research in Law and Society
- C5. SOC 1XX (106) Sexual Identity and U.S. Society: LGBT Perspectives (JCI)
- C6. SPA 3WW (359) African Legacy in Latin American Literature and Film)

The motion was seconded and approved unanimously.

A motion was made to adopt the program marked "C7. Proposal to Revise the BA in Law and Society". The motion was seconded and approved unanimously.

A motion was made to adopt the program marked "C8. Proposal to revise the Minor in African Studies". The motion was seconded and approved unanimously.

A motion was made to adopt the program marked "C9. Proposal to revise the Minor in Chemistry". The motion was seconded and approved unanimously.

A motion was made to adopt the course revision "C10. PSC 207 The Investigative Function (new #: PSC 107)". The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments D1-D3)

A motion was made to adopt the program marked “D1. Application for an Advanced Certificate in Victimology Studies in Forensic Psychology”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “D2. Application to Add the Distance Education Format to the Criminal Justice MA program”. The motion was seconded and approved unanimously.

A motion was made to adopt the change in degree program: MS in Digital Forensics and Cybersecurity. The motion was seconded and approved unanimously.

VII. New Business

Dean Anne Lopes made a motion to adopt the approval of a Dual Degree MPA-JD Program in Law and Public Accountability. The motion was seconded and approved unanimously.

Dean Anne Lopes made a motion to adopt the proposal for a Dual Degree MA-JD program in Forensic Psychology. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:59 p.m.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Monday, May 11, 2015

The College Council held its final meeting of the 2014-2015 academic year on Monday, May 11, 2015. The meeting was called to order at 2:00 p.m. and the following members were present: Grace Theresa Agalo-os, Schevaletta Alford, Warren Benton, Adam Berlin, Jane P. Bowers, Claudia Calirman, James Cauthen, Katarzyna Celinska, Lynette Cook-Francis, Jennifer Dysart, Katie Gentile, John Gutierrez, Maki Haberfeld, Alma Huskic, Hunter Johnson, Faika Kabir, Tiffani Kennedy, Maria Kiriakova, Carmen Kynard, Taisha Lazare, Kyoo Lee, Vincent Maiorino, Tiffany Onorato, Jay Pastrana, Robert Pignatello, Dainius Remeza, Rosann Santos-Elliott, Francis Sheehan, Scott Stoddart, Jeremy Travis, Arturo Urena, Kristal Wilkins, Janet Winter and Daniel Yaverbaum.

Absent were: Anthony Carpi, Marsha Clowers, Angelique Corthals, Sylvia Dapia, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Margaret Escher, Diana Falkenbach, Kaniz Fatima, Robert Furst, Shereef Hassan, Norris James, Karen Kaplowitz, Louis Kontos, Tom Kucharski, Anne Lopes, Xerxes Malki, Edward Paulino, Giovanni Perna, Frank Pezzella, Nicole Ponzio, Muhammad Rehman, Kyle Roberts, Raul Romero, Raul Rubio, Michael Scaduto, Ian Seda, Jon Shane, David Shapiro, Dennis Sherman, Charles Stone, Staci Strobl, Robert Till and Robert Troy.

I. Adoption of the Agenda

In the absence of quorum, Committee members agreed to continue with the meeting as usual given there were time sensitive and important items of the agenda and if any items needed to be ratified by the Executive Committee of the College Council before the September meeting it would be scheduled.

II. Minutes of the April 21, 2015 College Council

A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B7) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

A motion was made to adopt the new courses marked B1-B3 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked B1-B3:

B1.	LIT 1XX (130)	King Arthur: Culture, Society and Tradition (I&S)
B2.	PSC 2XX (250)	Research Methods in Policing
B3.	SCI 2XX (210)	Toxins or Not (SciWld)

The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “B4. CHE 361 Inorganic Chemistry.” The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “B5. SOC 415 Senior Seminar in Sociology.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B6. Proposal to Revise the Minor in Philosophy.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B7. Proposal to Revise the Sociology Minor.” The motion was seconded and approved unanimously.

IV. Proposal from the Committee on Graduate Studies (attachments C1-C2) – Provost and Senior Vice President for Academic Affairs, Jane P. Bowers

A motion was made to adopt the course revision marked “C1. FCM 710 Architecture and Vulnerabilities of Operating Systems.” The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “C2. FCM 791 Forensic Computing Research Practicum.” The motion was seconded and approved unanimously.

V. Approval of the 2014-2015 Graduates (attachment D) – Director of Enrollment Management Services, Naomi Nwosu

A motion was made to approve the list of graduates pending completion of all academic requirements. The motion was seconded and approved unanimously by faculty only.

VI. Proposal from the Ad Hoc Committee for Strategic Plan (attachment E) – Associate Provost for Institutional Effectiveness, James Llana

A motion was made to vote on Items 1-6 of the Strategic Plan separately from Item 7. The motion as seconded and passed.

In Favor: 23 Oppose: 8 No vote: 2

A motion was made to approve Items 1-6 of the Strategic Plan. The motion was seconded and passed.

In Favor: 29 Oppose: 0 Abstention: 1

A motion was made to approve Item 7 of the Strategic Plan. The motion was seconded and passed.

In Favor: 18 Oppose: 2 Abstentions: 10

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

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College Council Membership

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

Administration:

- | | |
|--|----------------------|
| 1. President (chairperson) | Jeremy Travis |
| 2. Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| 3. Senior Vice President for Finance and Administration | Robert Pignatello |
| 4. Vice President for Student Affairs | Lynette Cook-Francis |
| 5. Vice President for Enrollment Management | Robert Troy |
| 6. Associate Provost for Strategic Initiatives and
Dean of Graduate Studies | Anne Lopes |
| 7. Associate Provost and Dean of Undergraduate Studies | Scott Stoddart |
| 8. Associate Provost and Dean of Research | Anthony Carpi |

Faculty:

- | | |
|--|-----------------------|
| a. Full-time faculty elected from each academic department: | |
| 9. Africana Studies | Charlotte Walker Said |
| 10. Anthropology | Terry Furst |
| 11. Art and Music | Lisa Farrington |
| 12. Communication and Theater Arts | Marsha Clowers |
| 13. Counseling | Mickey Melendez |
| 14. Criminal Justice | Frank Pezzella |
| 15. Economics | Jay Hamilton |
| 16. English | Jonathan Gray |
| 17. Health and Physical Education | Vincent Maiorino |
| 18. History | David Munns |
| 19. Interdisciplinary Studies Department | Amy Green |
| 20. Latin America and Latina/o Studies | John Gutierrez |
| 21. Law, Police Science, and Criminal Justice Administration | Yue Ma |
| 22. Library | Maria Kiriakova |
| 23. Mathematics and Computer Science | Dante Tawfeeq |
| 24. Modern Languages and Literatures | Raul Romero |
| 25. Philosophy | James DiGiovanna |
| 26. Political Science | Roger McDonald |
| 27. Psychology | Tom Kucharski |
| 28. Public Management | Ned Benton |
| 29. Security, Fire and Emergency Management | Robert Till |
| 30. Sciences | Artem Domashevskiy |
| 31. SEEK | Carmen Solis |
| 32. Sociology | Rosemary Barberet |

- b. Faculty allotted according to any method duly adopted by the Faculty Senate:
- | | |
|--|----------------------------|
| 33. SEEK | Schevaletta (Chevy) Alford |
| 34. Library | Ellen Belcher |
| 35. Math & Computer Science | Sven Dietrich |
| 36. Library | Janice Dunham |
| 37. Psychology | Jennifer Dysart |
| 38. English | Jay Gates |
| 39. Public Management | Joel Freiser |
| 40. Law, Police Science, and Criminal Justice Administration | Lior Gideon |
| 41. Law, Police Science, and Criminal Justice Administration | Maki Haberfeld |
| 42. English | Karen Kaplowitz |
| 43. Sociology | Louis Kontos |
| 44. English | Dainius Remeza |
| 45. Latin American/Latina/o Studies & English | Belinda Rincon |
| 46. Public Management | David Shapiro |
| 47. Sciences | Francis Sheehan |
| 48. Psychology | Charles Stone |
| 49. History | Fritz Umbach |
| 50. Sciences | Daniel Yaverbaum |

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

Andrea Balis, History	Avram Bornstein, Anthropology
Glenn Corbett, SFEM	Ric Curtis, Anthropology
Diana (DeeDee) Falkenbach, Psychology	Robert Garot, Sociology
Chuck Nemeth, SFEM	Victoria Perez-Rios, Political Science

Higher Education Officers elected by Higher Education Officers Council:

51. Nancy Marshall
52. Naomi Nwosu
53. Katherine Outlaw
54. Janet Winter
55. Sandrine Dikambi

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative.

- Betty Taylor

Students:

- | | |
|---|-----------------|
| 56. President of the Student Council | Faika Kabir |
| 57. Vice President of the Student Council | Kyle Roberts |
| 58. Treasurer of the Student Council | Muhammad Rehman |
| 59. Secretary of the Student Council | Anthony Forbez |
| 60. Elected At-Large Representative | Maria Plata |
| 61. Elected graduate student representative | Antoan Peychev |
| 62. Elected graduate student representative | Marline Wright |
| 63. Elected senior class representative | Arturo Urena |
| 64. Elected senior class representative | Trushal Pandhi |
| 65. Elected junior class representative | Seonae Byeon |
| 66. Elected junior class representative | Valentina Usma |
| 67. Elected sophomore class representative | Kaniz Fatima |
| 68. Elected sophomore class representative | Kadeem Robinson |
| 69. Freshman representative designated according to a method duly adopted by the Student Council. | VACANT |

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative.

