

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE

**COLLEGE COUNCIL
AGENDA
& ATTACHMENTS**

DECEMBER 12, 2013

COMPLETE VERSION

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

December 12, 2013
 1:40 p.m.
 630T

- I. Adoption of the Agenda
- II. Minutes of the November 26, 2013 College Council (attachment A), **Pg. 2**
- III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B10) – Interim Dean Allison Pease

Academic Standards

- B1. Proposal on the Overlapping of Major/Minor Courses, **Pg. 4**

Programs

- B2. Proposal for a BA in Latin American and Latina/o Studies, **Pg. 5**
- B3. Proposal to Revise the BA in Criminology, **Pg. 137**
- B4. Proposal to Revise the BA in English, **Pg. 144**
- B5. Proposal to Revise the BA in Global History, **Pg. 151**
- B6. Proposal to Revise the Minor in Economics, **Pg. 163**
- B7. Proposal to Revise the Minor in Mathematics, **Pg. 165**

New Courses

- B8. ENG 2XX Grammar, Syntax, & Style: Writing for All Disciplines, **Pg. 169**
- B9. LWS 3XX Law and Society Internship, **Pg. 182**

Course Revisions

- B10. POL 270 Political Philosophy, **Pg. 200**

- IV. New Business
- V. Administrative Announcements – President Jeremy Travis
- VI. Announcements from the Faculty Senate – President Karen Kaplowitz
- VII. Announcements from the Student Council – President Clinton Dyer

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Tuesday, November 26, 2013

The College Council held its third meeting of the 2013-2014 academic year on Tuesday, November 26, 2013. The meeting was called to order at 1:57 p.m. and the following members were present: Veronica Acevedo, Warren Benton, Adam Berlin, Jane P. Bowers, James Cauthen, Katarzyna Celinska, Frantz Clement, Lynette Cook-Francis, Janice Dunham, Clinton Dyer, Margaret Escher, Robert Terry Furst, Lior Gideon, John Gutierrez, Maki Haberbeld, Shereef Hassan, Nancy Jeeuth, Joanne Jeung, Shaobai Kan, Karen Kaplowitz, Maria Kiriakova, Anru Lee, Anne Lopes, Marisol Marrero, Nancy Marshall, Joshua Medas, David Munns, Hyunhee Park, Allison Pease, Nicole Ponzo, Danius Remeza, Raul Rubio, Caridad Sanchez, Rosann Santos-Elliott, Richard Saulnier, Dev Sharma, Francis Sheehan, Carmen Solis, Richard Stripp, Staci Strobl, Julio Torres, Jeremy Travis, Janet Winter, and Kathryn Wylie-Marques.

Absent were: Schevaletta Alford, Andrea Balis, Dale Barleben, Claudia Calirman, Anthony Carpi, Benedicta Darteh, Anthony Deda, Geert Dhondt, Jennifer Dysart, Diana Falkenbach, Norman Groner, Stanley Ingber, Katherine Killoran, Kwando Kinshasa, Tom Kucharski, Vincent Maiorino, Charles McKenzie, Gabriella Mungalsingh, Jay Pastrana, Robert Pignatello, Carina Quintian, Tanya Rodriguez, Raul Romero, Charles Stone, Nadia Taskeen, Ivonne Torres, and Fritz Umbach.

I. Adoption of the Agenda

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

II. Minutes of the October 24, 2013 College Council

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

III. Election of College Council Committee Members

A motion was made to approve the membership list as presented. The motion was seconded and approved unanimously.

Then the next motion was made by Julio Torres to nominate the following students for Committee membership:

Student Evaluation of the Faculty Committee

- Tyheem Parrot and Gevorg Margaryan to fill the vacant positions.

The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C9)

A motion was made to adopt the new program marked "C1. Proposal to Revise the BS in Computer Information Systems". The motion was seconded and approved unanimously with the following amendments:

- UCASC and Mathematics and Computer Science Department faculty will work together to revise the mission statement on page 26.
- The Ethics and Technology course should be added under “New Required Courses for Revised Computer Science Major” on page 27.
- Change the major title to “Computer Science and Information Security” on page 29.

A motion was made to adopt the new program marked “C2. Proposal to Revise the BA in Law and Society”. The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “C3. Proposal to Revise the BA and Minor in Gender Studies”. The motion seconded and passed with the following recommendation:

- The Gender Studies department will consult with the Chair of Law, Police Science and Criminal Justice Administration on tailoring the learning objectives of “COR 230/PSC230 Sex Offenders in the Criminal Justice System” to the program.

In Favor: 43

Oppose: 0

Abstentions: 1

A motion was made to adopt the new program marked “C4. Proposal for a New Minor in Biology”. The motion was seconded and approved unanimously.

A motion was made to present new courses C5 and C6 as a slate. The motion was seconded and approved unanimously.

A motion was made to approve the slate:

- | | | |
|-----|---------|--|
| C5. | ANT 3XX | Class, Race, Ethnicity and Gender in Anthropological Perspective |
| C6. | ANT 3XX | Ethnographic Research Methods in Anthropology |

The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “C7. PSY 329 History of Psychology”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “C8. SPE 209 (DRA 209) Voice and Diction for the Professional”. The motion was seconded and approved unanimously with the following recommendation:

- Communication and Theater Arts Department and UCASC will work on creating a title that appeals to all students.

A motion was made to adopt the course revision marked “C9. HIS Course Prerequisite Changes Due to New Gen Ed”. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:30 p.m.

Proposal for College Policy on Degree Program Overlap

Effective date: May 2015

Explanation:

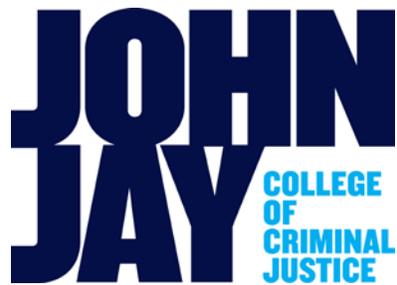
Current practice at John Jay leaves it unclear to students how many courses they may overlap between two separate degree programs (whether major and minor, major and major, or minor and minor) for credit. The Undergraduate Bulletin states “Because many majors are interdisciplinary at John Jay College, some overlap may occur between courses appearing in a major and a minor, but this should be kept to a minimum.” Though according to the Office of the Registrar common practice has been to limit the awarding secondary minor credit to no more than three overlapping courses, the absence of a clear policy on this has led to student confusion and disappointment when they have been denied a minor that they intentionally pursued, often because the overlap made such pursuit convenient.

To avoid any confusion in future, the Committee on Academic Standards proposes a policy on overlap that will enumerate the number of courses a student may take that may overlap between degree programs.

This change will also apply to the recently approved policy on double majors. The policy on double majors allows for six credits of overlap, however we have changed this to two courses in case science courses or other 4 or 5 credit courses form part of the overlap.

Proposed Policy:

To satisfy the requirements of any degree program, no more than two courses (of 3 credits or more) may overlap between a major and a minor, a major and a second major, a minor and a second minor, or a certificate program and any other degree program. Credits earned from internships and independent studies may not be included in the two courses of overlap. This policy shall be effective for all degrees conferred at the end of the spring 2015 semester and beyond.



**Proposal for a Baccalaureate Degree (B.A.)
With a Major in Latin American and Latina/o Studies**

Proposed by

**The Department of Latin American and Latina/o Studies
John Jay College of Criminal Justice
City University of New York**

Dates of College Governance Approval:

College Council: Pending

Undergraduate Curriculum and Academic Standards Committee: November 22, 2013

Provost Signature: _____

Dr. Jane P. Bowers, Provost and Senior Vice President for Academic Affairs

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B.A. in Latin American and Latina/o Studies

Abstract

Aiming to extend John Jay College's mission-based commitment to "educating for justice," the College's Department of Latin American and Latina/o Studies proposes a Bachelor of Arts (B.A.) degree in Latin American and Latina/o Studies (LLS). The program will develop in students an integrated understanding of the contexts and forces that have shaped Latin American societies and U.S. Latina/o communities, with particular attention to developing students' critical engagement with the interdisciplinary study of the political, historical, socio-economic and cultural possibilities and obstacles for achieving 1) social justice and equity (2) cross cultural and intercultural understanding; (3) respect for human integrity and dignity; and (4) awareness of political and human rights. In its curriculum and in its faculty, the program appreciates and capitalizes upon the fluidity of institutional disciplinary boundaries in offering students a multifaceted yet integrated vision of the Latin American and Latina/o experience and outlook. While the proposed program draws its strength precisely from its interdisciplinary nature, its most innovative feature is bridging two fields that have traditionally been separate and distinct at U.S. universities: Latin American Studies and Latina/o Studies. The proposed major is fully grounded in the recognition of the significance of incorporating both the histories and varied experiences of Latino/as in the United States and the political, socio-economic and cultural contexts of their original homelands in Latin America. The LLS major is designed to ensure that by the end of their studies, students will have both a general and interdisciplinary foundational knowledge of Latin American and Latina/o Studies, and a specialization in either Latin American or Latina/o Studies. The successful completion of the LLS major requires demonstrating knowledge of LLS academic content, the development of research and writing skills, the fulfillment of a requirement in LLS applied research/community service learning, and a senior capstone seminar experience.

I. Purpose and Goals of the Program

Aiming to extend John Jay College's mission-based commitment to "educating for justice," the college's Department of Latin American and Latina/o Studies proposes a Bachelor of Arts (B.A.) degree in Latin American and Latina/o Studies (LLS). The proposed program will develop in students an integrated understanding of the contexts and forces that have shaped the experiences and self-understandings of members of Latin American societies and U.S. Latina/o communities, particularly in relation to the numerous, contesting conceptions of justice espoused by individuals and associations within those two large groups.

This interdisciplinary program will equip students with analytic tools for deep interpretation, information skills for self-guided research, and the communications skills critical for workplace success. It will also cultivate in students reflective moral awareness in the study of normative beliefs and judgments as expressed in art, literature, law, political action, and social movements. It aims to nurture dispositions and habits of mind conducive to academic accomplishment. It brings students into contact with exemplars of integrity and the tenacious pursuit of justice from whom they can draw inspiration as they pursue their chosen carriers.

The proposed degree also aims to extend John Jay's College's commitment to educating students to be *global citizens*. In this respect the LLS department's effort follows the lead of our colleagues in History, who launched the Global History major in 2011, as well as other efforts in recent years to give a global inflection to curriculum. This emphasis on global knowledge and skills relevant to transnational workforce adaptability coincides with the College's closely considered decision to extend our liberal arts offerings – a strategic curriculum project very recently applauded and encouraged by the Team Chair of our Middle States Reaccreditation Team, Robert Bogomolny, in his visit-closing address to the college community.

The proposed curriculum supports the attainment of a level of sophistication about the history, culture, society and politics of Latin American societies and U.S. Latina/o communities of value to organizations in human service, advocacy, economic development, marketing and public service. When John Jay College graduates students who are historically informed, culturally aware, and ethically attuned to societies beyond the U.S. borders (and to diaspora communities within the U.S.), we have given them intellectual start-up capital for career ventures in our 21st century, globalized economic order. The proposed program embodies John Jay's mission, elevates our liberal arts capacity and public profile, and responds to known expectations in a number of workforce communities of practice.