1. Ming Feng	2. VACANT
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College Council Interim Executive Committee

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

- | | |
|---|-------------------------|
| • President (chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Senior Vice President for Finance and Administration | Robert Pignatello |
| • Vice President for Student Affairs | Lynette Cook-Francis |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice-President of the Faculty Senate | David Munns |
| • Two (2) other members of the Faculty Senate | |
| 1. Warren Benton | |
| 2. Francis Sheehan | |
| • President of the Higher Education Officers Council | Sandrine Dikambi |
| • Vice-President of the Higher Education Officers Council | Nikki Hancock-Nicholson |
| • President of the Student Council | Faika Kabir |
| • Vice-President of the Student Council | Kyle Roberts |

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Schevaletta (Chevy) Alford
 2. Andrea Balis
 3. Ned Benton
 4. Janice Dunham
 5. Jennifer Dysart
 6. Karen Kaplowitz
 7. Francis Sheehan

- Two (2) higher education officers
 1. Sandrine Dikambi
 2. Nikki Hancock-Nicholson

- Three (3) students
 1. Faika Kabir
 2. Kyle Roberts
 3. Maria Plata

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost and Dean of Undergraduate Studies (Chairperson) Scott Stoddart
- Associate Registrar Nadine Young
- Executive Academic Director of Undergraduate Studies Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies	C. Jama Adams
2. Anthropology	Ric Curtis
3. Art and Music	Erin Thompson
4. Communication and Theater Arts	Bettina Murray
5. Counseling	Ma'at Lewis
6. Criminal Justice	Chongmin Na
7. Economics	Ian Seda
8. English	Bettina Carbonell
9. Health and Physical Education	Sue Larkin
10. History	Anissa Helie-Lucas
11. Interdisciplinary Studies Department	Susannah Crowder
12. Latin American and Latina/o Studies	Lisandro Perez
13. Law, Police Science, and Criminal Justice Administration	Heath Grant
14. Library	Ellen Sexton
15. Mathematics and Computer Science	Michael Puls
16. Modern Languages and Literatures	Aida Martinez-Gomez
17. Philosophy	Jonathan Jacobs
18. Political Science	Veronica Michel
19. Psychology	Michelle Galietta
20. Public Management	Judy-Lynne Peters
21. Sciences	Sandra Swenson
22. Security, Fire and Emergency Management	Glenn Corbett
23. SEEK	Monika Son
24. Sociology	Barry Spunt

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
 1. Thamanna Hussain
 2. Leslie Smith
 3. Kadeem Robinson

Committee on Student Interests

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

- | | |
|---|------------------|
| <ul style="list-style-type: none"> • Assistant Vice President and Dean of Students
(chairperson) | Kenneth Holmes |
| <ul style="list-style-type: none"> • Director of Athletics | Carol Kashow |
| <ul style="list-style-type: none"> • Director of The Center for Student Involvement
and Leadership | Danielle Officer |
| <ul style="list-style-type: none"> • Two (2) members of the faculty <ol style="list-style-type: none"> 1. Alexa Capeloto 2. Nicolas Elias | |
| <ul style="list-style-type: none"> • Six (6) students <ol style="list-style-type: none"> 1. Kenny Gonzalez 2. Paul Mun 3. Lydia Moulahoum 4. Melinda Yam 5. Monica Murillo 6. VACANT | |

Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
 1. Effie Cochran
 2. Robert McCrie
 3. Martin Wallenstein

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. C. Jama Adams
 2. Peggy (Margaret) Escher
 3. Louis Kontos
 4. Roger McDonald
 5. Lorraine Moller
 6. Liliana Soto-Fernandez

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Seonae Byeon
 2. George Bang
 3. Thamanna Hussain
 4. David Antigua
 5. Ruben Huetero
 - 6. VACANT**

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

Committee on Faculty Personnel

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

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

- | | |
|---|-----------------|
| • President (Chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Associate Provost for Strategic Initiatives and
Dean of Graduate Studies | Anne Lopes |
| • Associate Provost and Dean of Undergraduate Studies | Scott Stoddart |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Roberto Visani |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling | Caridad Sanchez |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Allison Pease |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | Allison Kavey |
| 11. Interdisciplinary Studies Department | Richard Haw |
| 12. Latin American and Latino/a Studies | Lisandro Perez |
| 13. Law, Police Science and Criminal Justice Administration | Maki Haberfeld |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Silvia Dapia |

- 17. Philosophy
- 18. Political Science
- 19. Psychology
- 20. Public Management
- 21. Sciences
- 22. Security, Fire and Emergency Management
- 23. SEEK
- 24. Sociology

Jonathan Jacobs
 James Cauthen
 Angela Crossman
 Warren Benton
 Larry Kobilinsky
 Charles Nemeth
 Nancy Velazquez-Torres
 Henry Pontell

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Rosemary Barberet
 2. Kathleen Collins
 3. Gail Garfield
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Peter Shenkin
 2. Carmen Kynard
 3. Michael Pfeifer
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 - 1. VACANT**
 - 2. VACANT**

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- | | |
|--|----------------------|
| • President (chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Senior Vice President for Finance and Administration | Robert Pignatello |
| • Vice President for Student Affairs | Lynette Cook-Francis |
| • Vice President for Enrollment Management | Robert Troy |
| • Associate Provost for Institutional Effectiveness | James Llana |
| • Executive Director for Human Resources | Kevin Hauss |
| • Associate Provost for Strategic Initiatives and Dean of Graduate Studies | Anne Lopes |
| • Associate Provost and Dean of Undergraduate Studies | Scott Stoddart |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Financial and Business Services | Patricia Ketterer |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | David Munns |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Thomas Kucharski |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Charles Stone |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Roberto Visani |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling | Caridad Sanchez |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Allison Pease |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | Allison Kavey |
| 11. Interdisciplinary Studies Department | Richard Haw |
| 12. Latin American and Latina/o Studies | Lisandro Perez |
| 13. Law, Police Science, and Criminal Justice Administration | Maki Haberfeld |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Silvia Dapia |
| 17. Philosophy | Jonathan Jacobs |

- | | |
|---|------------------------|
| 18. Political Science | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Benton |
| 21. Sciences | Larry Kobilinsky |
| 22. Security, Fire and Emergency Management | Charles Nemeth |
| 23. SEEK | Nancy Velasquez-Torres |
| 24. Sociology | Henry Pontell |
- Chairperson of the Higher Education Officers Council, or designee Sandrine Dikambi
 - Two (2) higher education officer representative
 1. Michael Scaduto
 2. Nikki Hancock-Nicholson
 - President of the Student Council or designee Faika Kabir
 - Treasurer of the Student Council or designee Muhammad Rehman
 - One (1) additional student representative Kyle Roberts
 - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Crystal Farmer
 2. Betsy Gonzalez

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|--|--------------------|
| • Senior Vice President of Finance and Administration
(chairperson) | Robert Pignatello |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Thomas Kucharski |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Charles Stone |
| • Chair of the Council of Chairs | Jay Hamilton |
| • Vice Chair of the Council of Chairs | Warren Benton |
| • One (1) representative chosen by the Council of Chairs | Doug Salane |
| • Chair of the Higher Education Officers Council | Sandrine Dikambi |

The Assistant Vice President for Financial and Business Services, Patricia Ketterer and the Provost's Senior Director for Academic Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Associate Provost for Institutional Effectiveness (chairperson) James Llana
- Senior Vice President of Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate
 1. Thomas Kucharski
 2. Janice Dunham
- Chair of the Council of Chairs Jay Hamilton
- Two (2) representatives chosen by the Council of Chairs
 1. Ned Benton
 2. Doug Salane
- Chair of the Higher Education Officers Council Sandrine Dikambi
- One (1) student representative
 1. Muhammad Rehman

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcomes Assessment, Virginia Moreno shall staff the subcommittee.

Committee on Graduate Studies

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

- | | |
|--|------------------|
| • Associate Provost for Strategic Initiatives and Dean of Graduate Studies (chairperson) | Anne Lopes |
| • Assistant Vice President and Dean of Students | Kenneth Holmes |
| • Vice President for Enrollment Management | Robert Troy |
| • Chief Librarian | Larry Sullivan |
| • Graduate Program Directors | |
| 1. Criminal Justice | Avram Bornstein |
| 2. Digital Forensics and Cybersecurity | Richard Lovely |
| 3. Forensic Mental Health Counseling MA/JD | James Wulach |
| 4. Forensic Psychology | Diana Falkenbach |
| 5. Forensic Science | Mechthild Prinz |
| 6. International Crime and Justice | Jana Arsovska |
| 7. Security, Fire & Emergency Management | Charles Nemeth |
| 8. Protection Management | Charles Nemeth |
| 9. MPA: Public Policy and Administration | Marilyn Rubin |
| 10. MPA: Inspection and Oversight | Warren Benton |
| • BA/MA Director | Chitra Raghavan |
| • Two (2) graduate students | |
| 1. Gabrele Trupp | |
| 2. Sara Hartigan | |

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
 1. Joshua Clegg
 2. Keith Markus
 3. Daniel Marten Yaverbaum
 4. **VACANT**
- Two (2) students
 1. Emely Dickens
 2. **VACANT**

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

Provost Advisory Council

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

- | | |
|---|------------------------|
| • Provost and Senior Vice President for Academic Affairs
(chairperson) | Jane P. Bowers |
| • Senior Director of Academic Operations, Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | David Munns |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Roberto Visani |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling | Caridad Sanchez |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Allison Pease |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | Allison Kavey |
| 11. Interdisciplinary Studies Department | Richard Haw |
| 12. Latin American and Latino/a Studies | Lisandro Perez |
| 13. Law, Police Science, and Criminal Justice Administration | Maki Haberfeld |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Silvia Dapia |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Benton |
| 21. Sciences | Larry Kobilinsky |
| 22. Security, Fire and Emergency Management | Charles Nemeth |
| 23. SEEK | Nancy Velazquez-Torres |
| 24. Sociology | Henry Pontell |

Council of Undergraduate Program Coordinators

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

- Associate Provost and Dean of Undergraduate Studies (Chairperson) Scott Stoddart
- Coordinators of Undergraduate Majors
 1. Anthropology Johanna Lessinger
 2. Computer Science and Information Security Evan Misshula
 3. Criminal Justice (B.A.) Evan Mandery
 4. Criminal Justice (B.S.) Christopher Hermann
 5. Criminal Justice Management Salomon Guajardo
 6. Criminology Louis Kontos
 7. Culture and Deviance Studies Ed Snadjr
 8. Dispute Resolution Maria Volpe
 9. Economics Concentration A Catherine Mulder
 - Economics Concentration C Jonathan Childerley
 10. English John Staines
 11. Fire and Emergency Services Robert Till
 - Donell Harvin
 - Robert Till
 12. Fire Science Angela Crossman
 13. Forensic Psychology Lawrence Kobilinsky
 14. Forensic Science Jonathan Childerley
 15. Fraud Examination and Financial Forensics Katie Gentile
 16. Gender Studies Matthew Perry
 17. Global History David Munns
 18. Humanities and Justice Maria Haberfeld
 19. International Criminal Justice Jose Luis Morin
 20. Latin American and Latina/o Studies Jean Carmalt
 21. Law and Society Michael Yarbrough (co-chair)
 - Alexandra Moffett-Bateau
 - Kathleen Collins
 22. Legal Studies Mary Ann McClure
 23. Library Joe Pollini
 24. Philosophy Jennifer Rutledge
 25. Police Studies Samantha Majic (co-chair)
 26. Political Science Peter Mameli
 27. Public Administration Robert McCrie
 28. Security Management Robert Garot
 29. Sociology Aida Martinez Gomez
 30. Spanish Concentration A Maria Julia Rossi
 - Spanish Concentration B

Committee on Honors, Prizes and Awards

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

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Assistant Vice President and Dean of Students Kenneth Holmes
- Director of The Center for Student Involvement and Leadership Danielle Officer
- Three (3) full-time members of the faculty
 1. Victoria Bond
 2. Sanjair Nair
 3. Violet Yu
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
 1. Emely Dickens
 2. Danielle Edinboro
 3. **VACANT**