A. Provide high caliber educational opportunities to the children of New York, who are drawn from our City's diverse communities

In a city of unsurpassed ethnic diversity the population that has its origins in Latin America is fast approaching a demographic threshold in terms of its influence on the City's ethnic profile. In 2010, twenty-nine percent of New York City's population identified itself to the U.S. Bureau of the Census as "Hispanic or Latino." More than half of the City's foreign-born population was born in Latin America (and that foreign-born figure does not include Puerto Ricans) and nearly 1.9 million New Yorkers speak Spanish at home.¹ It is not surprising that 40.2 percent of undergraduate students enrolled in Fall 2012 at John Jay are "Hispanic" and that our college is the top senior college in the CUNY system in the number of enrolled undergraduate Latina/o students.² Those are the figures that speak to the opportunity, the challenge, and the obligation that the City's diverse communities pose to our teaching mission. The proposed LLS B.A. will further that mission by offering a quality program that seeks to develop our students' knowledge of their world in the finest tradition of a liberal education.

¹ U.S. Bureau of the Census, *American Fact Finder*, (<http://factfinder2.census.gov>).

² CUNY Office of Institutional Research and Assessment, *Current CUNY Data Book by Subject* (http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0032_RACE_GEN_UG.rpt.pdf).

B. Contributions to justice

To study Latin America's past and present is to confront extremes of inequality, forms of systemic exclusion and structural injustice, and also to encounter heroic efforts of varying scale, organization and success to redress wrongs, alleviate miseries, and define what "justice" demands of the state, society and individuals. Elementary to the proposed degree is what political theorist Judith Shklar called "giving injustice its due."³ Among other things this involves identifying the victims of injustice and accounting for the senses of injustice that arise among us. Students pursuing the proposed degree will therefore learn why Latin America has been called the "lopsided continent," in view of its history of having had "the most unbalanced distribution of resources of all regions in the world."⁴ Additionally, students will read and assess works that investigate the way poverty and inequality have been reinforced and maintained by colonialism, neo-colonialism, economic dependency, and U.S. foreign policy,⁵ as well as works exploring the effect of poverty and inequality on the lived experience of class, gender, race stratification, institutionalized political violence and the rise of authoritarianism.⁶

At the same time, students will learn of affirmative visions and conceptions of justice in Latin American history as well as the actions, movements, and critiques those notions served to inspire. A grasp of the cultures and social dynamics of Latin American societies would be incomplete without the aspirational side of belief and judgment. The program means to cultivate in students confidence that they can be "change agents" in their future work or scholarship through the application of the knowledge and skills they acquire at John Jay. But such confidence is predicated on recognition of the capacity for agency in others and the culturally conditioned forms and empirical circumstances of its enactment. To connect with those we seek to understand, we must give strivings for justice their due as well.

Moving to the study of Latina/o communities in the U.S., we should note that emigration is one of the most evident responses to Latin America's poverty and inequality. Migration to the United States accelerated during the 20th century and accounts for the sharp and continuing increase in the country's (and New York's) Latina/o population. Latin American immigrants have faced a myriad of problems and obstacles adjusting to life in the United States, problems compounded in recent years by changes in U.S. immigration policies such as employer sanctions, the militarization of the border, and the legal handling of immigration violations.⁷ With this history of struggle as background, LLS majors will study works in social science that aim to explain why, for example, Hispanics have experienced a relative decline in income, an increase in poverty, relatively low rates of secondary and postsecondary enrollment and graduation,⁸ residential segregation, and disproportionately high incarceration rates.⁹

The program's justice motif is wedded to an emphasis on the importance of sound social science. In virtually all the program's courses, but especially in the major-specific Research Methods course, students will learn the norms and begin to acquire the tools necessary for judging the strength of explanations of social phenomena, and for formulating their own arguments.

³ Judith N. Shklar, *The Faces of Injustice* (New Haven: Yale University Press, 1990), 15.

⁴ Kelly Hoffman and Miguel Angel Centeno, "The Lopsided Continent: Inequality in Latin America," *Annual Review of Sociology* 29(2003), 363.

⁵ Thomas E. Skidmore and Peter H. Smith, *Modern Latin America* (6th ed., New York: Oxford University Press, 2005), 396- 434 and Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (N.Y.: Henry Holt and Company, 2006).

⁶ Daniel Chirot, *Social Change in the Modern Era* (New York: Harcourt Brace Jovanovich, 1986), 252-255 and Harry E. Vanden and Gary Prevost, *Politics of Latin America: The Power Game* (2nd ed., New York: Oxford University Press, 2006), 178-179.

⁷ Douglas S. Massey, *Categorically Unequal: The American Stratification System* (New York: Russell Sage Foundation, 2007), 151.

⁸ In New York state, "more than eighty percent of . . . eighth graders read below grade level, and only 33 percent of Hispanic students graduate from high school" League of United Latin American Citizens, October 2008, <http://www.lulac.org/advocacy/press/2008/edreform.html>.

⁹ Massey, *Categorically Unequal*.

C. Innovative interdisciplinary programs

The proposed LLS B.A. degree is inherently an interdisciplinary program. In its curriculum and in its faculty, the program appreciates and capitalizes upon the fluidity of institutional disciplinary boundaries in offering students a multifaceted yet integrated vision of the Latin American and Latina/o experience and outlook.

While the proposed program draws its strength precisely from its interdisciplinary nature, its most innovative feature is in how it bridges two fields that have traditionally been separate and distinct at U.S. universities: Latin American Studies and Latina/o Studies. Both of those fields developed separately with parallel histories in US academia, rarely intersecting. The earliest Latina/o Studies centers or programs were focused on the predominant Latina/o nationality of origin at the campus or in the region of the institution in question and emphasized scholarship and teaching on the policy-related needs of the community, and/or that specific group's history and culture. As such, the earliest centers focused on the study of two U.S. historical minorities, Mexican Americans or Chicana/os and Puerto Ricans: the Chicano Studies Research Center at UCLA (1969), the Center for Mexican American Studies at the University of Texas, Austin (1970), and the Centro de Estudios Puertorriqueños at Hunter College, CUNY (1973). In all three of those early examples, as in many others, Latin American and Latina/o Studies developed separately and unrelated to each other as almost insular research centers within the same university. UCLA and Texas (Austin) are foremost examples of universities that have maintained separate programs or centers, each with a national reputation, in Latin American and Latina/o Studies.

In recent years, however, the trend is to integrate Latin American and Latina/o Studies into one unit, recognizing that the two fields address one interconnected reality. The LLS Department at John Jay College is structured, and has developed, in accordance with this new stage in the development of the fields of Latina/o Studies and Latin American Studies. The merging of the two fields has been recognized as the most promising avenue for comprehensively understanding the growth and dynamics of the Latina/o population of the United States. The Department's proposed B.A. therefore represents an interdisciplinary program unique within CUNY (more on this in II.B. below) that joins in one Department and in one degree international studies and ethnic studies; the transnational and the local; the global and the community.

D. Faculty scholarship

The LLS B.A. degree builds on the existing strengths of the faculty in the Department of Latin American and Latina/o Studies at John Jay College. It is a department that is interdisciplinary, with expertise on both Latin America and Latina/o communities, and committed to scholarship on issues related to equality and justice, especially human rights. Other areas of expertise include culture, the arts, literature, and law.

II. Need and Justification for the Program

A. Relationship to the educational mission of the College

The B.A. degree in Latin American and Latina/o Studies has been designed to further the College's commitment to Educating for Justice. Experiences of injustice and oppression, as well as strivings for justice and freedom, weave deeply into the fabric of culture, social dynamics and political behavior. Without such an emphasis on injuries and remedies, violations and reclamations, a program on Latin American and Latina/o Studies would give students a truncated and invalid picture of the underlying forces that have shaped the worlds they have elected to study. For our students, 'justice' becomes a key lens through which to analyze, for example, social cleavages; education policy; conceptions of criminality; attitudes toward work, family and death; patterns of distrust towards authorities and an endless assortment of other social phenomena. That

normative focus is paired, however, with an emphasis on the importance of careful and methodical social scientific research. The specialized research methods course is crucial on that front. **B2**

The Latina/o communities in New York are the product of social, economic, and political forces that have long operated both within and outside the boundaries of our neighborhoods, our city, and our nation. To foster among all interested students of any background a deep understanding of those forces that have shaped these communities is more than an intellectual challenge, it is a moral obligation. It is to cultivate in them what C. Wright Mills called the “the sociological imagination,” that is, the ability in individuals “to grasp what is going on in the world, and to understand what is happening in themselves as minute points of intersections of biography and history within society.”¹⁰ The program’s thematic focus on justice and equality is fundamental to meeting that challenge and obligation to our students within the College’s mission, for “the study of injustice is at the heart of the sociological imagination.”¹¹

B. Relationship to existing CUNY programs

Within the City University of New York the LLS B.A. program proposed here is unique in its combination of the following: 1) it integrates Latin American and Latina/o Studies; 2) its base is in an academic department (not a program, institute, or center) with its own faculty; 3) it is not limited in its scope to any one country, region, or nationality within the Latin American and Latina/o experience; and 4) it stresses on themes related to justice. The following is a summary of the existing programs in the senior institutions of the City University of New York:

Lehman College has a Department of Latin American and Puerto Rican Studies that offers a B.A. degree in Puerto Rican Studies. It also has a separate B.A. degree in Latin American and Caribbean Studies.¹²

City College has a program, not a department, in Latin American and Latina/o Studies that offers a B.A. degree, as well as a minor.¹³ City College also has a Dominican Studies Institute that offers, in cooperation with other CUNY colleges, a Dominican Studies B.A.¹⁴

Queens College offers both a major and a minor in Latin American Area Studies housed in an interdepartmental Latin American and Latina/o Studies Program.¹⁵

Baruch College has a Department of Black and Hispanic Studies that offers separate minors, not majors, in African-American and Hispanic Studies.¹⁶

Brooklyn College offers a B.A. in Puerto Rican and Latino Studies housed in the Department of the same name. The Department also offers a separate interdisciplinary and social science-based minor in Latin American studies in collaboration with faculty from other social science departments.¹⁷

Hunter College offers a B.A. degree through its Department of Africana and Puerto Rican/Latino Studies. The B.A. has three sequences: 1) Africana, 2) Puerto Rican/Latino, and 3) combined Africana and Puerto Rican/Latino.¹⁸ Hunter is also the home of the CUNY-wide Centro de Estudios Puertorriqueños, a pioneer research center on the Puerto Rican experience.

¹⁰ C. Wright Mills, *The Sociological Imagination* (New York: Oxford University Press, 1959), 7.

¹¹ “Hoffman and Centeno, “The Lopsided Continent,” 363.

¹² <http://www.lehman.edu/bulletins/laprs/undergrad.html>

¹³ <http://www.cuny.cuny.edu/latino/index.cfm>

¹⁴ <http://www1.cuny.cuny.edu/ci/dsi/studies.cfm>

¹⁵ <http://qcpages.qc.cuny.edu/lals/index.html>

¹⁶ http://www.baruch.cuny.edu/wsas/academics/black_hispanic/index.htm

¹⁷ http://www.brooklyn.cuny.edu/pub/Department_Details.jsp?div=U&dept_code=76&dept_id=95

¹⁸ <http://www.hunter.cuny.edu/blpr/>

The variety and richness of Latin American and Latina/o Studies programs at the senior CUNY colleges attest to the importance placed on meeting the challenges of educating our diverse populations and on developing programs relevant to the City's Latina/o populations. The proposed LLS B.A. is intended to place John Jay, the senior CUNY College with the largest enrollment of Latina/o students, at the forefront of the study of Latin America and Latina/os in the City with an innovatively structured interdisciplinary program in keeping with the College's mission. John Jay's program would be the first in the University to combine the fields Latin American Studies and Latina/o Studies (as indicated earlier) with an emphasis on the all-important topic of justice, a topic at the core of both fields and of the College itself.