College-Wide Grade Appeals Committee

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

1. Thurai Kugan
2. Toy-Fung Tung
3. **VACANT**
4. **VACANT**
5. **VACANT**

College-Wide Assessment Committee

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

- (Chair)
- Director of Assessment Virginia Moreno
(ex officio)

- Associate Provost for Institutional Effectiveness James Llana
(ex officio)
- Seven (7) Full-time Faculty Members
 1. Marie-Helen Mares
 2. Mechthild (Mecki) Prinz
 3. Maureen Richards
 4. Lauren Shapiro
 5. Denise Thompson
 - 6. VACANT**
 - 7. VACANT**
- Three(3) Higher Education Officers
 1. Anila Duro
 2. Deborah Washington
 3. Rosann Santos-Elliott

Special Committee of the College Council

Committee on Faculty Elections

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

1. Schevaletta (Chevy) Alford
2. Maria Kiriakova
3. Samantha Majic
4. Alexandra Moffet-Bateau
- 5. VACANT**

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

New Course Proposal Form

Date Submitted 3/15/15

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 and Music

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

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

Phone number(s) 646-549-1545

2. a. **Title of the course** Art and Myth in the Ancient World

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Art & Myth in Ancient World

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:

Students will build on their skills of general art analysis, learned in a required pre-requisite Art course, in order to engage in a more focused study of the art of the ancient world. While lower level Art courses require students to read a textbook, this course will also draw on articles and excerpts from books, which present more challenging language and thought. Students will also be presented with arguments for different interpretations or approaches to the subject matter. The assignments require students to practice and develop skills introduced in 100-level classes, namely, research, analysis, writing, and presentation-development. Students will be able to choose their own areas for research, with guidance from the instructor and within the parameters of the assignments.

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.)

As the Department of Art & Music moves toward submission of an art major, we are developing a curricular program that includes advanced coursework. The proposed course will aid in this

Approved by UCASC, Sept, to College Council, Oct 15, 2015

initiative by providing students, both majors and non-majors, with the opportunity to study in depth the art of the ancient world – a major area of art history in which the College currently has no offerings.

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

This course uses mythology and art to offer an introduction to the history of various ancient cultures, which may include Greece, Rome, the Ancient Near East, and Egypt, as well as other ancient worlds.. Students will learn about ancient myth in its historical context to understand that images and tales that might seem like children’s bedtime stories were actually powerful forces that communicated the cultural values that shaped the history of how people lived and died: how they fell in love, judged criminals, conducted wars, constructed their racial and ethnic ideas, and thought about the origin and end of the world.

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

ENG 101 and any Art course.

6. Number of:
- Class hours 3
 - Lab hours 0
 - Credits 3

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

 No X Yes. If yes, then please provide:

- Semester(s) and year(s): Fall 2015
- Teacher(s): Erin Thompson
- Enrollment(s): 18
- Prerequisites(s): ENG 101 and any Art course.

8. **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?

- Demonstrate knowledge of formative events, ideas, and works of art from ancient history
- Analyze the significance of major developments in ancient history and thought
- Differentiate multiple perspectives on the same subject

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)

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

College Option:

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

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

Please see the General Education Mapping Form attached here for a detailed explanation of how the learning outcomes of this course match the Learning from the Past learning outcomes.

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

Every semester _____ Number of sections: 1
 Fall semesters only _____ Number of sections: _____
 Spring semesters only X Number of sections: _____

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

Students will be assessed on a midterm (20%) and final (20%) examinations and three assignments (20% each).

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

Approved by UCASC, Sept, to College Council, Oct 15, 2015

Yes No

- If yes, please state the librarian's name Marta Bladek
- Are there adequate resources in the library to support students' work in the course
Yes No
- Will your students be expected to use any of the following library resources? Check all that apply.

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

14. Date of **Department curriculum committee** approval 2/22/15

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

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

No

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

The English Department offers a course, LIT 360, Myth in Literature, with the following course description:

What is myth? What function does it have for individuals, societies, and nations? How does it work to communicate ideas about justice, heroism, identity, and humanity? This course will investigate such questions through a close study of ancient myths from a variety of cultures, such as Egyptian, Yoruban, Aztec, Ancient Greek, and Roman. We will study the myths in their cultural contexts as well as their cross-cultural reception in a variety of literary works from antiquity to modern times.

I consulted with Professor Melinda Powers, who teaches Myth in Literature, to assure that the proposed course would not be overly similar. The courses are not similar for a variety of reasons, including: the proposed course focuses on artworks, not texts; the proposed course does not cover cultures outside of the ancient Mediterranean, unlike

Approved by UCASC, Sept, to College Council, Oct 15, 2015

the existing course; the proposed course focuses on stories of gods and heroes, not mythology as a whole; mythology is an extremely broad subject area that admits of multiple courses; and the proposed course is a 200-level, while the existing course is a 300-level.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.

See above, at Question 16.

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

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

19. Approvals:

Roberto Visani

Name of Chair giving approval, Proposer's Department

Roberto Visani

Name of Major or Minor Coordinator giving approval (if necessary)

N/A

Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)

John Jay General Education College Option Course Submission Form

Course Prefix & Number	Art 2XX
Course Title	Art and Myth in the Ancient World
Department or Program	Art and Music
Discipline	Art
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101 and any Art course.
Co-requisites	N/A
Course Description	This course uses mythology and art to offer an introduction to the history of various ancient cultures, which may include Greece, Rome, the Ancient Near East, and Egypt. Students will learn about ancient myth in its historical context to understand that images and tales that might seem like children's bedtime stories were actually powerful forces that communicated the cultural values that shaped the history of how people lived and died: how they fell in love, judged criminals, conducted wars, constructed their racial and ethnic ideas, and thought about the origin and end of the world.
Sample Syllabus	See attached.

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

John Jay College Option Location

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

<p>Justice Core</p> <p><input type="checkbox"/> Justice & the Individual (100-level)</p> <p><input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p>X Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
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Learning Outcomes

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

I. **Learning from the Past** - Please explain how your course meets these learning outcomes

Students will:

<p>Students will demonstrate their knowledge of formative events, ideas, and works of art from ancient history through their performance on the midterm and final examinations. Each examination will consist of three short essay questions that will require students to demonstrate that they can apply the fundamental concepts and methods of art history, such as the identification and analysis of subject matter, iconography, and style, to identify and discuss the relations between individual artworks and the societies in which they operated; in particular, their essays will apply the methodologies of art theory and criticism as vehicles for visual critique and analysis of the representation of myth.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences
<p>Students will analyze the significance of major developments in the use of mythology from the ancient to the modern world in the “Modern Myth” assignment, in which they will choose a movie or another visual artwork that retells a myth from one of the cultures covered by the class (for example, the 1997 Disney movie “Hercules”) and will write at least a 5 page essay comparing the modern version to the visual depictions of that myth in the originating culture, analyzing the changes made to the story in the modern version. They will be directed to ask themselves why they think these changes were made and how do the changes make the myth better fit modern culture.</p>	<ul style="list-style-type: none"> • Analyze the significance of major developments in U.S. and World History.
<p>Students will differentiate multiple perspectives on the same subject in two assignments. In the “Afterlife Imagery” assignment, they will think about the ways in which burial images and beliefs about what happens after death have changed and the ways in which they have remained the same. Students will visit either Green-Wood Cemetery, Woodlawn Cemetery, or another cemetery or burial place pre-approved by the instructor, and then will choose and photograph an image-rich monument and write at least a 2 page essay describing the imagery, explaining what it tells the viewer about the afterlife, and comparing the imagery and afterlife beliefs to those of one of the ancient cultures covered by the class. Students will thus differentiate ancient and modern perspectives on death, burial, and the afterlife. In the “Material Sources for Ancient Myth at the Metropolitan Museum” assignment, students will visit the Metropolitan Museum of Art and take a self-guided field trip, completing a mythological “scavenger hunt” by following the instructions on a handout. Students will then find and photograph 1) a work of art that depicts a myth about a god or hero from a culture other than the cultures covered by the class and 2) another work of art from one of the cultures covered by the class that depicts a similar mythological story, and will write at least a 2 page essay contrasting the way in which these artworks show the myth and the way in which their different viewers would have experienced or used the objects on which the myth is show. Students will thus differentiate the perspectives each of the chosen cultures has on the issues addressed by the chosen myth.</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

John Jay College of Criminal Justice
City University of New York
899 Tenth Avenue, New York, NY 10019

Art 2XX

Art and Myth in the Ancient World

[Meeting time and place]

[Contact information and office hours]

Course Description: This course uses mythology and art to offer an introduction to the history of various ancient cultures, which may include Greece, Rome, the Ancient Near East, and Egypt, as well as other ancient worlds. Students will learn about ancient myth in its historical context to understand that images and tales that might seem like children's bedtime stories were actually powerful forces that communicated the cultural values that shaped the history of how people lived and died: how they fell in love, judged criminals, conducted wars, constructed their racial and ethnic ideas, and thought about the origin and end of the world.



Prerequisite: ENG 101 and any Art course.

Learning Outcomes: Learning from the Past

1. Demonstrate knowledge of formative events, ideas, and works of art from ancient history
2. Analyze the significance of major developments in ancient history and thought
3. Differentiate multiple perspectives on the same subject

Assessment Tools and Grade Percentages:

Assignment 1: Afterlife Imagery: 20%

Assignment 2: Material Sources for Ancient Myth at the Metropolitan Museum: 20%

Assignment 3: Modern Myth 20%

Midterm Exam: 20%

Final Exam: 20%

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: Incomplete Grade requests are granted in extreme, documented circumstances only. All incomplete materials must be submitted within 30 days of the end of the semester.

EXTRA CREDIT: Your instructor is not obligated to offer extra credit. The term “extra credit” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete.

ASSIGNMENTS

REQUIRED READING: The class schedule, below, tells you what pages of the class reader to read before class. The class reader is located on Blackboard. You will be expected to read approximately 10 pages of primary source materials and 15 pages of secondary source materials for each class.

Midterm and Final Examinations: The examinations will assure that you have a basic understanding of the history of artworks discussed in class. Each examination will consist of three short essay questions that will require you to demonstrate that you can apply the fundamental concepts and methods of art history, such as the identification and analysis of subject matter, iconography, and style, to identify and discuss the relations between individual artworks and the societies in which they operated.

Assignment 1: Afterlife Imagery: We will extensively study in class the images associated with burial sites in the ancient world and will discuss how these images reflect ancient beliefs about the afterlife. This assignment will lead you to think about the ways in which burial images and beliefs about what happens after death have changed – and the ways in which they have remained the same. Visit either Green-Wood Cemetery, Woodlawn Cemetery, or another cemetery or burial place pre-approved by the instructor. Choose and photograph an image-rich monument, and then write at least a 2 page essay describing the imagery, explaining what it tells the viewer about the afterlife, and comparing the imagery and afterlife beliefs to those of one of the ancient cultures covered by our class. Attach your photographs to your essay. Use citations to indicate any information you have found in outside sources.

Assignment 2: Material Sources for Ancient Myth at the Metropolitan Museum: Visit the Metropolitan Museum of Art and take a self-guided field trip, completing a mythological “scavenger hunt” by following the instructions on a handout you will receive in class. Then find and photograph 1) a work of art that depicts a myth about a god or hero from a culture other than the cultures covered by our class and 2) another work of art from one of the cultures covered by our class that depicts a similar mythological story. Write at least a 2 page essay contrasting the way in which these artworks show the myth and the way in which their different viewers would

have experienced or used the objects on which the myth is shown. Attach your photographs to your essay. Use citations to indicate any information you have found in outside sources.

Assignment 3: Modern Myth: Choose a movie or another visual artwork that retells a myth from one of the cultures covered by our class (for example, the 1997 Disney movie “Hercules”). Write at least a 5 page essay comparing the modern version to the visual depictions of that myth in the originating culture, analyzing the changes made to the story in the modern version. Why you think these changes were made? How do the changes make the myth a better fit for modern culture? Use citations to indicate any information you have found in outside sources.

CLASS SCHEDULE

Week	Topic and Learning Goals	Reading from Class Reader and Assignments
<i>Introduction</i>		
1.1	<p>The Analysis of the Visual Sources of History</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - review definitions of iconology and style; - use an in-class exercise to practice identification and analysis of iconology and style; - understand how differences in iconology and style impact our ability to use artworks as sources for history. 	Jules Prown, “Mind in Matter: An Introduction to Material Culture Theory and Method”
1.2	<p>What is Myth and How Do We Interpret Its Visual Sources?</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - think about different scholarly definitions of mythology; - identify the different ways in which ancient people used and experienced mythology in their religious, political, and personal lives; - look at the visual representations of an example Greek god, Dionysus, to understand the different contexts in which the Greeks would have encountered his image. 	<p>“Dionysus”</p> <p>Ewen Bowie, “Early Greek Elegy, Symposium and Public Festival”</p>
<i>Ancient Greece</i>		
2.1	<p>The Greek Invention of Visual Story-Telling</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - look at the visual representations of a sample myth, the story of Odysseus and Polyphemus; - analyze the iconology and style of this myth; - discover how the iconology and style of this myth changed over time, from a primitive style characteristic of the very first Greek attempts to represent myth to a sophisticated narrative style that endures into the modern world. 	<p>“Odysseus and Polyphemus”</p> <p>Moses Finley, “Homer and the Greeks” (excerpt), from <i>The World of Odysseus</i></p>
2.2	<p>The Place of the Creation Myth and Other Origin Stories in Greek Social History</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - understand what the Greeks thought about how the world was created and how human beings were created; - analyze what this tells us about Greek beliefs about the relationship between gods and humans. 	<p>“Greek Creation”; “Prometheus”</p> <p>Ian Morris, “Beyond Democracy and Empire: Athenian Art in Context” (excerpt), from <i>Democracy, Empire and the Arts in Fifth-Century Athens</i></p>

3.1	<p>The Place of the Creation Myth and Other Origin Stories in Greek Social History, cont.</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - discuss why the Greeks created mythological explanations for the origins of cities, countries, and races; - using a sample myth of the origin of the city of Athens, understand what images of these origin stories would mean to the different inhabitants of the city (male, female, free, enslaved) and to Greek and non-Greek visitors to the city. 	<p>“The Contest for Athens”</p> <p>Claude Calame, <i>Myth and History in Ancient Greece: The Symbolic Creation of a Colony</i> (excerpt)</p>
3.2	<p>Life Mirrors Myth: Sexuality in Greek Culture</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - discuss the ways in which Greek boys and girls learned about what their culture allowed and prohibited about when, why, and with whom to have sex; - analyze the messages in myths about Aphrodite, the goddess of love; Athena, a virgin goddess; and Tiresias, a mythological human who was turned into a woman and then back into a man; - identify the types of objects on which myths about sexuality appeared and analyze their audience. 	<p>“Aphrodite”; “Athena”, “Tiresias”</p> <p>John Gould, “Law, Custom and Myth: Aspects of the Social Position of Women in Classical Athens”</p>
4.1	<p>Life Mirrors Myth: Marriage in Greek Culture</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - discuss the ways in which Greek boys and girls learned about what their culture allowed and prohibited about when, why, and with whom to marry and have children; - analyze the messages in myths about Pandora and the Danaids, who brought trouble to their husbands, and Penelope, who was an exemplary wife; - identify the types of objects on which myths about marriage appeared and analyze their audience. 	<p>“Pandora”; “Danaids”; “Penelope”</p> <p>Victoria Sabetai, “Aspects of Nuptial and Genre Imagery in Fifth Century Athens: Issues of Interpretation and Methodology”, from <i>Athenian Potters and Painters</i></p>
4.2	<p>Beautiful Death: The Trojan War</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - learn about how every Greek boy trained to be a soldier; - discuss how myths taught soldiers about war, from tactics to how to overcome their fear of death; - identify the types of objects on which myths about the Trojan War appeared and analyze their audience. 	<p>“Deaths of Hector, Achilles, and Selected Others”</p> <p>Jean-Pierre Vernant, “A Beautiful Death and the Disfigured Corpse in Homeric Epic” (excerpt), from <i>Mortals and Immortals: Collected Essays</i></p>
5.1	<p>Beautiful Death: The Parthenon and Beyond</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - analyze the myths on the Temple of Athena Parthenos in Athens to see what they told the families of soldiers about war and death; - learn about the relation between athletics and military training, up to and including the modern Olympic Games; - use an in-class exercise to identify and compare images of war mythology in modern America. 	<p>Robin Osborne, “Democracy and Imperialism in the Panathenaic Procession: The Parthenon Frieze in its Context,” from <i>The Archaeology of Athens and Attica under the Democracy</i></p>
5.2	<p>Greek Heroes and the History of Greek Warfare</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - define the role of the hero and the heroine in mythology in general; - understand Greek beliefs about the relationship between heroes and humans; 	<p>“Labors of Herakles”</p> <p>Margalit Finkelberg, “Odysseus and the Genus ‘Hero,’”</p>

	- look at an example hero, Herakles, to understand the ways in which his stories and images were used in Greek religion.	
6.1	Greek Heroes and the History of Greek Warfare, cont. In this class session, we will: - look at some examples of heroes to understand the ways in which their stories and images were used in Greek political and intellectual life.	“Seven Against Thebes” and “The Argonauts” Moses Finley, “Morals and Values” (excerpt), from <i>The World of Odysseus</i>
6.2	The Afterlife of Greek Myth in the Modern World In this class session, we will: - use an in-class exercise to identify and list some of the many appearances of Greek mythological characters in modern films, music, literature, and other areas of culture; - discuss the different messages these myths convey to modern audiences.	
7.1		Midterm (in-class). Assignment 1: Afterlife Imagery due.
	Ancient Rome	
7.2	Foundational Stories of Rome and Rome’s Historical Origins In this class session, we will: - learn about the early history of Rome as a city and as an empire; - identify the differences between the actual history and the myths the Romans told about their origins; - discuss what these myths tell us about what the Romans wanted to believe about themselves.	“Romulus and Remus”; “Sabine Women” Valerie Hope, “The City of Rome: Capital and Symbol,” from <i>Experiencing Rome: Culture, Identity and Power in the Roman Empire</i>
8.1	Visions of Imperial Power In this class session, we will: - learn how Roman emperors used visual imagery to associate themselves with the gods; - discuss what messages the emperors were conveying to Roman and non-Roman audiences by making these associations.	Paul Zanker, <i>The Power of Images in the Age of Augustus</i> (excerpt)
8.2	Visions of Imperial Power, cont. In this class session, we will: - learn about the Roman belief in apotheosis, the process of humans becoming gods; - discuss how seriously elite Romans took this belief by comparing representations of apotheosis, including satirical ones.	“Pumpkinification of the Divine Claudius” Kathleen Coleman, “Fatal Charades: Roman Executions Staged as Mythological Enactments”
9.1	Visions of Salvation in Roman Culture In this class session, we will: - define and understand salvific religions; - analyze images of Heracles and Mithras to understand what a Roman would have experienced when worshipping them; - compare Roman beliefs in Heracles and Mithras to other salvific religions, such as Christianity.	“Mithras” Hugh Bowden, <i>Mystery Cults of the Ancient World</i> (excerpt)
	Ancient Near East	
9.2	The Creation and the Flood Myths and the Historical Origins of Ancient Near Eastern Empires	“Gilgamesh: I” David M. Carr, “Ancient

	<p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>understand what the Mesopotamians thought about how the world was created and how human beings were created;</i> - <i>analyze what this tells us about Mesopotamian beliefs about the relationship between gods and humans;</i> - <i>compare the descriptions of worldwide floods in the Epic of Gilgamesh and in the Old Testament.</i> 	<p>Mesopotamia: The Earliest and Best Documented Textual/Educational System,” from <i>Writing on the Tablet of the Heart: The Origins of Scripture and Literature</i>.</p>
10.1	<p>Love, War, and the Underworld: Gender in Mesopotamian Culture</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>identify Mesopotamian beliefs about sexuality, war, and what happens after death;</i> - <i>analyze the relation between these beliefs as it is described in the myth of the goddess Ishtar’s trip to the underworld;</i> - <i>identify the types of objects on which these myths and other images of Ishtar appeared and analyze their audience.</i> 	<p>“The Descent of Ishtar”</p> <p>Rivkah Harris, “Gender and Sexuality in the Myth of Nergal and Ereshkigal,” from <i>Gender and Aging in Mesopotamia: The Gilgamesh Epic and Other Ancient Literature</i></p>
10.2	<p>Visions of Gods and Kings in the Ancient Near East</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>learn how Mesopotamian kings used visual imagery to associate themselves with the gods;</i> - <i>discuss what messages the kings were conveying to allied and enemy audiences by making these associations.</i> 	<p>“Gilgamesh: II”</p> <p>Marc Van de Mieroop, <i>A History of the Ancient Near East, c. 3000-323 BC</i> (excerpt)</p>
11.1	<p>Visions of Gods and Kings in the Ancient Near East, cont.</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>continue to analyze how Mesopotamian kings used visual imagery to associate themselves with the gods by focusing on the decorations of Assyrian palaces.</i> 	<p>W. G. Lambert, “Myth and Mythmaking in Sumer and Akkad,” from <i>Civilizations of the Ancient Near East</i></p>
11.2	<p>Visions of Gods and Kings in the Modern Near East</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>learn the role ancient myths played in the creation of modern Near Eastern states such as Iraq;</i> - <i>analyze some of Saddam Hussein’s propaganda to see how he associates himself with ancient myth;</i> - <i>discuss the role ancient myth played in the treatment of ancient sites by Coalition forces after the defeat of Saddam Hussein.</i> 	<p>Assignment 2: Material Sources for Ancient Myth at the Metropolitan Museum due.</p>
<i>Ancient Egypt</i>		
12.1	<p>The Creation Myth and the Historical Origins of the Pharaonic Rule of Egypt</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>understand what the Egyptians thought about how the world was created and how human beings were created;</i> - <i>analyze what this tells us about Egyptian beliefs about the relationship between gods and humans.</i> 	<p>“Egyptian Creation”</p> <p>David M. Carr, “Egyptian Education and Textuality,” from <i>Writing on the Tablet of the Heart: The Origins of Scripture and Literature</i></p>
12.2	<p>Preparing for the Afterlife in Ancient Egypt</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - <i>understand what the Egyptians believed about the afterlife and how best to prepare for it;</i> - <i>analyze the visual imagery of Egyptian tombs and mummies.</i> 	<p>“Isis and Osiris”</p> <p>L. H. Lesko, “Death and the Afterlife in Ancient Egyptian Thought,” from <i>Civilizations of the Ancient Near East</i></p>
13.1	<p>Visions of Gods and Kings in Ancient Egypt</p>	<p>“Pyramid Texts”</p>