C. Relationship to existing programs at John Jay

The LLS B.A. is complementary to, and not duplicative of, any other program at John Jay. There is no other department or degree program focusing on Latin American or Latina/o Studies at the College. The proposed B.A. will enrich, rather subtract from, existing majors. As outlined in the proposed curriculum, the LLS B.A. will allow students to take courses offered in other departments to fulfill part of their electives in the major. The LLS courses that will be created with this new program will also enrich the list of available electives for students in other majors throughout the College.

D. Employment Opportunities

Given the unique nature of the program we are proposing, we anticipate a variety of employment opportunities for graduates of our Department:

- 1) *Careers in the public and nonprofit sectors.* This major is designed to provide students with a solid foundation for success in public service and nonprofit work by fostering disciplined thinking about social dynamics, the capacity for self-reflection and perceptive analysis, cultural competence and other abilities that are valued very highly in the human service world for both clinical and administrative roles. (Entry-level roles at service providers following graduation would include, e.g., case associate, milieu counselor and program assistant.) Moreover it prepares students for professional research and policy-oriented careers in local, state, and federal governments, as well as for work with nonprofit advocacy organizations and community service agencies.
- 2) *Careers in the private sector.* Graduates of this program will have opportunities in the business world, as well as in areas such as law, education, journalism, and other fields that require or place a premium on knowledge of Latin American and Caribbean countries and their diasporas in the United States. Those specializations that involve acute sensitivity to demographically-based trends (marketing), immigration and employment discrimination (law), and community dynamics (journalism) would find much potential in our graduates as a consequence of the program's design.
- 3) *Careers in the international sector.* The program's inclusion of Latin American studies will supply a foundation for pursuing international careers with such organizations as OECD, USAID, UNESCO, IADB that look for people with regional expertise and comfort crossing borders (both literally and metaphorically). The degree also prepares them for movement toward careers in the diplomatic services and related areas.
- 4) *Careers in higher education.* The LLS B.A. degree will graduate students well-equipped with the knowledge and skills (research, writing and critical thinking) necessary to pursue graduate school education, joint degrees, and eventually careers in higher education, whether in this field, or

related fields in the humanities, social sciences, and the law, thereby addressing the shortage in the higher education pipeline of scholars trained in Latin American and Latina/o Studies. **B2**

It is worth stressing that central to our confidence that a bachelor's degree in this major will be attractive to a wide set of employers is the extent to which it is designed to provide students with a foundation in professionally relevant and applicable "cultural competence." Cultural competence is mentioned above in relation to the human service sector, but there is a demand for talented individuals who are also culturally competent (in relation to one or another community) outside human service in the nonprofit world and in many sectors of the for-profit world as well.

The professional importance attached to cultural competence by leaders in the human service field is evident, for example, in a 2001 document from the National Association of Social Workers, "NASW Standards of Cultural Competence in Social Work Practice."¹⁹ It sets out ten standards for culturally competent practice. Standard 3 speaks of the need for staff "to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups[.]" Standard 2 stresses that social workers must "develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people." These statements express a valorization of capacities our degree program is intended and designed to nurture.

While enterprises in areas like marketing, legal services, and journalism use their own vernaculars to expound qualities valued among their staff, they nonetheless also see cultural competence as a critical asset for success in the global economy and would also therefore value LLS majors from John Jay.

III. Student Interest and Enrollment

A. Past trends

The best and most recent indicator of student interest in LLS courses is the surge in enrollment that resulted with the addition of new faculty and the accompanying expansion of elective courses. Prior to the 2010-2011 academic year, the number of elective courses the Department offered in the field of Latin American and Latina/o Studies was limited to some extent by the need to meet the enrollment demand for ETH 124 (Latinos in The U.S.) and ETH 125 (Race and Ethnicity), either one of which satisfied the Ethnic Studies requirement of the College's General Education curriculum. Since the enrollment in ETH 124 and 125 was driven almost entirely by the General Education requirement, it was difficult to gauge the degree of student interest in the elective courses in the field of Latin American and Latina/o Studies.

Figures 1 and 2 show recent trends with the introduction of courses taught by FT faculty that were not within the Gen Ed requirements. The first one shows the slight shift away from the number of ETH sections offered by full-time faculty to the elective courses, resulting in the doubling of the number of sections of electives taught by full-time faculty (from five to ten). When we look at students taught, in Figure 2, we see that the doubling of elective sections resulted in a disproportionately greater increase in enrollment in those sections. While the number of sections doubled, the number of students grew by 147 percent, from 107 to 264.

¹⁹ <http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

Figure 1
 LATIN AMERICAN AND LATINA/O STUDIES DEPARTMENT
 NUMBER OF SECTIONS TAUGHT
 AY 2009-2010 and AY 2010-2011

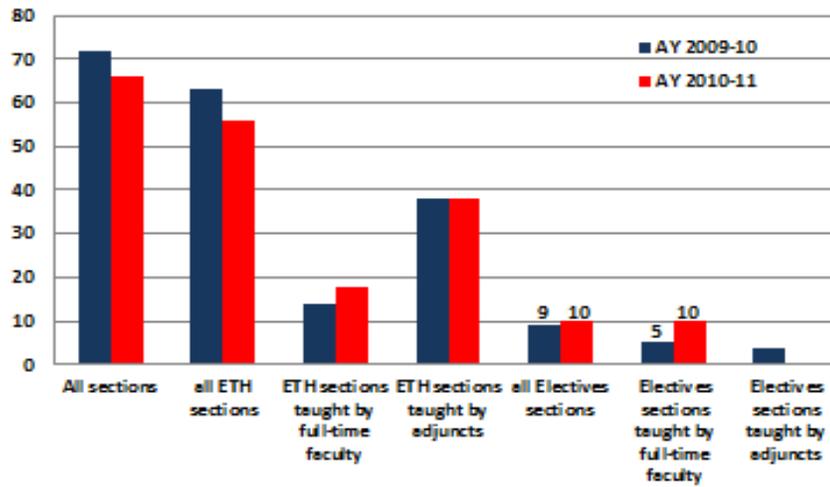
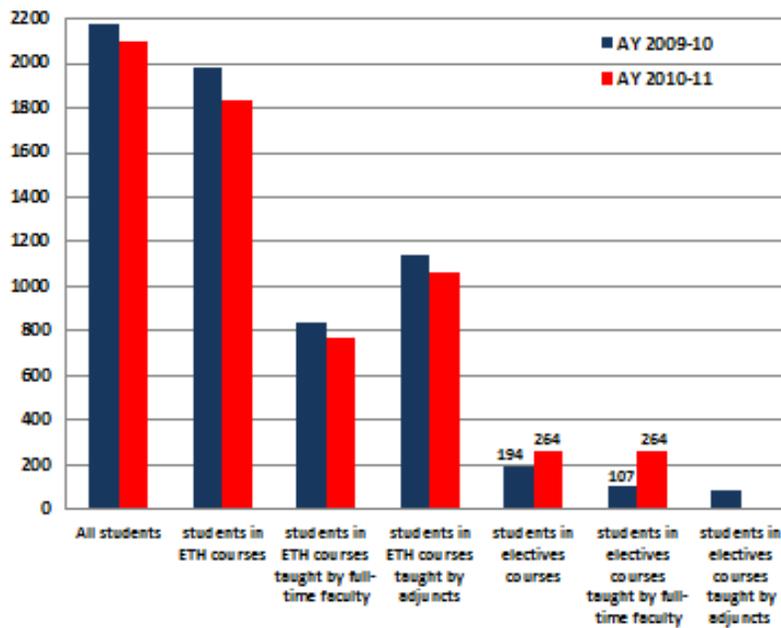


Figure 2
 LATIN AMERICAN AND LATINA/O STUDIES DEPARTMENT
 NUMBER OF STUDENTS TAUGHT
 AY 2009-2010 and AY 2010-2011



With the implementation of the new general education program, LLS offerings have become more diversified. A new First Year Seminar was created for the Justice Core: Justice and the Individual area of the College Option and twelve new or revised courses have been approved across seven distinct areas of general education. The new Gen Ed program has allowed us to expand offerings and also incorporate some of the elective courses from our proposed major. This makes it more efficient to offer the necessary courses. ETH 124 has been revised to LLS 124 and is still part of our general education offerings, however, since there are many courses available in the U.S. Experience in its Diversity area, we will be offering fewer sections of this one course.

This trend bodes well for the future of the B.A. It demonstrates that offering a broad range and a greater number of courses, such as the ones that will be offered once the B.A. is implemented, will generate enrollment, thereby creating an expanded pool of students from which majors can be recruited.

The LLS Department has traditionally cross-listed a number of courses with many departments and interdisciplinary programs including Africana Studies, Anthropology, Sociology, Political Science, History, and Gender Studies, contributing to their minors as well as to the Certificate in Dispute Resolution. At the same time, LLS courses have also served to fulfill requirements in several traditional majors, including Culture and Deviance Studies, Police Studies, Political Science, Criminology, Humanities and Justice, International Criminal Justice, and Criminal Justice.

Student interest and enrollment in LLS courses have also been sustained by the various programs offered by LLS faculty that enhance the educational opportunities of our students. Foremost among those programs is the John Jay College Ronald H. Brown Summer Law School Prep Program founded in 2003 by LLS Professors Jodie G. Roure and José Luis Morín. Housed in the LLS Department, this research project has grown immensely in only a few years and has produced original scholarship in the areas of legal education and pipeline issues in the U.S. It is a two-year intensive summer law school preparatory program aimed at diversifying the legal profession and providing primary legal and social science research on human rights issues, especially educational equity and access, human rights, and diversity within the legal profession and its effect on the justice system. The students in the program develop multidisciplinary research and writing skills as well as acquire internship and clerkship experiences critical to understanding the application of theory to practice. The Ronald H. Brown Summer Law School Prep Program also assists students applying to a variety of higher education opportunities, including BA/MA programs as well as joint degrees in law and graduate programs in various disciplines (e.g., JD/MPA, JD/MA, JD/PhD, etc.).

Majors will also have the opportunity to participate in the established and highly successful Dominican Republic Study Abroad Program conducted by Professor Luis Barrios. During the summers of 2008, 2009, 2010, 2011, and 2012 the Program has provided students with invaluable first-hand experience in the Caribbean. As part of their program of study, students gain a better understanding of criminology from a comparative perspective. The department will expand its study abroad offerings to other Latin American and Caribbean countries beginning in summer 2013 with a program in Brazil.

B. Assessment of future enrollment

There is every reason to believe that student interest and enrollment in LLS courses will continue to increase. Past enrollment increases in LLS courses have been accomplished while the Department has offered only a minor. The focus of the proposed major will serve to not only to draw a higher number of students to our Department, but also to continue to attract a high number of cross-listed courses, furthering cross-departmental interest and collaboration. The implementation of a B.A. degree will further strengthen these educational enhancement programs and, in turn, those programs can be expected to draw students to the LLS major. Furthermore, because John Jay has a unique mission, the proposed B.A. will help make John Jay a more attractive alternative for many students, especially Latina/o students.

Evidence of student interest at John Jay in a B.A. in Latin American and Latina/o Studies can be found in the “Survey of Interest in New Majors,” conducted in Fall 2010 by the John Jay College’s Office of Institutional Research. The following is the summary of the findings in relation to the proposed LLS B.A.:

41% of students report they are interested or very interested in Latin American/Latino/a Studies, and 22% report they would probably or definitely change their major to Latin American/Latino/a Studies if it were offered at the College.