	<p>In this class session, we will:</p> <ul style="list-style-type: none"> - learn how Egyptian pharaohs used visual imagery to associate themselves with the gods; - discuss what messages the pharaohs were conveying to allied and enemy audiences by making these associations; - analyze the differences between the use of mythological images by Greek, Roman, Mesopotamian, and Egyptian rulers. 	Jacobus van Dijk, "Myth and Mythmaking in Ancient Egypt," from <i>Civilizations of the Ancient Near East</i>
13.2	<p>Re-envisioning Myth: The History of Amarna</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - learn about the history of the pharaoh Akhenaton and his new city, Amarna; - understand the ways in which Akhenaton used visual imagery to create and spread a new religion. 	<p>"Aten"</p> <p>W. R. Johnson, "The Revolutionary Role of the Sun in the Reliefs and Statuary of Amenhotep III"</p>
14.1	<p>Re-envisioning Egyptian Myth</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - learn about the modern Egyptian state uses ancient myth; - use an in-class exercise to identify and list some of the new myths created about ancient Egypt in the modern world, such as the curse of Tutankhamen. 	
Modern America		
14.2	<p>Visualizing Modern Heroes and Heroines</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - identify and list the ancient heroes and heroines who continue to have a presence in modern culture; - analyze the modern conception of a hero or a heroine, from superheroes to firefighters, and discuss the role of this concept in modern life. 	
15.1	<p>Visualizing Modern Heroes and Heroines, cont.</p> <p>In this class session, we will:</p> <ul style="list-style-type: none"> - brainstorm about new ways to use myth to communicate messages about justice. 	
TBD		Final exam. Assignment 3: Modern Myth due.

Student Responsibilities, Policies, and Resources

Americans with Disabilities Act Policy: Students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. (Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3; http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf).

Attendance: Students are expected to attend all class meetings as scheduled. There will not be

automatic penalizations for absences, but if you are not in class, you will lose opportunities to gain participation credit and will find it difficult to succeed in the course as a whole.

Plagiarism and Academic Integrity: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College Undergraduate Bulletin, p. 36).

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: 4/22/15

Date of Program Approval: 9/15/14

Date of CGS Approval: 9/10/15

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Avram Bornstein	abornstein@jjay.cuny.edu	X8287

2. Course details:

Program Name	CRJ MA
Course Prefix & Number	CRJ 737
Course Title	Racism, Punishment, and Prison
Catalog Description	This course examines the expansion of the “prison industrial complex” and its roots in anti-black racism that began with slavery and Jim Crow and grew into the contemporary mass incarceration system and extensive urban segregation. This course asks if the current pattern of imprisonment is a renewed expression of long standing systems of racial capitalism or something new and different. Assignments include weekly discussion questions, presentations, and a term paper.
Pre- and/or Corequisites (specify which are pre, co, or both)	None
Credits	3.0
Contact Hours (per week)	3.0
Lab Hours	0.0

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).

There are very few courses offered in the corrections specialization and none of them deal with race or racism. This is a major topic in prison studies that needs its own elective course in the specialization and in the program. At present, there is only one generic course about race and racism in the entire CRJ MA program, called Race and Crime in America, which cannot cover all the topics specific to race and incarceration.

The course originally numbered CRJ 737 has been inactive for some time and has not been offered for more than 20 years.

4. Degree requirements satisfied by the course:

Elective for the Corrections specialization.

Requirement for the proposed Advanced Certificate in Race and Criminal Justice

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

Yes X No

If yes, please provide the following:

- I. Semester(s) and Year(s): Spring 2015
- II. Teacher(s): Lucia Trimbur
- III. Enrollment(s): 11
- IV. Prerequisite(s): none

6. Learning Outcomes:

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

1. Identify and critically analyze the arguments and assumptions about a range of punishments in discussion, presentations, and a final paper;
2. Identify and critical analyze change of incarceration patterns over time in discussion, presentations, and a final paper;
3. Explicate how today's configurations of punishment and imprisonment relate to a longer history of race relations in discussion, presentations, and a final paper.
4. Demonstrate graduate level writing in an essays.

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

These outcomes goals are geared to educate students about race and racism in corrections, which is a critical issue in contemporary corrections and criminal justice, and to improve their graduate level literacy.

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

Critical Reading and Discussion Questions:	25%
Final Paper:	25%

Presentation 1:	25%
Presentation 2:	25%

Presentations: Each student will present twice during the semester. You may choose which week you would like to present. Your tasks are to: (1) Provide a summary of what we have read and what we will be learning about/ discussing. (i.e. a roadmap of the presentation); (2) Be the moderator. Make sure you are including everyone in the discussion and keeping the discussion on track; (3) Select two or three questions and use those to lead discussion; (4) Close out the discussion in the last few minutes of class (a summary of what has been discussed).

Seminar Paper: Each student will write a seminar paper on a topic of your choosing. The goal of the paper is to present a thorough review of the theory and research on your chosen topic.

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

- Alexander, Michelle (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2010.
- Brotherton, David (2011) *Banished to the Homeland: Dominican Deportees and Their Stories of Exile*. New York: Columbia University Press.
- Kupers, Terry. 1999. *Prison Madness: The Mental Health Crisis Behind Bars and What We Must Do About It*. San Francisco: Jossey Bass.
- Mancini, Matthew, J. (1996) *One Dies, Get Another: Convict Leasing in the American South, 1866-1928*. Charleston: University of South Carolina Press.
- Oboler, Suzanne (2009) *Behind Bars: Latino/as and Prison in the United States*. New York: Palgrave Macmillan.
- Pager, Devah (2007) *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration*. Chicago: University of Chicago Press.
- Parenti, Christian. 2008. *Lockdown America: Police and Prisons in the Age of Crisis*. 2nd edition. New York: Verso.
- Perkinson, Robert (2010) *Texas Tough: The Rise of America's Prison Empire*. New York: Picador, 2010.
- Rios, Victor M. (2011) *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press.
- Schwartz, Phillip (1988) *Twice Condemned: Slaves and the Criminal Laws of Virginia*. Baton Rouge: Louisiana State University Press.
- Wagner, Bryan (2009) *Disturbing the Peace: Black Culture and the Police Power after Slavery*. Cambridge, MA: Harvard University Press.

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.

Larry Sullivan

8. Identify and assess the adequacy of available library resources

a. Databases

Sufficient.

b. Books, Journals and eJournals

Sufficient.

9. Identify recommended additional library resources**10. Estimate the cost of recommended additional library resources (For new courses and programs):****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: Lucia Trimbur, Gail Garfield**14. Other resources needed to offer this course:****15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:**

No.

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 and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

CJ 737 Syllabus
 Tuesday 6:15-8:15
 Lucia Trimbur
 Department of Sociology
 Criminal Justice MA Program, John Jay College
 Office: 3215 NH
 Email: Ltrimbur@jjay.cuny.edu
 Office Hours: Tuesday 2:00-4:00

Racism, Punishment, and Prison

In the United States today, there are over two million people incarcerated. Black and Latino men comprise a disproportionate number of those detained; in fact, there are more black men under custodial supervision (prison, parole, probation) than were enslaved in 1850. This massive expansion of prisoners is often referred to as the “prison industrial complex,” and some scholars locate its roots in the long-standing anti-black racism that began with slavery and continued through Jim Crow and urban segregation. This course examines the prison industrial complex from its beginnings in slavery through to the contemporary moment of mass incarceration. We will consider whether our current patterns of imprisonment and punishment are a new expression of older systems of racial capitalism or something different. We start by examining the role of punishment during plantation slavery and move to other serious penalties, such as convict leasing and the penitentiary. Then we move to the rise of the carceral state in the twentieth and early twenty-first centuries, paying special attention to the role of political change and economic transformation in driving prison expansion. We conclude by examining some of the consequences of mass incarceration. Assignments include weekly discussion questions, two presentations, and a final term paper.

Learning Objectives

- Understand the forms of punishment used at important moments in US history and articulate how these punishments differed by race;
- Understand the distinct experiences of punishment for men and women of color;
- Understand the specific relationship between race and racism and punishment at various periods in time;
- Understand some of the consequences of mass incarceration today;
- Use theory to inform scholarly research.

Learning Outcomes

- Identify and critically analyze the arguments used to legitimate a range of punishments;
- Identify and critically analyze the assumptions about justice and deviance undergirding each punishment;
- Identify and critically analyze change in punishment over time;
- Explicate how today’s configurations of punishment and imprisonment relate to a longer history of race relations.

Required Texts (all Parts and Chapters will be posted on blackboard)

- Alexander, Michelle (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2010.
- Brotherton, David (2011) *Banished to the Homeland: Dominican Deportees and Their Stories of Exile*. New York: Columbia University Press.
- Kupers, Terry. 1999. *Prison Madness: The Mental Health Crisis Behind Bars and What We Must Do About It*. San Francisco: Jossey Bass.
- Mancini, Matthew, J. (1996) *One Dies, Get Another: Convict Leasing in the American South, 1866-1928*. Charleston: University of South Carolina Press.
- Oboler, Suzanne (2009) *Behind Bars: Latino/as and Prison in the United States*. New York: Palgrave Macmillan.
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- Wagner, Bryan (2009) *Disturbing the Peace: Black Culture and the Police Power after Slavery*. Cambridge, MA: Harvard University Press.

Course Requirements

Attendance

Given that there is a graduate seminar, each student's attendance and participation are essential.

Grading

Critical Reading and Discussion Questions:	25%
Final Paper:	25%
Presentation 1:	25%
Presentation 2:	25%

Assignments

- 1. Discussion Questions:** Since this is a seminar course, it is essential that you do the reading for each class. You are expected to read **all** the texts **closely** and come to class prepared to discuss them critically. You must submit 3 discussion questions for each class, based on analyses of the texts. There should be a short introduction to the questions that indicate why this question is important. These questions will serve as the basis of discussion during some classes. These questions should be submitted to the entire class via Blackboard by 12am the day of class.
- 2. Presentations:** Each student will present twice during the semester. You may choose which week you would like to present. Your tasks are to: (1) Provide a summary of what we have read and what we will be learning about/ discussing. (i.e. a roadmap of the presentation); (2) Be the moderator. Make sure you are including everyone in the discussion and keeping the discussion

on track; (3) Select two or three questions and use those to lead discussion; (4) Close out the discussion in the last few minutes of class (a summary of what has been discussed).

3. **Seminar Paper:** Each student will write a seminar paper on a topic of your choosing. The goal of the paper is to present a thorough review of the theory and research on your chosen topic.

Course Schedule

WEEK 1: Introduction

WEEK 2: From Slavery to the Prison Industrial Complex: An Overview of the Semester

Hall, Stuart (1980) "Race, Articulation, and Societies Structured in Dominance." (can be found the web)

Gordon, Avery (1999) Globalization and the Prison Industrial Complex: An Interview with Angela Davis. *Race and Class*, 40 (2-3):145-157. (on blackboard)

Wacquant, Loic (2001) Deadly Symbiosis: When Ghetto and Prison Meet and Mesh. *Punishment and Society* 3(1): 95-133. (on blackboard)

WEEK 3: Slavery and Punishment

Schwartz, Phillip (1988) *Twice Condemned: Slaves and the Criminal Laws of Virginia*. Baton Rouge: Louisiana State University Press. (Part One)

WEEK 4: Convict Leasing

Mancini, Matthew, J. (1996) *One Dies, Get Another: Convict Leasing in the American South, 1866-1928*. Charleston: University of South Carolina Press. (Chapters One, Two, Three, and Eight)

WEEK 5: Jim Crow

Perkinson, Robert (2010) *Texas Tough: The Rise of America's Prison Empire*. New York: Picador, 2010. (Chapters Two and Three)

WEEK 6: The Rise of the Carceral State

Alexander, Michelle (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2010. (Introduction, Chapters One and Two)

WEEK 7: The Economics of Prison Industrial Complex

Parenti, Christian. 2008. *Lockdown America: Police and Prisons in the Age of Crisis*. 2nd edition. New York: Verso. (Chapters Three, Nine, and Eleven)

WEEK 8: Racializing Prisons

Oboler, Suzanne (2009) *Behind Bars: Latino/as and Prison in the United States*. New York: Palgrave Macmillan. (Introduction, Chapters One and Eight)

WEEK 9: Video screening of Jonathan Stack, [The Farm: Life Inside Angola Prison](#) (1998).

WEEK 10: Policing Part One

Rios, Victor M. (2011) *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press. (Part One)

WEEK 11: Policing Part Two

Wagner, Bryan (2009) *Disturbing the Peace: Black Culture and the Police Power after Slavery*. Cambridge, MA: Harvard University Press. (Introduction and Chapter One)

WEEK 12: Deportation

Brotherton, David (2011) *Banished to the Homeland: Dominican Deportees and Their Stories of Exile*. New York: Columbia University Press. (Chapters Six, Seven, and Eight)

WEEK 13: Mental Health Consequences

Kupers, Terry. 1999. *Prison Madness: The Mental Health Crisis Behind Bars and What We Must Do About It*. San Francisco: Jossey Bass. (Part Two)

WEEK 14: Labor Market Consequences

Pager, Devah (2007) *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration*. Chicago: University of Chicago Press. (Chapters One, Two, and Four)

WEEK 15: Wrap-up

John Jay College's Statement on Plagiarism

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

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
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 rmeeke@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: 8/17/15

Date of Program Approval: 8/15

Date of CGS Approval: 9/10/15

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Ann Jacobs	ajacobs@jjay.cuny.edu	646.557.4532
Karin Martin	kamartin@jjay.cuny.edu	212.237.8072

2. Course details:

Program Name	Public Management
Course Prefix & Number	PAD 788 & 789
Course Title	Policy Advocacy Practicum I and II
Catalog Description	This is a two-semester class sequence designed to prepare and support Tow Policy Advocacy Fellows' work in an organization that is effectively advocating for policy change. This course will provide Fellows with an educational environment for integrating research methods, policy analysis, advocacy, and information technology course work to develop an in-depth understanding of public policy and problematic social issues.
Pre- and/or Corequisites (specify which are pre, co, or both)	Students must be enrolled as MA students at John Jay College and must be participants in the Tow Policy Advocacy Fellowship.
Credits	3 per semester per class
Contact Hours (per week)	3 hours per week per class
Lab Hours	0

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 address the gap between available academic training and the skills central to policy work through an approach that emphasizes substantive exposure to the world of policy advocacy and partnerships with highly effective policy advocacy organizations. The course will consist of lectures and guest lectures, reading and written assignments, data collection and site visits (e.g. court, public meetings, conferences, rallies, etc.). Such classroom-based training in research and advocacy is necessary to achieve the goals of the Tow Policy Advocacy Fellowship.

The overarching concern of the TPAF is to help address entrenched social problems. Doing so takes innovative thinking, sustained attention, long-term commitment, and adequate resources. It also requires gathering empirically valid evidence and sharing this information effectively. While training in these skills may be available to John Jay students in existing Master's programs, ultimately, addressing social injustice requires more. It requires generating support for a cause and influencing public and policy-maker opinion. Unfortunately, training in this aspect of policy advocacy remains elusive. This course will therefore provide the necessary analytical and research skills to support the guidance and mentoring by experienced professionals Fellows will receive at their Host Sites.

Concern with successfully integrating students and maximizing their productivity is the basis of the proposed course. If students have some classroom training in policy analysis, in addition to other skills such as oral presentations and interviewing, they will be most able to play an active role in the work of the organization. And, above all, such training will facilitate actively engaging with the communities that given public policies affect.

The ultimate aim of the course is to help Fellows develop a broad set of skills that will enable them to not only develop empirically valid policy analysis and arguments, but will allow Fellows to communicate them effectively. This course will provide Fellows with an educational environment for integrating research methods, policy analysis, advocacy, and information technology course work to develop an in-depth understanding of public policy and problematic social issues.

The course has five modules, each with specific learning objectives:

1. Policy Analysis: defining a problem, establishing evaluative and analytical criteria, developing feasible policy alternatives, projecting outcomes, statistical literacy, program evaluation, cost-benefit analysis, trade-off assessment
2. Communication: writing a policy memo/brief/report, oral presentation skills, making an "elevator speech"
3. Leadership & Social Change: developing a capacity for leadership that is attuned to group dynamics, skilled in overcoming pitfalls of collaborative work, and focused on achieving short and long-term goals; training in identifying and overcoming common obstacles in policy change
4. Political Awareness: stakeholder analysis, political feasibility, power mapping
5. Research: finding, collecting, and analyzing high-quality data for advocacy; assessing the impact and outcome of the work; qualitative data skills (interviewing, survey writing, conducting a focus group); quantitative data skills (administrative data management and analysis, descriptive and basic inferential statistics); and multi-method research design.

4. Degree requirements satisfied by the course:

The course can fulfill elective credits in the MPA program.

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

Yes No

If yes, please provide the following:

- I. Semester(s) and Year(s): Fall 2014 and Spring 2015
- II. Teacher(s): Karin Martin
- III. Enrollment(s): 8 students per semester
- IV. Prerequisite(s): Participation in the Tow Policy Advocacy Fellowship

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 is intended to supplement the fieldwork experience that students through their participation in the Tow Policy Advocacy Fellowship to help fellows become effective policy advocates themselves.

At the end of the course, students should be able to:

- Develop testable research questions and hypotheses
- Identify primary and secondary data sources
- Present empirical policy analysis findings
- Write an empirically-sound policy memo suitable for public dissemination
- Understand the process of public advocacy
- Comprehend and evaluate policy arguments
- Formulate empirically valid and articulate policy briefs, memos, and reports
- Clearly and persuasively communicate policy memos and reports in oral and written formats
- Work in a collaborative team setting with people of diverse skills and backgrounds to be an innovative and effective policy advocate

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

The mission of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. It follows that by providing classroom instruction closely linked to placement in a host site, where Fellows put into practice the research skills they are learning, the proposed course directly advances the mission of the MPA program.

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

Students will demonstrate having achieved the learning objectives in a variety of ways. There will be weekly written assignments that will assess student comprehension of core concepts from the readings, lectures, and class discussion. Students will demonstrate their research and analysis skills by writing a policy memo (7-10 pages) over the course of the first semester and then writing a policy report over the course of the second semester (20-30 pages). They will demonstrate their communication skills by giving oral presentations both semesters. Importantly, feedback from the host site supervisors will factor into assessment of skill, since this is where students will have the opportunity to put into practice all of the teachings from the course.

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

Amy, Douglas J., "Why Policy Analysis and Ethics are Incompatible," *Journal of Policy Analysis and Management*, 3(4), 1984: pp. 573-591

Bardach, Eugene (2009). *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving (4th Edition)*. ISBN: 978-1608718429

Bobo, Kim "Organizing for Social Change" ch. 4, 5, 7, 10, 12

Dean, Brandes, Dharwadkar, "Organizational Cynicism" *The Academy of Management Review*, Vol. 23, No. 2 (Apr., 1998), pp. 341-352.

Fisher, Roger; William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*, Second Edition. Penguin Books.

Foran, John. UCSB "Case Method Website: Student Guidelines"
<http://www.soc.ucsb.edu/projects/casemethod/guidelines.html>

Hank C. Jenkins Smith, "Professional Roles for Policy Analysts: A Critical Assessment" *Journal of Policy Analysis and Management*, 2(1), 1982, pp. 88-100.

Heifetz, Ronald. "Leadership Without Easy Answers" Chapters 1 and 2.

Goleman (1998) "What Makes A Leader" *Harvard Business Review*

Keohane, Joe "How Facts Backfire - Researchers discover a surprising threat to democracy: our brains" July 11, 2010

Kingdon, John (2003). *Agendas, Alternatives, and Public Policies*, Second Edition. Addison-Wesley. *select chapters*

Lindblom, Charles E. and Edward J. Woodhouse (1993). *The Policy-Making Process*, Third Edition. Prentice Hall. *select chapters*

Patton, C., Sawicki, D., & Clark, J. (2012). *Basic Methods of Policy Analysis and Planning* 3rd Edition. Pearson. *select chapters*

Powell, Bonnie Azab. "Framing the issues: UC Berkeley professor George Lakoff tells how conservatives use language to dominate politics." *NewsCenter* | 27 October 2003

"Professional Practice" series in *Journal of Policy Analysis and Management*, 21(1), 2002, 115-136: Includes authors: Bardach, Orr, Hall, Nelson & Breedlove.