Among students who report they are *interested or very interested* in Latin American/Latino/a Studies, 51% report they would probably or definitely change their major to Latin American/Latino/a Studies.²⁰

IV. Curriculum

A. Background and Rationale of the LLS major

Introduction: *Latin American and Latina/o Studies as Hemispheric Fields of Inquiry*

The Latin American and Latina/o Studies major at John Jay College draws on various social science disciplines, such as sociology, political science, anthropology and economics, as well as on disciplines in the humanities, including history, literature and the arts. By combining and integrating the study of these varied disciplines, the LLS major provides an interdisciplinary examination and comprehensive understanding of the historical, social, political, economic, cultural, literary and artistic issues that impact the lives and experiences of Latin American societies, and of people of Latin American descent in the United States.

In keeping with current theoretical premises and curricular trends of both Latin American and Latina/o Studies in the U.S. academy, the LLS major we present below is fully grounded in the recognition of the significance of incorporating both the histories and varied experiences of Latino/as in the United States and the political, socio-economic and cultural contexts of their original homelands in Latin America. What follows is a brief historical context that explains the rationale for the combined LLS curriculum.

The theoretical and empirical study of Latin America in the US academy developed independently from US Latina/o studies, largely as a result of historical and political contingencies. As discussed earlier in this proposal, these contingencies were dependent on that region’s interactions with the United States as well as on Latin America’s uneven development. As a result, and particularly since the 1950s, both have led to the migration of significant numbers of Latin Americans to the United States.

While the development of the field of Latin American Studies can be traced to the early 1930s, its expansion and institutionalization in the US academy actually dates back to the period leading up to the Cold War. As Louis Hanke explained in 1947,

The period 1939-1945 saw an unprecedented expansion of Latin American studies in the United States. This was partly due to the wartime activities of such government agencies as the Department of State and the Office of the Coordinator of Inter-American Affairs, and to the rising interest in the area approach to academic studies.”²¹

Long focused strictly on the continent’s internal affairs, the field of Latin American studies has more recently begun to incorporate a transnational approach that both recognizes the internal dynamics of each nation and

²⁰ Office of Institutional Research, John Jay College, “Survey of Interest in New Majors,” OIR 10-100 (November 2010), p. 2.

²¹ Lewis Hanke. “The Development of Latin-American Studies in the United States, 1939-1945.” *The Americas*, Vol. 4, No. 1 (Jul., 1947), pp. 32-64; <http://www.jstor.org/stable/978488>; accessed September 29, 2013.

simultaneously goes beyond the continent itself. This paradigm shift is largely due to Latin American countries' ongoing efforts to integrate the region's political and economic policies and institutions. In addition, scholars' growing awareness of the commonalities in the political and economic histories of various countries also stem largely from the repercussions of the impact of the history of US policies in the region's development, increased emigration both to the United States and other parts of Latin America, and the new and emerging socio-cultural exchanges both within Latin America and between Latin America and the United States.

In contrast to Latin American Studies, the full development of the field of US Latino/a Studies, which encompasses the combined histories and experiences of Latin America's various national diasporas in the US context, is relatively recent. As discussed above, the early scholarship on Latino/as in the United States focused primarily on the individual histories and experiences of the two US Latino/a historical minorities (Mexican Americans and Puerto Ricans) in the United States since the 19th century. Indeed, it was only with the arrival of significant numbers of Cuban refugees to the United States during the 1960s, that scholars began to integrate the study of these three national origin populations and, consequently, that US Latino/a Studies began to emerge as field of inquiry. The arrival of significant numbers of economic immigrants and refugees from other parts of Latin America, largely due to the region's political unrest and economic instability between the 1960s and 1980s, also led scholars in fields such as American Ethnic Studies, for example, to research the growing numerical, political and cultural significance of Latino/as in US society. In her 1992 presidential address to the American Studies Association, Cathy Davidson succinctly recognized the need to expand the arena of research and scholarship on American studies, to include Latin America:

“The definition of "America" within the academy has been remarkably rigid, unitary, and exclusionary for reasons that are institutionally explicable but theoretically indefensible.... In short, the instantiation of an exclusionary regional, linguistic, ethnic model of "America" continues to the present but has roots in the earliest definition of what counts as America. American studies cannot afford to wear such blinders any longer. Postcolonialism is the theory; inter-American studies is the practice.”²²

Davidson's comments were not lost on scholars of US Latina/o Studies.

The 1990s witnessed the maturing of US Latino/a Studies as a significant field of inquiry in its own right, such that in 2001 a major international publisher (Palgrave-Macmillan-UK) approached Suzanne Oboler, a LLS faculty member, to become the founding editor of *Latino Studies*, now recognized as the premier international academic journal of the field.

Thus, in the past two decades, and despite the specific histories of each field, Latin American Studies and American Studies have both come to acknowledge the importance of expanding the earlier scope of their respective regional emphases to include the hemisphere as a whole. Similarly, both Latin American and US Latina/o Studies scholars today recognize the need to create an integrated, transnational and hemispheric understanding of the history, politics, social, economic and cultural realities of people of Latin American descent in the Americas as a whole.

Creation and Revision of Courses for the LLS Major

While the LLS Department will continue to offer many of the courses we have offered in the past, in keeping with both the objectives of our proposed major and the new Gen Ed requirements of the College, the LLS faculty have created a number of new courses and are also in the process of revising and updating a number of our past courses.

²² Cathy N. Davidson. “‘Loose Change’: Presidential Address to the American Studies Association”, November 4, 1993; *American Quarterly*, Vol. 46, No. 2 (Jun., 1994), pp. 123-138; <http://www.jstor.org/stable/2713335>; accessed September 29, 2013

As detailed below, the addition of new courses, like the updating of older offerings in the existing LLS ^{B2} curriculum, reflect: a) the emphasis of the Department's new major on justice and inequality; b) the changing theoretical perspectives and paradigms in the interdisciplinary fields of Latin American and Latina/o Studies; c) the inclusion of all the Latina/o groups and their respective homelands into the curriculum, which previously primarily emphasized the Puerto Rican experience in New York and the Caribbean islands; and d) courses that our new faculty have introduced/are introducing into our Department's curriculum.

In keeping with both the interdisciplinary mission of John Jay College and the inherently interdisciplinary nature of Latin American and US Latina/o Studies, to the extent possible, the LLS Department's courses generally include both social scientific and literary texts and thus aim to expose students to both social science and humanities approaches to the key themes, topics and issues addressed in each course.

The LLS major is thus designed to ensure that students achieve a solid scholarly and interdisciplinary foundation on the peoples of Latin America and of Latino/as, one that is fully grounded in an understanding of the intersecting histories, politics, economics, and cultures of both the United States and Latin American societies. In addition, students will be trained in interdisciplinary research and writing skills that reflect current theoretical and empirical methods in LLS. Finally, students will be able to apply their knowledge through internship-based community service-learning, archival fieldwork, or independent research in the United States and/or study abroad in Latin America.

In so doing, students who graduate with a major in Latin American and Latina/o Studies will have the knowledge and skills to better understand the relationship between the lived experience of people of Latin American descent in both the US and their respective homelands, and the production of knowledge about them.

Approach and Underlying Philosophical Premises of the LLS Major

The LLS major is designed to ensure that by the end of their studies, students will have both a general and interdisciplinary foundational knowledge of Latin American and Latina/o Studies, and a specialization in either Latin American or Latina/o Studies. In keeping with the interdisciplinary philosophy and mission of John Jay College, the LLS major will be grounded in an interdisciplinary approach that integrates both Latina/o and Latin American studies and, as discussed earlier in this proposal, that specifically highlights issues of justice and inequality. The LLS major places particular emphasis on developing students' critical engagement with the interdisciplinary study of the political, historical, socio-economic and cultural possibilities and obstacles for achieving 1) social justice and equity (2) cross cultural and intercultural understanding; (3) respect for human integrity and dignity; and (4) awareness of political and human rights.

The Curriculum of the LLS Major

Overview

The Latin American and Latina/o Studies major draws on various social science disciplines, such as sociology, political science, anthropology and economics, as well as on disciplines in the humanities, including history, literature and the arts. By integrating these varied disciplines in the LLS courses, the proposed B.A. in Latin American and Latina/o Studies is designed to ensure that majors will have both a comprehensive foundational and interdisciplinary knowledge of Latin American and Latina/o Studies and a specialization in either Latin American Studies or Latina/o Studies.

A total of 33-37 credits are required to complete the interdisciplinary LLS major, distributed as follows:

Credits

	19	
	B2	
Research Methods		3
Applied Research: community service-learning, archival fieldwork, independent research or study abroad experience		3-4
Electives (4) in two distinct, yet related, tracks		12
Senior seminar		3
Co-Requisite: 1 200-level course in Spanish or Portuguese (unless exempt by placement exam)		0-3
	TOTAL:	33 - 37

Students majoring in Latin American and Latino Studies will achieve a comprehensive scholarly knowledge of these fields through the Department's required core and elective courses described below. In addition, the major requires students to acquire the necessary skills for successful academic research and writing, to engage in both scholarly and applied research, and to experience community service-learning either in the United States and/or in specific Latin American contexts.

Students will choose an area of concentration focusing either on Latin America or on Latina/os in the United States. Concentration in one of the 2 tracks in Latin American and Latina/o Studies is aimed to ensure that students achieve a depth of understanding of the theories, problems, and interdisciplinary approaches related to justice and inequality in their chosen regional (Latin American or US Latina/o) subfield of specialization. As discussed above, the major's perspective emphasizes issues of justice and inequality and is thus woven into the entire curriculum, both in the content of the core courses and in the offering of more specialized courses, addressing such issues as human and civil rights, intercultural commonalities and differences; transnationalism and globalization; the impact of regional and international migration; politics, culture and the arts; race, gender, class and sexualities; and, more generally, the lived experiences of people of Latin American descent throughout the hemisphere.

The LLS Major includes various components aimed to ensure that students acquire a well-rounded field of specialization at John Jay College. Thus, the successful completion of the LLS major requires demonstrating knowledge of LLS academic content, the development of research and writing skills, the fulfillment of a requirement in LLS applied research/community service learning, and a senior capstone seminar experience.

Academic Content

As detailed in the scaffolded LLS course sequence outlined below, students will achieve a comprehensive foundational knowledge of LLS through the major's 4 required core courses. This will be supplemented with an additional 4 elective courses, necessary to complete the requirements of their chosen Latin American Studies or Latina/o Studies track. In order to ensure that students are adequately prepared in the two Latin American and Latina/o Studies subfields of the LLS major, students must take three of their four electives in their track of specialization, while the remaining course must be chosen from the other subfield. The Major culminates in a senior capstone seminar that aims to integrate their knowledge and skills through a significant final research project, and which will focus on different special topics that are applicable to students specializing in both tracks. These topics include but are not limited to immigration and diaspora studies; race and citizenship; criminal justice and law; culture and the arts; race, class, gender, and sexualities; and human rights and civil rights.

Research Methods and Applied Research Skills

During their junior year, all students will be required to take the LLS research methods. This course will prepare them for their subsequent semester-long engagement in applied research and/or service learning--whether through a community service-learning internship, archival fieldwork, independent research or study abroad--on

issues pertaining to justice and inequality, either in the United States or in an international cross-cultural context in Latin America. **B2**

In this respect, it is important to note that the LLS Department has long been committed to providing students with experiential involvement in the Latin American diaspora communities in the United States –an opportunity that is amply available in New York City, given the varied and significant communities of Latin American descent in the area.

At the same time, given the global and transnational economic and political forces that shape our daily lives and experience in US society today, there is a growing consensus at academic institutions across the country, including at John Jay College, of the importance of developing curricular offerings that can adequately address the need to internationalize the learning experiences of all students, through study abroad. Indeed, study abroad has long been highly encouraged by the LLS Department. Through the Latin American and Latina/o Studies Department at John Jay College, students already have the opportunity, for example, to engage in summer study and research in the Dominican Republic, and the Department plans to expand its international study abroad offerings to eventually include other Latin American countries such as Mexico, Cuba, and Brazil as well as the Andean societies of Ecuador, Peru and Bolivia.

B. Honors in Latin American and Latino Studies (3 additional credits)

The aim of the LLS Honors in the Major program is to ensure that students will graduate with the required academic knowledge, research and writing skills, and the preparation necessary to ensure that they can excel in any graduate and/or law school program they might attend.

The LLS Department requires these honors students to take an additional 3 credits beyond the 33-37 credits required by the major. To qualify for Honors in the LLS Major students must have a GPA of 3.5 in the major's courses, and an overall GPA of 3.2 in their junior year. In addition they must have an approved proposal for an honors thesis or honors project, developed in the Department's required research methods course (LLS 3XX).

Participation in Honors in Latin American and Latina/o Studies requires students to enroll in the Department's one-semester Honors Project (LLS 4XX), an independent study for LLS Honors students, during their senior year. Graduation with Honors in LLS is contingent on the successful completion of either a senior thesis or a senior project, under the co-direction of two advisers, at least one of whom must be a faculty member of the LLS Department. Completion of the project is required to receive credit in the Honors Project (LLS 4XX - 3 credits).

C. Prerequisites: There are no prerequisites for the LLS major.

D. Co-Requisites: (0-3 credits) Prior to graduation, all students are expected to demonstrate a good command of either the Spanish or the Portuguese language. One course (at the 200 level, or above) in either Spanish or Portuguese (courses taught in English do not count) is required. Alternatively, students can satisfy this language proficiency requirement through the language equivalency option, established by a test administered by the Foreign Languages Department at John Jay College.

E. Course Scaffolding and Sequence

The following courses are required of all LLS Majors:

1. *Four (4) Core Courses: LLS 124, LLS 1XX; LLS 242 and LLS 322*

Four interdisciplinary core courses will provide students with a scaffolded approach to the foundational knowledge about US Latino/as (LLS 124); their respective Latin American countries of origin (LLS 1XX); the history and the political, economic and cultural nature of the relations between the United States and

Latin America (LLS 242), and the struggle for equality and justice of people of Latin American descent in the United States (LLS 322). Together, they also aim to assist students in choosing their track of specialization within the major.

More specifically, LLS 124 introduces students to the individual histories and cultures of the various Latina/o national origin groups in the United States. It also points to some of the ways that both their respective homelands in Latin America, and their time and way of arrival to the United States, have differentially shaped their presence in and/or decision to (im)migrate to US society.

LLS 1XX introduces students to the distinct histories and societies of Latin American countries, while LLS 242 explains the commonalities and differences resulting from political, economic and cultural relations between the US and particular Latin American countries, in shaping the development of the continent's national societies, including some of the underlying causes for emigration to the United States.

LLS 322 is an upper level course that more deeply engages students in discussions of the changing meanings of the major's key concepts of justice and equality over time, and focuses attention on the major's core issues of civil and human rights, and the struggles for dignity of people of Latin American descent in the US context.

2. *Research Methods. LLS 3XX*

All LLS majors are required to take LLS 3XX, a research methods course, in order to learn the interdisciplinary research methods used in Latin American and Latina/o Studies. This course will also emphasize theoretical and ethical aspects of research methodology and the formulation and development of research questions aimed at preparing students to undertake applied research, whether in the form of a community service learning internship, archival fieldwork, independent study or study abroad, and to develop a research proposal which they can apply either in LLS 321, and or in the LLS senior capstone seminar; They can also present it for admission to the LLS major's Honors Program.

3. *Applied Research: Study Abroad, Service-Learning Fieldwork, or Independent Research (LLS 321)*

As discussed above, the LLS major aims to ensure that students understand the relationship between the lived experience of people of Latin American descent in both the US and their respective homelands, and the production of knowledge about them. Thus the LLS major will require all students to include some form of applied research as part of their learning experience. This can take the form of a community service-learning internship, archival fieldwork, independent research or study abroad. Supervised community service, and/or fieldwork either in the United States or Latin America, would focus on one of the following areas: work with community groups, agencies, organizations, and movements organized to solve specific community problems.

4. *Senior Seminar: Special Topics in Latin American and Latina/o Studies. LLS 4XX.*

The senior capstone seminar provides students with an intensive LLS seminar experience. It will focus on different topics each year, according to the faculty member's area of expertise. The seminar is designed to integrate the knowledge, and research and writing skills that LLS majors have acquired during their coursework. In addition to its focus on a particular topic, the seminar will also engage in discussions on the production of research and scholarship. The seminar will culminate in each student's presentation of a major research paper or project developed throughout the semester, and that integrates theoretical, research, and/or policy issues in Latin American and Latina/o Studies.

Prerequisites: 4 core courses; at least 2 LLS electives, one of which must be at the 300 level; and LLS 3XX (Research methods); or permission from the instructor.

5. *Four (4) Elective courses.*

In order to ensure that students are adequately prepared in the two Latin American and Latina/o Studies subfields of the LLS major, all students must take three of the four electives in their track of specialization, as follows:

- 3 courses in Latin American Studies and 1 course in U.S. Latina/o Studies
or
3 courses in U.S. Latina/o Studies and 1 course in Latin American Studies

THE LLS MAJOR CURRICULUM OUTLINE (33 - 37 credits)

[NB: All courses listed below are 3 credits/3 hours, unless noted otherwise.]

PART ONE. Required Core Courses 12 credits

Required
LLS 124: Latina/os in the United States
LLS 1XX: Latin American History and Society
LLS/HIS/POL 242: U.S. and Latin American Relations
LLS 322: Latino Struggles for Civil Rights and Social Justice

PART TWO. Research Methods 3 credits

Required
LLS 3XX: Research Methods in Latin American and Latina/o Studies

PART THREE. Study Abroad, Fieldwork, or Independent Research 3-4 credits

Required, Select one option:

- a. Study Abroad in Latin America (3 credits will be earned from the course offered as part of the study abroad program)
- b. LLS 321 Puerto Rican/Latina/o Community Fieldwork [*NB course title will be changed to Latin American and Latina/o Community Fieldwork*] (4 credits)
Prerequisite: LLS 3XX: Research Methods
- c. LLS 489 Independent Research Project (3 credits)
Prerequisite: LLS 3XX: Research Methods

PART FOUR. Electives 12 credits

Nine (9) credits must be in one track and three (3) credits in the other track. At least six (6) credits must be taken at the 300-level or above.

Track A: Latin America

LLS/MUS 110 Popular Musics of the Caribbean (Flex Core: Creative Expression)
LLS 215: Social and Political Developments in Contemporary Puerto Rico
LLS 220: Human Rights and the Law in Latin America
LLS 232: Comparative Perspectives on Crime in the Caribbean
LLS 223 Revolution and Social Change in Latin American Literature and the Arts (Flex Core: Creative Expression)

LLS 245: Dominican Society and Identity (revised title: Politics and Society in the Dominican Republic)
 LLS 250: Drugs, Crime and Law in Latin America
 LLS 255: Latin American Woman in Global Society (Flex Core: Individual & Society)
 LLS 260/HIS 260: History of Contemporary Cuba
 LLS 261/HIS 261: Revolution and Social Change in Contemporary Latin America
 LLS 263/AFR 263/HIS 263) Blacks in Latin America (Flex Core: World Cultures)
 LLS 2XX Latin American Cultures
 LLS 2XX: Indigenous Latin America
 LLS 341: Immigrant Rights in the Americas (College Option: Justice Core 300-level)
 LLS 343: Race and Citizenship in the Americas
 LLS 356: Terror and Transitional Justice in Latin America

Track B: U.S. Latina/os

LLS 217/SPA 217/DRA 217): Theater of the Americas Since 1960
 LLS 241: Latino/as and US Cities (Flex Core: U.S. Experience)
 LLS 247: Growing Up Latina/o: From the 1940s to the Present (Flex Core: Individual & Society)
 LLS 267: History of Caribbean Migrations in the United States
 LLS 2XX Public Health Policy in the Americas
 LLS 325: The Latina/o Experience of Criminal Justice (College Option: Justice Core 300-level)
 LLS 362: Entangled Tongues: Bilingualism in US Latina/o Literature
 LLS 363: Il/legal Subjects: U.S. Latina/o Literature and the Law (College Option: Justice Core 300-level)
 LLS 364: Ethical Strains in Latina/o Literature (College Option: Justice Core 300-level)
 LLS 3XX Latina/os and the Digital Divide
 LLS 3XX The U.S.- Mexico Border
 LLS 401 Gender, Race, Ethnicity & the U.S. Legal System. (Revised to 300-level)

PART FIVE. Capstone Experience

3 credits

Required

LLS 4XX Senior Seminar in Latin American and Latina/o Studies

PART SIX. LLS Honors Option

0-3 credits

LLS 489: Independent Honors Project

[NOTE: Students must qualify for the Honors in LLS to enroll in LLS 489 Independent Honors Project.]

Articulation Agreements

The Department has negotiated an articulation agreement with Hostos Community College's Liberal Arts concentration. The Department will pursue articulations with other community colleges in and outside of the CUNY system. Of high priority in this effort will be:

- (CUNY) Bronx Community College's A.A. in Liberal Arts and Sciences: Africana, Latino and Native American Studies Option
- (CUNY) LaGuardia Community College's A.A. in Liberal Arts: Latin American Studies Option
- (SUNY) Nassau Community College's A.A. in Liberal Arts and Sciences
- (NJ) Bergen Community College's A.A. in Liberal Arts

V. Faculty

The current faculty in the Department of Latin American and Latina/o Studies at John Jay College combine expertise in the Latin American and Latina/o fields of study. The Department faculty teaches at all levels of the Department minor. The academic year 2010-2011 was the year the Department doubled in size to eight tenure-

track faculty members with the addition of a new Chair/Professor and three Assistant Professors. The staffing model in the Appendix demonstrates the capacity of the Department to accommodate the expanded course offerings under the new major. The faculty members are:

Professor Lisandro Pérez received his Ph.D in Sociology and Latin American Studies from the University of Florida. Until the summer of 2010 Dr. Pérez served for twenty-five years on the faculty of Florida International University (FIU) in Miami where he founded and directed its Cuban Research Institute after two terms as Chair of its Sociology and Anthropology Department. He also served as the editor of the journal *Cuban Studies* from 1999 to 2004 and is the co-author of the book *The Legacy of Exile: Cubans in the United States*, published by Allyn & Bacon. He authored the chapter on Cubans for the *The New Americans: A Guide to Immigration Since 1965*, published by Harvard University Press. During the 2004-2005 academic year, Dr. Pérez was a fellow at the Cullman Center for Scholars and Writers of the New York Public Library, where he carried out research for a book on the Cuban community in New York City during the nineteenth century, under contract with New York University Press. An essay based on that research project appeared in the edited book *New York 400* published in 2009 by the Museum of the City of New York. He served as consultant for the 2010 exhibit Nueva York! sponsored by the New York Historical Society and exhibited at the Museo del Barrio and wrote a chapter for the exhibit's companion book, published by the New York Historical Society. In addition to the Cullman Center fellowship, Dr. Pérez has received fellowships and grants from the National Endowment for the Humanities, the Rockefeller Foundation, the Ford Foundation, and the Gilder Lehrman Institute of American History.