Ryan, Joseph. "Communication Skills for Elected Officials: Developing a 'good narrative'"

Singleton, Straits, & Straits “Research Design”

SAGE “Research Design”

Edward Tufte, “PowerPoint is Evil”

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Woliver “Mobilizing & Sustaining Grassroots Dissent”

Discussion Cases:

“Lead Poisoning”

“Ellen Schall and the Department of Juvenile Justice”

“Audrey Simmons and the FAA”

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.

Consulted with Maureen Richards

8. Identify and assess the adequacy of available library resources

NOTE: Materials for class will be provided to Fellows.

a. Databases

N/A

b. Books, Journals and eJournals

N/A

9. Identify recommended additional library resources

N/A

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

N/A

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).

JStor, Google Scholar

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:

Karin Martin, PhD

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:

No conflict has been identified.

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 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
PAD 814/816: Policy Advocacy Practicum, 2014-2015
 The City University of New York
 524 W. 59th Street
 N.Y., N.Y. 10019

Professor Karin D. Martin

kamartin@jjay.cuny.edu

Room: TBD, Tuesdays 11:30 a.m. – 1:30 p.m.

Office Hours: Tuesdays 10:00 a.m. – 11:00 a.m. or by appointment

Telephone Number: 212-237-8072

COURSE DESCRIPTION

This course is a two-semester class designed to prepare and support Fellows' work in an organization that is effectively advocating for policy change. To that end, the overarching goal of the course is to help you develop a broad set of skills that will enable you to not only develop empirically valid policy analysis and arguments, but will allow you to communicate them effectively. This course will provide Fellows with an educational environment for integrating research methods, policy analysis, advocacy, and information technology course work to develop an in-depth understanding of public policy and problematic social issues.

The course has five modules, each with specific learning objectives:

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4. Political Awareness: stakeholder analysis, political feasibility, power mapping
5. Research: finding, collecting, and analyzing high-quality data for advocacy; assessing the impact and outcome of the work; qualitative data skills (interviewing, survey writing, conducting a focus group); quantitative data skills (administrative data management and analysis, descriptive and basic inferential statistics); and multi-method research design

ANTICIPATED COURSE OUTCOMES

At the end of the course, students should be able to:

- Develop testable research questions and hypotheses
- Identify primary and secondary data sources
- Present empirical policy analysis findings
- Write an empirically-sound policy memo suitable for public dissemination
- Understand the process of public advocacy
- Comprehend and evaluate policy arguments

- Formulate empirically valid and articulate policy briefs, memos, and reports
- Clearly and persuasively communicate policy memos and reports in oral and written formats
- Work in a collaborative team setting with people of diverse skills and backgrounds to be an innovative and effective policy advocate

COURSE COMMUNICATIONS

All e-mail communication will be to the **jjay e-mail account associated with Blackboard**. **You must check this account regularly to keep up with any course announcements.** I will not use your gmail or other personal accounts.

We will be using the Blackboard course site for some readings, for downloading and uploading assignments, and for other communications as needed. Please be aware that I will use it to send e-mails about the course as well; they will appear in your in-box from me.

We are a diverse group of adults working together to develop your analytical and communication skills. To become empathetic, ethical and effective policy advocates, you will need to be comfortable working with, working in and communicating in diverse, often highly charged political environments.

An over-arching objective for our class meetings is to have an environment wherein a wide variety of opinions can be freely voiced and a critical but constructive dialogue flourishes. In order to have a fruitful, informative discussion, you must come to class having both read and thought about all of the assigned readings for the day. Discussing and engaging with the reading material is an essential aspect of your learning.

Your fellow students are an important resource in the learning process. As we explore various domestic and international policy issues throughout this course, we will be delving into many controversial issues. This is an excellent opportunity to learn from each other and to broaden our perspectives. In order to achieve a comfortable discussion environment for all, I ask you to abide by the following rules:

- Support free speech. Everyone in the classroom is free to express opinions and ask questions without fear of censure from other section members. You can disagree with an opinion without insulting the opinion holder. You should express your opinions, as long as they are well-founded, even if (perhaps, especially if) you think that none of your classmates will agree. Class will be very boring and unrewarding if we all agree with each other all the time.
- In discussions, be aware of directing comments toward your peers, in addition to the instructor. Doing so will help foster conversations that are both educational and engaging.
- You are encouraged to draw on your personal experiences in New York City and elsewhere and in your work experience when thinking about and analyzing the readings and course content. Our lived experiences are fundamental to our professional development.

COURSE POLICIES

You should read or listen to the local and national news daily. *The NY Times, Washington Post, WNYC, WBAI* (e.g. “Democracy Now”), NY1, the BBC, Al-Jazeera, ProPublica, and the PBS Newshour are all reliable, quality news resources. You are encouraged to share relevant news items in the Discussion Forum on Blackboard.

Readings not in the required texts will be available on Blackboard.

Students with Disabilities

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

Statement of College Policy about 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 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)

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 own 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.](#)

Citation Style

To document your sources, refer to the American Psychological Association (APA) style guide for how to list author, title, publisher, date, and other details about the source you are using. A useful resource for APA formatting can be found at:

<http://www.library.cornell.edu/resrch/citmanage/apa>

Formatting

All papers should be in the standard format: size 12-point serif font, such as Garamond or Palatino, with one inch margins on all sides, typed. Because assignments are based on word-count and not page length, you may decide on single- or double-spacing. My personal preference is for single-spaced to reduce paper use, but feel free to double-space for editing purposes. If necessary, always use footnotes,¹ not endnotes.¹

Save all of your work

Computer failure is a reality and not a viable excuse. Please be sure to back up all electronic copies of your work on an external hard drive or flash drive or by e-mailing your work to your own e-mail address.

REQUIRED TEXTS & READINGS:

Amy, Douglas J., "Why Policy Analysis and Ethics are Incompatible," *Journal of Policy Analysis and Management*, 3(4), 1984: pp. 573-591

Bardach, Eugene (2009). *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving (4th Edition)*. New York/London: Chatham House Publishers, Seven Bridges Press, LLC.

Bobo, Kim "Organizing for Social Change" ch. 4, 5, 7, 10, 12

Dean, Brandes, Dharwadkar, "Organizational Cynicism" *The Academy of Management Review*, Vol. 23, No. 2 (Apr., 1998), pp. 341-352.

Fisher, Roger; William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*, Second Edition. Penguin Books.

Foran, John. UCSB "Case Method Website: Student Guidelines"
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Heifetz, Ronald. "Leadership Without Easy Answers" Chapters 1 and 2.

Goleman (1998) "What Makes A Leader" *Harvard Business Review*

¹ conveniently located at the bottom of the page

Keohane, Joe “How Facts Backfire - Researchers discover a surprising threat to democracy: our brains” July 11, 2010

Kingdon, John (2003). *Agendas, Alternatives, and Public Policies*, Second Edition. Addison-Wesley. *select chapters*

Lindblom, Charles E. and Edward J. Woodhouse (1993). *The Policy-Making Process*, Third Edition. Prentice Hall. *select chapters*

Patton, C., Sawicki, D., & Clark, J. (2012). *Basic Methods of Policy Analysis and Planning* 3rd Edition. Pearson. *select chapters*

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SAGE “Research Design”

Edward Tufte, “PowerPoint is Evil”

Wang & Aamodt (2008) “Your Brain Lies to You” New York Times.

Woliver “Mobilizing & Sustaining Grassroots Dissent”

Discussion Cases:

“Lead Poisoning”

“Ellen Schall and the Department of Juvenile Justice”

“Audrey Simmons and the FAA”

GRADING

Given the nature and size of the course, attendance at all class meetings is mandatory. Please plan your schedule accordingly. Absences will be excused only for unforeseeable emergencies and medical reasons. If you need to miss class, it is your responsibility to:

1. Notify the instructor as soon as possible.
2. Submit any assignments on the due date.

Your grade will be assigned as follows:

<u>Category</u>	<u>% of Final Grade</u>
Writing Assignments	35%
Participation, Communication, Professional Development - includes assessment from placement agency	40%
Final Project	25%

Writing Resources Online

Indiana University: <http://www.indiana.edu/~wts/pamphlets.shtml>

Library Resources Online

Education Resources Information Center (ERIC): <http://www.eric.ed.gov>

Inter-University Consortium on Political and Social Research (ICPSR): <http://www.icpsr.umich.edu>

Lexis-Nexis: <http://www.lexisnexis.com>

THOMAS & Library of Congress: <http://thomas.loc.gov>

Think Tank Sites

American Enterprise Institute: <http://www.aei.org>

Brookings Institute: <http://www.brookings.edu>

The Heritage Foundation: <http://www.heritage.org>

PolicyLink “Publications”: <http://www.policylink.org/publications.html>

RAND Corporation “Reports and Bookstore”: <http://rand.org/pubs>

Urban Institute: <http://www.urban.org>

COURSE SCHEDULE SUMMARY

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT DUE
1	9/2	Introduction	Summer Reading	CITI Training Certificate Powerful Moral Vision
2	9/9	Policy Analysis I	Bardach, "Introduction" Bardach, Appendix A Patton et al., Ch.1, "The Need for Simple Methods of Policy Analysis" Lindblom & Woodhouse: Ch. 2, "The Limits of Analysis"	Memo Analysis
3	9/16	Policy Analysis II	Bardach, Steps 1-4 Patton et al.: Ch. 2 Kingdon: Ch. 4; Ch. 8 Patton et al., Ch. 4, "Verifying, Defining and Detailing the Problem"	Problem Definition
4	9/23	Political Analysis I	"Your Brain Lies to You" "How Facts Backfire" "Framing the Issues" Case: Lead Poisoning Foran: Student Guidelines	Case Preparation
5	9/30	Communications I	Joseph Ryan, "Communication Skills for Elected Officials: Developing a 'good narrative'" Fisher & Ury "Getting to Yes" Case: Audrey Simmons and the FAA	Case Preparation
6	10/7	Policy Analysis III	Bardach, Steps 5-8 Amy, Douglas J., "Why Policy Analysis and Ethics are Incompatible" Hank C. Jenkins Smith, "Professional Roles for Policy Analysts: A Critical Assessment" "Professional Practice" series in <i>Journal of Policy Analysis and Management</i> , 21(1), 2002	1. Revised Problem Definition, Alternatives, Criteria 2. Reflection Piece on Agency
7	10/14	Leadership I	Goleman – "What Makes A Leader" Heifitz "Leadership Without Easy Answers" Ch. 1 & 2 Dean et al., "Organizational Cynicism" Case: Ellen Schall and the Dept. of Juvenile Justice	Case Preparation
8	10/21	Research I	Singleton, Straits, & Straits "Research Design" SAGE "Research Design"	Reference List