Professor Luis Barrios is a Board Certified Forensic Examiner and a teaches in the areas of Latina/o psychology, Latin American studies, ethnic studies, qualitative research and methodology, and cultural criminology. In addition to his appointment at John Jay, he is a member of Ph.D. faculties in social/personality psychology, Graduate Center-City University of New York. Since 1988, Dr. Barrios is a columnist of *El Diario La Prensa* in New York City, one of the oldest Spanish newspapers in the United States. He is the co-editor with Louis Kontos and David C. Brotherton of *Gangs and Society: Alternative Perspective* (2003-Columbia University); co-author with David C. Brotherton of *Almighty Latin King & Queen Nation: Street Politics and the Transformation of a New York City Gang* (2004-Columbia University); and co-editor with Dr. Mauro Cerbino of *Otras naciones: Jóvenes, transnacionalismo y exclusión*. Quito: Ecuador: Facultad Latinoamericana de Ciencias Sociales. Dr. Barrios is also the author of *Josconiando: Dimensiones Sociales y políticas de la espiritualidad* (2000-Editorial Aguiar), *Pitirreando: De la desesperanza a la esperanza* (2004-Editorial Edil) and *Coquiando: Meditaciones subversivas para un mundo mejor* (2008-Editorial Búho).

Professor Suzanne Oboler is Founding Editor of the academic journal *Latino Studies*. Her research and teaching interests center on Human Rights in the Americas, focusing on race, citizenship, and national belonging; and immigration, detention and incarceration.

Professor Oboler is author of *Ethnic Labels, Latino Lives* (1995) and numerous scholarly articles and book chapters. She is editor of *Latinos and Citizenship: The Dilemma of Belonging* (2006), and *Behind Bars: Latino/as and Prison in the United States* (2009). She has also co-edited *Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos* (2005), and is co-editor in chief of *The Oxford Encyclopedia of Latino/as in the United States*, 4 Volumes (2005). She is currently Co-Editor in Chief of the *Oxford Encyclopedia of Latinos and Latinas in Contemporary Politics, Law and Social Movements* (2 Volumes; forthcoming, 2012). Professor Oboler lectures widely across the country and abroad, on issues related to Latino/as and to the field of Latino Studies in the United States. Her research and teaching focus on race, citizenship, human rights and immigration in the Americas, and on Latina/os in the United States. In 2011, she was named Fulbright Distinguished Chair in American Studies at PUC, in Rio de Janeiro, Brazil.

Associate Professor Jodie Roure graduated from Douglass College, Rutgers University with a Bachelor's of Arts in English and a minor in Spanish. She is a former United States Supreme Court intern. She obtained her Juris Doctor from Western New England College School of Law in Massachusetts. She also studied

International Human Rights Law Protection in San Jose, Costa Rica at the University of Costa Rica Law School. She obtained her Ph.D. at the University at Buffalo-SUNY in American Studies with a major in Intercultural Studies and International Human Rights and is an Arturo A. Schomburg Fellow. She has conducted extensive research and is an expert witness in the area of human rights including violence against women in Brazil, Puerto Rico, Dominican Republic, Cuba, and the United States. She also conducts research on pipeline education, race, class ethnicity and gender in the United States. Professor Roure teaches in the areas of domestic violence/gender rights, criminal justice, international human rights, international criminal justice, race, class and ethnicity in the United States, and Latina/o studies. Her doctoral dissertation is entitled “International Human Rights Law as a Resource in Combating Domestic Violence: Transcending Legal, Social and Cultural Obstacles in Brasil and the United States.” Her recent publications include: “Gender Justice in Puerto Rico: Domestic Violence, Legal Reform and International Human Rights,” (accepted for publication in the *Human Rights Quarterly Law Journal*, August 2010); Roure, J. “Domestic Violence in Brazil: Examining Obstacles and Approaches to Promote Legislative Reform,” *Columbia Human Rights Law Review* (Fall 2009).; Roure, J. “Achieving Education Equity and Access for Underrepresented Students in the Legal Profession.” *Temple Political and Civil Rights Law Review* (Fall 2009).; Roure, J. “The NCLB, Race, Ethnicity, Class and Diversity: Creating a High School to Law/Graduate School Pipeline for Underrepresented Students,” in M. Dyson. Ed. *Our Promise: Achieving Educational Equity for America’s Children*. Durham, North Carolina: Carolina Academic Press.; Roure, J.G. *Domestic Violence in Latin America: Implementing International Human Rights Law and Principles*. (University of Pennsylvania Press Human Rights Series under book contract).

Assistant Professor Isabel Martínez has teaching and research interests include transnationalism, Mexican youth immigration, Mexican borders, and the intersections of race, immigration and technology. Long involved with issues of educational attainment in Latina/o communities, her recently completed research examines the transnational familial, labor and educational experiences of unaccompanied Mexican immigrant youth in New York. Her article, “What’s Age Gotta Do With It? Understanding the Age-Identities and School-Going Practices of Mexican Immigrant Youth in New York City” was published in a special issue of *The High School Journal* focusing on Transnationalism, Latina/o Immigrants and Education, and has a forthcoming chapter on the US-Mexico border in *Latinas/os and Criminal Justice: An Encyclopedia* (Greenwood Press), scheduled for release in 2011. She is currently a Digital Humanities Initiative Fellow at Hamilton College, and has received fellowships and grants from the Consortium for Faculty Diversity, the Association of Black Sociologists, the Spencer Foundation, and the Society for the Study of Social Problems. She received her B.A. in Sociology from Rice University, her M.A. in Educational Policy, Practice and Foundation from the University of Colorado at Boulder and her Ph.D. in Sociology and Education from Columbia University.

Assistant Professor Brian Montes received his BA in Anthropology from the State University of New York at Cortland and holds a doctorate in Anthropology from the University of Illinois at Urbana-Champaign. His research, teaching, and writing are grounded in U.S. Latino/a studies, Latin American Studies and Maya studies, with particular interest placed on the lived experience of race & ethnicity within Latin American and Latina/o ethnic groups. Other areas of specialization include Latin American and Latina/o social movements, memory, critical race theory, indigenous rights, Latina/os in the United States, and Maya (Yucatán) identity. His current project examines the memory, through discourse and performance, of Yucatán’s Caste War from the perspective of the native indigenous Maya within the municipality of Felipe Carrillo Puerto in Quintana Roo, Mexico.

Assistant Professor Belinda Rincón has teaching and research interests in Latina/o literature and popular culture, ethnic American and transamerican literatures, 19th- and early 20th-century Latina/o narrative, Latina feminisms, and war literature and film. She specializes in Chicana/o literary and cultural studies. Professor Rincón is currently completing a manuscript entitled *War, Gender and State Formation: Chicana War Stories from the Mexican Revolution to the War on Terror* which examines Chicana writers, artists, and activists whose work on war and militarism critically engage with the histories of war and the militarization of culture and gender relations. She is also working on a second project that examines cultural responses – *corridos*, memoirs,

film – from diverse U.S. Latina/o communities to the current wars in Iraq and Afghanistan. Her article ^{B2}“Media, Militarism, and Mythologies of the State: The Latino Soldier in World War Two Films” is forthcoming in *Latino Studies*. She earned her B.A. in English and Women’s Studies from Vassar College, her M.A. in English from Boston College, and her Ph.D. in English from Cornell University.

Assistant Professor John Gutiérrez received his Ph.D. in History from the Graduate Center, CUNY, in 2013, the year he joined the faculty of the LLS Department on a tenure-track line. Prior to completing his Ph.D., Professor Gutiérrez served as a substitute lecturer in the LLS Department at John Jay. His dissertation is entitled “Disease and State in the Caribbean: Fighting Tuberculosis in Cuba, 1899-1909.” He was awarded the Ralph Bunche Dissertation Fellowship, a CUNY History Department Fellowship, a PSC-CUNY Tuition Fellowship, and a Graduate Center Graduate Teaching Fellowship. Prior to coming to John Jay, he taught courses in World History, Human Geography, Colonial Latin America, Modern Latin America, History of Puerto Rico, Latinos in the United States, Revolutions in Latin America: Mexico and Cuba, Disease and Public Health in Latin America, and Latino History to 1898 at Lehman College, Sweet Briar Collage, Hunter College, and Bronx Community College.

VI. Cost Assessment

A. Faculty Lines

The budget section proposes the addition of two more faculty lines after the implementation of the program, one in year two and the other in year four. Those additional lines are needed by the Department to bring it to a size comparable to other academic departments in the College, to establish the curriculum and provide the expertise needed in certain areas. The figures in the budget table show that they will be supported by the program’s incremental revenue even in the first year, the program will be profitable. Our staffing model shows that the Department will be able to continue contributing to the General Education curriculum while at the same time offer the required and elective courses necessary for the B.A. degree.

B. Library

The Department has compiled a list of titles, primarily academic serials, which students in this program will need for research associated with their courses. Estimated costs are \$1,000 per year.

C. Budget Table

The incremental tuition revenue shown in our budget projection has been estimated using a conservative assumption regarding enrollment in the program (see table below): that three percent of the College’s undergraduate Latina/o students will major in Latin American and Latino Studies. In Fall of 2012 the number of undergraduate Latina/o students enrolled in John Jay College was 5,296.²³ The three percent assumption is conservative because we believe that more than three percent of the College’s Latina/o students will be excited enough by this new program to choose to major in it, an assumption supported by the student interest survey discussed earlier. It is important to also keep in mind that the College, as of 2013, has allowed students to pursue double majors. We believe that Latin American and Latina/o Studies will represent a very attractive option as a second major for students in practically every other major field. Furthermore, the attractiveness of the program will not be limited to Latina/o students. Students in the general education courses taught by the Department represent a recruitment pool for the LLS majors. The proposed major is within the College’s mission of educating for justice, so we anticipate recruiting from students who attend John Jay precisely because of its justice mission. We are not projecting reaching that three percent figure until the fifth year of the

²³ CUNY Office of Institutional Research and Assessment, Current CUNY Data Book by Subject (http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0032_RACE_GEN_UG.rpt.pdf)

program. The total enrollment of 162 that year represents that approximately three percent of the Fall 2012 undergraduate enrollment (in itself a base enrollment figure that can be expected to increase).

Projected enrollment, LLS B.A., years 1-5

	Year 1		Year 2		Year 3		Year 4		Year 5	
	New	Cont								
FT students	7	20	37	21	51	45	52	75	61	77
PT students	0	1	5	1	5	5	10	8	10	14
Sub-Totals	7	21	42	22	56	50	62	83	71	91
Totals	28		64		106		145		162	

*Please note: These projections consider John Jay's 77.9% one-year retention rate (based on most recent data available from the fall 2011 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Latin American and Latina/o Studies major. In the fifth year, graduates from the program are considered in the projections at a 22% rate, which is our average over the five most recent years (fall 2008 cohort).

Despite the conservative enrollment assumptions, the budget projection shows that the proposed program will not only pay for itself, but also generate revenue of approximately \$50,000, even as it includes the addition of two faculty lines over the five years. Although support for adjuncts is maintained, it is reduced over the five-year period with the addition of tenure-track faculty lines. Adjunct lines, however, are not entirely eliminated given the need to contract faculty to teach some specialized courses and to help with the department's commitment to teach general education courses.

VII. Evaluation and Assessment of the Program

The Department of Latin American and Latina/o Studies(LLS) plans to take the following steps to monitor the continued strength of the curriculum of the LLS B.A. and assess the performance of students in meeting the learning outcomes of each course and of the major overall.

Program Review

John Jay College has institutionalized a five-year cycle of curricular review of programs and majors. The curricular review involves preparation of a self-study by the faculty of the major or department, a site visit by outside evaluators and the development of an action plan with the

Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year.

Program Learning Outcomes

A student graduating from John Jay who has majored in Latin American and Latina/o Studies will have fulfilled the following learning outcomes:

Students will:

1. Display a thorough understanding of the interdisciplinary nature of the study of Latin America and of Latina/o communities in the U.S.
2. Have the ability to integrate the fields of Latin American Studies and Latina/o Studies in order to develop a deep understanding of the relationship between the social, economic, cultural, and political processes of Latin America and the development in the U.S. of communities of persons of Latin American origin or descent.
3. Develop the capacity to grasp the relationship between the lives of individuals and the course of history, how one's life intersects with larger social, political, and economic forces.
4. Show an appreciation of the history of Latin America and that of Latina/os in the U.S. as a struggle for justice and human dignity in the face of persistent structures of injustice, inequality, and the abuse of power.
5. Have the capacity to think critically and evaluate contrasting texts, narratives, and discourses relevant to the diverse cultures of Latin America and U.S. Latina/o communities.
6. Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions;
7. Communicate research results in various formats, including written and oral presentation;
8. Possess cultural competency, the ability to work successfully in a variety of culturally diverse settings and to analyze, contextualize and interpret culture/cultural behaviors and beliefs.

Methods of Assessment

At the beginning of every academic year, the Department's Curriculum Committee will develop and implement a plan for reviewing some aspect of the program's overall performance in preparing students to meet or exceed the program learning outcomes of the major. The review plan may require majors to assemble samples of their best work subject to review by a panel of

faculty members. The review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester. The Department's Curriculum Committee, working with the major coordinator, will oversee the carrying out of the review plan by year's end. Each year's review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program's learning objectives. Measures as well as 'target' courses will be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.

Feedback

The results of each year's review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The Department's Curriculum Committee will be charged with making any adjustments deemed necessary.

Appendix A. Course Descriptions and Syllabi

Latin American and Latina/o Studies

Course Descriptions for Existing Courses

(all courses are 3 hours, 3 credits except where noted)

I. REQUIRED CORE COURSES

LLS 124 Latina/os in the United States

This course is an interdisciplinary introduction to the field of Latin American and Latina/o studies focusing on the establishment and development of the diverse Latina/o communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights and social justice movements. (Flexible Core: U.S. Experience in its Diversity)

LLS 242 U.S. and Latin American Relations

(Same course as GOV 242 and POL 242 and HIS 242)

(NB: old title: U.S. Foreign Policy in Latin America)

This course examines U.S. economic and political relations with Latin American countries from the nineteenth century to the present. In particular, the course will focus on U.S. reactions to reform and revolutionary movements in various Latin American societies and the ideological framework of U.S. foreign policy.

Prerequisites: ENG 101

LLS 322: Latino Struggles for Civil Rights and Social Justice

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other Latino/as during the Civil Rights period. It focuses on the Latino/a social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of Latino/as and other racial minorities in the U.S. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; Latino/a and African American alliance building; Latino/a citizenship and the military, and gender values and sexuality.

Prerequisite: ENG 201

(College Option: Justice Core 300-level)

LLS 321 Puerto Rican/Latina/o Community Fieldwork

[revised title will be Latin American and Latina/o Community Fieldwork; course description will be refreshed]

Community organization theory as it applies to the Latina/o communities in the United States. The study of Latina/o groups, agencies, organizations and movements. Students perform supervised community service and/or study one of the following areas: (1) work with community groups, agencies, organizations and movements organized to solve specific community problems; and (2) work in governmental rehabilitation and adjustment projects.

Prerequisites: ENG 201 and LLS 241

II. ELECTIVES IN TWO TRACKS

Track A: Latin America

LLS 110: Popular Musics of the Caribbean

(Same course as MUS 110)

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca and other genres, exploring their social contexts, historical origins, and relation to indigenous folk musics. The important role of New York City as a center for Caribbean music will also be examined.

Prerequisites: None

(Flexible Core: Creative Expression)

LLS 215: Social and Political Developments in Contemporary Puerto Rico

Political, social, and economic issues in Puerto Rico from the 1930s to the present. Political developments leading to the establishment of the “Commonwealth” and attendant economic problems. Consequences of Puerto Rico’s involvement with the United States.

Prerequisites: ENG 101, sophomore standing or above or permission of instructor

LLS 220: Human Rights and the Law in Latin America

A comparative study of human rights policies, procedures, legislation and practices in Latin American countries. The impact of international and national conventions, bills and laws on the present observance of these rights. Inquiry into morality, social justice, social and professional ethics.

Prerequisites: ENG 101, sophomore standing or above or permission of instructor

LLS 232: Comparative Perspectives on Crime in the Caribbean

(Same course as AFR 232)

This course will examine crime in the Caribbean, with a particular focus on the differences and similarities among the Spanish-, English-, and Dutch-speaking nations of the Caribbean region. The course will study the trends and crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean..

Prerequisite: ENG 101

LLS 223 Revolution and Social Change in Latin American Literature and the Arts

This course focuses on the themes of revolution and social change in the literature and arts of Latin America during the “national” and “post-national” eras. Through examining the visual arts, contemporary films, music, testimonial essays and literary narratives, the course assesses the role and contributions of literature and the arts to our understanding of revolution and social change in Latin America since the early 20th century. Using literature and the arts, the course aims to introduce students to such issues as indigenous rights, the mass media, the environment, political power, poverty, human rights and social justice, and the meanings of race, class, gender and sexuality in Latin America.

Prerequisite: ENG 101 (Flexible Core: Creative Expression)

LLS 245 Dominican Society and Identity

(revised title: Politics and Society in the Dominican Republic and description)

This interdisciplinary course examines contemporary Dominican society and politics from a socio-historical and cultural perspective. It is designed to critically assess various political, economic, social, and historical developments that shape contemporary Dominican Republic. It seeks to understand the Dominican Republic from a perspective that is often overlooked: a sociological and cultural apprehension of the complex circumstances and factors that have changed Dominican society in the last 100 years. Using art, films, popular culture, music, examples of daily interactions and social science texts, the course will focus on the meaning of these changes, the confrontation of values and behaviors reflected in the society's vibrant political culture, and expressed in political events, new social relations, economic transformations and daily life in Dominican society.

LLS 250 Drugs, Crime and Law in Latin America

(revised course description)

This course explores the problems facing Latin America in relation to drugs and crime. The course focuses on the conditions giving rise to crime, drug trafficking and drug addiction in Latin America. It offers a basic understanding of international legal and human rights standards and law enforcement efforts that apply in addressing the issues of drugs and crime. Particular emphasis is placed on hemispheric strategies to combat drug use and narcotics trafficking.

Prerequisites: ENG 101, sophomore standing or above or permission of the instructor

LLS 255 The Latin American Woman in Global Society

This course is a socio-historical study of women of Latin American descent and their struggles for equality in both global and local contexts. Their roles in current Latin American and U.S. societies and elsewhere are studied in relationship to the family, education, employment, political parties, social movements and the legal system.

Prerequisite: ENG 101

(Flexible Core: Individual and Society)

LLS 260 History of Contemporary Cuba

(Same course as HIS 260)

This course will trace Cuban history, from the War of Independence of 1868, through the establishment of the Republic, up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.

Prerequisites: ENG 101, sophomore standing or above or permission of instructor

LLS 261 Revolution and Social Change in Contemporary Latin America

(Same course as HIS 261)

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neoimperialism, the Mexican Revolution, the Cuban Revolution and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used.

Prerequisites: ENG 101, sophomore standing or above or permission of instructor

LLS 263 Blacks in Latin America

(Same course as AFR 263 and HIS 263)

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil,

Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans' construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities. **B2**

Prerequisite: ENG 101

(Flexible Core: World Cultures and Global Issues)

LLS 265 Class, Race and Family in Latin American History

(Same course as HIS 265)

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed.

Prerequisite: Sophomore standing or above, or permission of the section instructor

LLS 341 Immigrant Rights in the Americas

Globalization has increased the fear of foreigners, leading to debates on immigrant rights in all parts of the world and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations, including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants' national origins, race, class, and gender shape and differentiate their experiences in U.S. society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.

Prerequisite: ENG 201

(College Option: Justice in Global Perspective 300-level)

LLS 343 Race and Citizenship in the Americas

This course explores the relationship between citizenship and racial ideologies in the Americas. Framed by theoretical analyses of race and ethnicity, the course uses historical essays, biographies, novels and films to examine the lived experience of race and blackness in Latin America and the United States. Focusing on the different meanings attributed to blackness in the Americas, the course ultimately aims to compare the diverse racial, class and gendered experiences of U.S. Latinos with those of ethnic and racialized groups in Latin America.

Prerequisites: ENG 201, AFR 123 or LLS 124 or AFR 125, and sophomore standing or permission of the instructor

LLS 356 Terror and Transitional Justice in Latin America

This course explores the field of transitional justice as it addresses past state violence and genocide. The course will move from an exploration of background material examining the Cold War years in Latin America to providing an in-depth analysis of the role played by truth commissions, and other strategies such as war tribunals, which seek justice and reconciliation in divided societies. We will question the root causes of violence, examine national and transnational actors, and conclude with a discussion of research methodologies used when documenting human rights abuses. The question of “forgiveness” will be also explored in the context of redress for wrongdoings.

Prerequisite: ENG 201, and junior standing or permission of the instructor

*Track B: U.S. Latina/os***LLS 217 Theater of the Americas Since 1960**

(Same course as SPA 217 and DRA 217)

This course is an introduction to theatre, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American theatre as aesthetic and sociocultural practices.

We will discuss how

identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theatre relations to European theatre traditions, experimentation and absurdist theatre, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.

Prerequisite: ENG 101

(Flexible Core: Creative Expression)

LLS 241 Latina/os and the City

This course seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latina/o immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.

Prerequisites: ENG 101, sophomore standing or above or permission of the instructor

(Flexible Core: U.S. Experience in its Diversity)

LLS 247 Growing Up Latina/o: From the 1940s to the Present

To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latino/a novels, memoirs, essays, poetry and autobiographies to focus on the experience of growing up Latino/Latina. The course explores the continuous creation and recreation of a "Latino/a identity" from the 1940s until the present.

We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinos and Latinas in different historical periods in U.S. society.

Prerequisites: ENG 201, sophomore standing or permission of the instructor

(Flexible Core: Individual and Society)

LLS 267 History of Caribbean Migrations in the United States

(Same course as AFR 267 and HIS 267)

(revised course description)

This course examines the historical impact of Caribbean migrations to the United States. Focusing mainly on the experiences of Cubans, Puerto Ricans and Dominicans, students will learn about the ways in which U.S. foreign policy and the internal political dynamics of these islands facilitated/restricted the movement of Caribbean immigrants to and from the United States. The course also examines the political, social and economic impact that these groups have had on cities throughout the United States, particularly New York and Miami. Students will also examine the similarities and differences between the migratory experiences of residents of the Spanish-speaking Caribbean and their Anglophone and Francophone neighbors.