9	10/28		MIDTERM	
10	11/4	Political Analysis II & Communications II	Bryson et al. "What to do When Stakeholders Matter" Hirschman "Exit, Voice, Loyalty" Edward Tufte, "PowerPoint is Evil" Public Speaking Tips	
11	11/11	Communications III	Videotaping & Photographs in class Policy Memo Guidelines	Stakeholder Analysis
12	11/18	Leadership II Political Analysis III	Kim Bobo "Organizing for Social Change" ch. 4, 5, 7, 10, 12 Woliver "Mobilizing & Sustaining Grassroots Dissent" Patton et al.	Video Response
13	11/25	Political Analysis III – IN CLASS WORKSHOP		Political Assessment
14	12/2	Conclusions	WORK ON MEMO	First Draft of Final Memo (if you want feedback, not graded)
15	12/9	Communications IV	Final Presentations	Final Memo DUE

WEEK	DATE	TOPIC	READINGS	ASSIGNMENT DUE
1	2/3	Introduction	Kim Bobo "Organizing for Social Change" ch. 4, 5, 7, 10, 12 Tyranny of Structurelessness	Watch "An Inconvenient Truth"
2	2/10	Research & Political Analysis	Bardach, Appendix C, "Understanding Public and Nonprofit Institutions: Asking the Right Questions" Bardach, Appendix B, "Things Governments Do" Patton et al., Ch.3, "Crosscutting Methods"	1. Video Response 2. Group Project Problem Definition Proposal 3. Public Meeting Plan
3	2/17	Research	Nagler "Coding Styles" Taylor, "Correlation Coefficient" Review: Singleton, Straits, & Straits "Research Design" SAGE "Research Design"	Grading Scheme
4	2/24	Political Analysis	Lindblom & Woodhouse: Ch. 9, "Political Inequality" Brookings Brief on Immigration	Data Sources Summary
5	3/3	Leadership	Bono, "Address to the National Prayer Breakfast," February 2, 2006. Death of Environmentalism Oil Spill BP Outs CEO Tony Hayward Scapegoating – Political Research Associates	Statistics Exercise
6	3/10	Leadership	Caro, Robert. (1974) "The Majesty of the Law" Ch. 11 in, The Power Broker: Robert Moses and the Fall of New York Goleman – "What Makes A Leader" "American Experience: The World that Moses Built" (Parts 1 through 7)	1. Public Meeting Assessment 2. Descriptive Statistics
7	3/17	Policy Analysis	Patton et al., Ch.5, "Establishing Evaluation Criteria" Klerman, Jacob Alex (2005) "Measuring Performance" High-Performance Government: Structure, Leadership, Incentives, Ch. 12 (p. 343-380) http://www.rand.org/pubs/monographs/MG256.html Hamilton, Laura (2005). "Lessons from Performance Measurement in Education," High-Performance Government: Structure, Leadership, Incentives, Ch. 13 (p. 381-405) http://www.rand.org/pubs/monographs/MG256.html	1. Moses Video Response 2. Revised Criteria (S.M.A.R.T. Goals)
8	3/24	Communications	Group Project Workshop	Preliminary Data Analysis
9	3/31		MIDTERM	Self & Peer Assessment
10	4/7		SPRING BREAK	
11	4/14	Policy Analysis	Bardach, E. (1977). On designing implementable programs. Graduate School of Public Policy, University of California. Patton, Sawicki, Clark "Policy Implementation"	Revised Data Analysis
12	4/21	Research	Hahn Fox & Jennings "How to Write a Methodology and Results Section for Empirical Research"	Implementation Plan
13	4/28	TBD	TBD	First Draft of Final Memo
14	5/5	Communications	Edward Tufte – excerpts from books	Self & Peer Assessment
15	5/12	Communications: Final Presentations	Final Policy Report DUE	

ⁱ much less convenient to have to go all the way to the end to read the endnote

	<p style="text-align: center;">X_ Distance Education*</p> <p>iii) Other: <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English</p> <p>*If distance education, please also see www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm.</p>
Related degree program(s)	Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: Master of Arts degree in Criminal Justice; Program Code: 02538
Contact person for this proposal	Name and title: Professor Avram Bornstein, Director of the Graduate Program in Criminal Justice Telephone: 212-237-8287 Fax: E-mail: abornstein@jjay.cuny.edu
CEO (or designee) approval	Name and title: Jane Bowers, PhD, Provost Signature and date:
Signature affirms the institution's commitment to support the proposed program.	If the program will be registered jointly ¹ with another institution, provide the following information:
	Partner institution's name:
	Name and title of partner institution's CEO: Signature of partner institution's CEO:

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Advanced Certificate in Race and Criminal Justice is an interdisciplinary program. All courses are offered by the Master of Arts in Criminal Justice program. The program offers advanced instruction on contemporary law and history of racial oppression in four critical areas of expertise: law, criminology, policing, and penology. The four required courses are: (1) CRJ 736 Civil Rights and Civil Liberties, (2) CRJ 738 Race and Crime in America, (3) CRJ 757 Police and the Community, and (4) CRJ 737 Racism, Punishment, and Prison in US. The Advanced Certificate in Race and Criminal Justice is appropriate for students who wish to engage in research, become public or private security professionals at local, state or federal levels, or join U.S. agencies concerned with civil rights and criminal justice. This is a stand-alone certificate at the post-baccalaureate level. A student may pursue the advanced certificate independent of a master's program or while pursuing a John Jay master's degree. Students who successfully complete the program are awarded a New York State Education Department certificate.

b) List educational and (if appropriate) career objectives.

Answer: Students will (1) demonstrate knowledge of US law, policing, penology, and criminology as they relate to racism and discrimination, (2) apply professional analysis and ethics to case studies, (3) use professional analysis and ethics to

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

design interventions to reduce racism in and through criminal justice systems.

c) 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.” An Advanced Certificate in Race and Criminal Justice is directly related to John Jay’s mission of providing higher educational offerings related to the real needs of criminal justice.

d) Describe the role of faculty in the program’s design.

Answer: Most of the courses for this program were developed by faculty over time and have been part of the CJ MA program for many years. After an extensive discussion the faculty voted to create this four-course advanced certificate to provide a focused study on race and policing, penology, and criminology.

e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer:

f) What are the anticipated Year 1 through Year 5 enrollments?

Answer: Year 1: 10 students; Year 2: 20 students; Year 3: 30 students; Year 4: 30 students; Year 5: 30 students.

2. Sample Program Schedule

Complete the sample program schedule (**Table 1**) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

a) Complete the faculty tables that describe full-time faculty (**Table 2**), part-time faculty (**Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only on request.

b) What is the institution’s definition of “full-time” faculty?

Answer: Full-time faculty are professors in tenured or tenure-track positions and lecturers in lines that receive Certificates of Continuing Employment after 5 years.

4. Financial Resources and Instructional Facilities

a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

Answer: No new financial resources will be needed for this program. In particular, the college library collection is well suited for a criminal investigation certificate program.

b) Complete the new resources table (**Table 5**).

5. Admissions

a) List all program admission requirements (or note if identical to the institution’s admission requirements).

Answer: Applicants must meet the following admissions requirements: (1) baccalaureate degree, and (2) satisfactory letters of reference. Students currently enrolled in any of John Jay's graduate programs are eligible to take courses toward this certificate.

b) Describe the process for evaluating exceptions to those requirements.

Answer: : (1) initial screening by officials of the John Jay Office of Graduate Admissions, (2) admit/reject decision by the faculty members who evaluate graduate applications.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: John Jay has long been committed to attracting students from traditionally underrepresented minorities. Our graduate admissions office engages in outreach at colleges with concentrations of traditionally underrepresented students.

6. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: (1) Faculty members hold regular office hours to confer with students. (2) John Jay's Writing Center offers support for students who have difficulty writing English prose.

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 credits granted for experience.

8. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including a timetable and the use of data to inform program improvement.

Answer: The criminal justice program is subject to sustained five-year review by outside observers. Statistics about this certificate program will be evaluated by these observers. The next evaluation will be conducted in 2015. Program reviews are data-based. In anticipation of this five-year review, the program will begin to maintain data on (1) enrollment in the certificate program, (2) the relationship between applicants' records and their performance in the program, and (3) certificate completion/graduation rates.

9. Transfer Programs

If the program will be **promoted as preparing students for transfer to a program at another institution**, provide a copy of an articulation agreement with the institution

Table 1: 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)
- Copy/expand the table as needed to show additional terms

Term: Fall 1				Term: Spring 1			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
CRJ 738 Race and Crime in America	3			CRJ 736 Civil Rights and Civil Liberties	3		
CRJ 757 Police and the Community	3			CRJ 737 Racism, Punishment, and Prison	3	N	
Term credit total:	6			Term credit total:	6		
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:				Term credit total:			
Program Totals:	Credits: 12						

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

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.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Avram Bornstein, Program Director	CJ 738		Columbia PhD Anthropology	Author of book and numerous articles on state violence including research on criminal justice pedagogy.
Delores Jones-Brown	CJ 736, CJ 738, CJ 757		Rutgers University PhD & JD	Author of books, numerous articles and research studies on policing and race. Former prosecutor in NJ.
Dennis Kenney	CJ 757		Rutgers University PhD	Author of books, numerous articles and national and international research studies on police integrity and diversity. Former police officer.
Carmen Solis	CJ 738		CUNY DSW	Author of articles and research studies on policing, race and

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.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				Latino/a Criticism.
Lucia Trimbur	CJ 737		Yale PhD	Author of book and articles concerning critical race theory.
Gloria Brown-Marshall	CJ 736		St. Louis University	Author of book and articles concerning critical race theory in the law in the US.

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.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.

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.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
None						

Table 5: New Resources

List **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.

No new resources are required for this program.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Laboratories and Equipment			

Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
Total all			

This completes the application for a Certificate or Advanced Certificate program.

State Education Department Contact Information

New York State Education Department

Office of Higher Education

Office of College and University Evaluation

89 Washington Avenue

Albany, NY 12234

(518) 474-2593 Fax: (518) 486-2779

EXPEDITEDCERTS@mail.nysed.gov

Proposal to Update Grading Methods for Graduate Thesis, Internship, and Comprehensive Exam Courses

**Proposer: Office of Graduate Studies
Fall 2015**

CGS Approval Date: 9/10/15

Course Number and Title	FROM	TO
CRJ 780 Fieldwork in Criminal Justice	A-F	P/F
CRJ 781 Fieldwork in Criminal Justice 2	A-F	P/F
CRJ 791 Criminal Justice Thesis Prospectus	A-F	P/F
FCM 780 Fieldwork in Digital Forensics	A-F	P/F
FCM 791 Forensic Computing Research Practicum	A-F	P/F
ICJ 793 Comprehensive Review	A-F	P/F
PSY 780 Fieldwork in Counseling I	A-F	P/F
PSY 781 Fieldwork in Counseling II	A-F	P/F
PSY 791 Prospectus Seminar	A-F	P/F

Rationale

In the conversion to CUNYfirst, the course catalog was coded according to the bulletin entries for graduate courses. As a result, several thesis, internship, and exam courses that were traditionally graded P/F under SIMS were coded as graded A-F. This proposal officially designates these courses as P/F, and, if passed, a designation "Graded P/F" will be added to the official bulletin entries for all those courses listed here.

The proposed change does not affect any other course attributes.