Prerequisites: ENG 101, sophomore standing or above or permission of instructor

LLS 325 The Latina/o Experience of Criminal Justice

This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role

that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the overrepresentation of Latino/as and racial minorities in the criminal justice system; law and police-community relations; racial profiling; stop and frisk policies; immigration status; detentions and deportations; Latino/a youth; media representations; gangs; and access to education and employment and the school-to-prison-pipeline. **B2**

Prerequisite: ENG 201

(College Option: Struggle for Justice and Equality in the U.S. 300-level)

LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature

This course will examine the ways in which U.S. Latino/a writers use bilingualism or Spanglish to render, via fiction, Latino/a experiences. In combining two languages, U.S. Latino/a writers capture the rhythms of daily vernacular, and draw attention to an irresolvable split in identity. Spanglish, then, represents a thriving language practice that forms the basis for U.S. Latino/a expressive life. In this course, students will closely read U.S. Latino/a texts particularly preoccupied with bilingual expression. Students will also read critical essays on language, aesthetics and poetics.

Prerequisite: ENG 201

LLS 363 II/legal Subjects: U.S. Latina/o Literature and the Law

This course examines how the law shapes contemporary Latina/o life in the United States. Students will examine the relationships between legal texts and literature. Latina/o literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way Latina/o literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.

Prerequisite: ENG 201

(College Option: Struggle for Justice and Equality in the U.S. 300-level)

LLS 364 Ethical Strains in Latina/o Literature

This course will use Latina/o literature to examine the beliefs that instruct individuals' moral judgments and actions. Through a range of literary texts students will discuss the social and political issues that confront Latina/o communities: the psychological consequences of colonialism; the moral dilemmas surrounding immigration; the epistemological violence of racism and sexism; and the cultural norms that inform or constrain personal conduct. Specific topics will vary based on the instructor's specialization and will cover a range of theoretical approaches to the study of moral inquiry in Latina/o literature.

Prerequisite: ENG 201

(College Option: Justice in Global Perspective 300-level)

LLS 401 Gender, Race, Ethnicity and the U.S. Legal System

(Revised course title and description; This course will lowered to the 300 level)

This course presents an in-depth study of crime, race and ethnic disparities; gender, language and culture; policing, courts and Latina/o litigants; urban politics, immigration laws and policies; legal representation, administrative policy and interest groups; criminal justice themes in literature; and analysis and evaluation of aspects most relevant to Latina/o communities.

Prerequisites: ENG 201, senior standing or permission of instructor

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
899 Tenth Avenue
New York, New York 10019

Latin American History and Society

Course Number: LLS 1XX
Section: TBD
Day/Time: TBD
Instructor: John A. Gutiérrez
Classroom: TBD
Office: 8.63 NB
E-mail: jgutierrez@jjay.cuny.edu
Telephone: 212-237-8667
Office Hours: By Appointment

Course Description: This course introduces students major themes in the economic, political and social histories of Latin America from the pre-Columbian period to the present. Students will examine the pre-contact civilizations of the Americas, Europe and Africa as well as themes including: the nature and legacy of colonialism and slavery, the pursuit of independence and nationhood, the emergence of revolutionary movements in the 20th century and the role of the United States in shaping the destiny of the region.

KNOWLEDGE AND PERFORMANCE OBJECTIVES

Knowledge Objectives: Students in this class will be expected to:

- Demonstrate knowledge of formative events in the history of Latin America;
- Analyze the significance of major developments in Latin American and U.S. Latino public health history; and
- Differentiate multiple perspectives on the economic, political and social history of Latin America.

Performance Objectives: Students in this class will be expected to:

- Explain and discuss in writing and verbally the historical development of Latin America;
- Use Chicago Manual of Style research and writing skills to critically assess a topic or topics related to the study of Latin American history.
- Conduct research using primary and secondary sources on som aspect of Latin American history.

Communication: You are responsible for making sure that you have a valid John Jay email account and that you have access to BlackBoard and the library's electronic databases.

Attendance: You are expected to arrive promptly for each class this semester. If for some reason (illness, caring for a sick child or parent, etc.) you cannot attend class, please contact me by e-mail BEFORE class. E-mailing me during or after class to inform me of an absence only states the obvious. If you miss class you should make arrangements with a classmate to get copies of notes and any other materials that were distributed during the class session you missed. **Three late arrivals to class are equal to one unexcused absence. If you have four (4) or more unexcused absences during the semester, you will receive a failing grade.**

Classroom Behavior: It should be obvious that you are expected to treat your instructor and fellow classmates with respect and common decency. Some of the topics discussed in this class will, I hope, generate good, lively conversations. Remember to treat others and their ideas with the same respect that you would expect to be accorded by your classmates. In addition, walking in and out of class, leaving class early without previously advising your instructor, eating in class, talking during the lecture and other forms of disruptive behavior will not be tolerated. Please remember to turn off your cell phone before class starts. Texting and surfing the web on your cell phone or computer is not allowed.

Required Texts: John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*. ISBN-10: 0393976130 (New York and London: W.W. Norton and Company, 2001). In addition, some readings are available through BlackBoard, or the electronic databases in the John Jay College Library.

<u>Grading:</u>	Weekly Short Essay:	50%
	Midterm Exam:	25%
	Research Paper:	25%

Assignments:

- **Weekly Short Essay:** Each week students are expected to complete a 2-4 page reaction paper to the week's readings. These are not reviews of the readings but an overview of the main arguments made by the authors and questions raised by these arguments. On occasion, students may be provided with questions to guide the direction of these essays.
- **Midterm Exam:** Students are required to complete an in-class midterm exam.
- **Research Paper:** Students are required to submit a research paper of between 10-12 pages in length with full annotations. The paper is due on the last day of class.

Schedule of Classes:

Week 1: Encounter: Chasteen, *Born in Blood and Fire*, p. 29-62; Bartolome de las Casas, "A Brief Relation of the Destruction of the Indies." (Excerpt on BlackBoard)

Week 2: Colonial Crucible: Chasteen, *Born in Blood and Fire*, p. 63-92.

Week 3: Independence: Chasteen, *Born in Blood and Fire*, p. 93-118. John Lynch, *Simon Bolivar: A Life*. (New Haven: Yale University Press, 2006): 41-90.

Week 4: Postcolonial Blues: Chasteen, *Born in Blood and Fire*, p.119-148.

Week 5: Progress: Chasteen, *Born in Blood and Fire*, p. 149-178. Paul Gootenberg, "Order(s) and Progress in Developmental Discourse: A Case of Nineteenth-Century Peru," *Journal of Historical Sociology*, 8:2 (1995), 111-135.

Week 6: Neocolonialism: Chasteen, *Born in Blood and Fire*, p.179-212. Jose Marti, "Our America/Nuestra America." (Full Text on BlackBoard)

Week 7: Nationalism: Chasteen, *Born in Blood and Fire*, p. 213-244. Jose Vasconcelos, *La Raza C6smica* (1925) (Excerpt on BlackBoard)

Week 8: Revolution Chasteen, *Born in Blood and Fire*, p. 245-274. Julian Schnabel, *Before Night Falls* (Film, 2000).

Week 9: Reaction: Chasteen, *Born in Blood and Fire*, p. 275-306. Kate Doyle, "Tlatelolco Massacre: Declassified U.S. Documents on Mexico and the events of 1968." *National Security Archive Electronic Briefing Book #10* at <http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB10/intro.htm>

Week 10: Neoliberalism: Chasteen, *Born in Blood and Fire*, p. 307-322.

Week 11: Chavismo: Jon Lee Anderson, "The Revolutionary." *The New Yorker* (September 10, 2001) (Full text on BlackBoard). Frontline, *The Hugo Chavez Show*. (Film, 2008)

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

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

Academic Integrity: Every student is subject to the CUNY Policy on Academic Integrity. If you are unfamiliar with this policy, which penalizes cheating, plagiarism, and obtaining unfair advantage, you may access it at www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf.

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.

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*(John Jay College of Criminal Justice Undergraduate Bulletin,
<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic
Standards)*

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
899 Tenth Avenue
New York, New York 10019

Public Health, Power and Politics in the Americas

Course Number: LLS 2XX
Section: TBD
Day/Time: TBD
Instructor: John A. Gutiérrez
Classroom: TBD
Office: 8.63 NB
E-mail: jgutierrez@jjay.cuny.edu
Telephone: 212-237-8667
Office Hours: By Appointment

Course Description: This course offers students an introduction to the major themes in the history of public health and disease control in Latin America and the Latino communities of the United States. Beginning with the “Columbian Exchange” of the late fifteenth century and continuing through the pitched battles over AIDS in New York City, the course aims to provide students with an understanding of the way in which public health and disease control and treatment intersect with politics and power in Latin America and the Latino communities of the United States.

KNOWLEDGE AND PERFORMANCE OBJECTIVES

Knowledge Objectives: Students in this class will be expected to:

- Demonstrate knowledge of formative events in the history of public health in Latin America and among select Latino populations in the United States;
- Analyze the significance of major developments in Latin American and U.S. Latino public health history; and
- Differentiate multiple perspectives on the history of public health in Latin America and select Latino populations in the United States.

Performance Objectives: Students in this class will be expected to:

- Explain and discuss in writing and verbally the historical development of public health policies in Latin America and in the Latino communities of the United States;
- Use Chicago Manual of Style research and writing skills to critically assess a topic or topics related to the study of public health and disease in Latin America and the Latino communities of the United States.

- Learn to examine and analyze public health data such as vital statistics, morbidity and mortality data, and other epidemiological tools.

Communication: You are responsible for making sure that you have a valid John Jay email account and that you have access to BlackBoard and the library's electronic databases.

Attendance: You are expected to arrive promptly for each class this semester. If for some reason (illness, caring for a sick child or parent, etc.) you cannot attend class, please contact me by e-mail BEFORE class. E-mailing me during or after class to inform me of an absence only states the obvious. If you miss class you should make arrangements with a classmate to get copies of notes and any other materials that were distributed during the class session you missed. **Three late arrivals to class are equal to one unexcused absence. If you have four (4) or more unexcused absences during the semester, you will receive a failing grade.**

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Required Texts: Diego Armus, ed. *Disease in the History of Latin America: From Malaria to AIDS* ISBN-10: 0822330695 (Durham: Duke University Press, 2003)

In addition, some readings are available through BlackBoard, or the electronic databases in the John Jay College Library.

<u>Grading:</u>	Weekly Short Essay:	50%
	Midterm Exam:	25%
	Research Paper:	25%

Assignments:

- *Weekly Short Essay:* Each week students are expected to complete a 2-4 page reaction paper to the week's readings. These are not reviews of the readings but an overview of the main arguments made by the authors and questions raised by these arguments. On occasion, students may be provided with questions to guide the direction of these essays.
- *Midterm Exam:* Students are required to complete an in-class midterm exam.
- *Research Paper:* Students are required to submit a research paper of between 10-12 pages in length with full annotations. The paper is due on the last day of class.

Course Calendar:

Week 1: *Introduction and Review of Syllabus*. Charles Rosenberg, "Disease in History: Frames and Framers." *Millbank Quarterly* 67 (1989) 1-15.

Week 2: *Demographic Collapse*: Noble David Cook, "Disease and the Depopulation of Hispaniola, 1492-1518," in Kenneth F. Kiple and Stephen V. Beck, eds., *Biological Consequences of the European Expansion, 1450- 1800*. (Brookfield, VT: Ashgate/Valorium (1997).

Week 3: *Colonial Medicine*: José G. Rigau-Pérez, "The Introduction of Smallpox Vaccine in 1803 and the Adoption of Immunization as a Government Function in Puerto Rico." *Hispanic American Historical Review* 69:3 (1989): 393-423

Week 4: *Disease, Race and Slavery*: Kenneth Kiple, "Cholera and Race in the Caribbean." *Journal of Latin American Studies* 17:1 (1985): 157-177.

Week 5: *Tropical Medicine in the Land of Fevers*: Julyan Peard, "Tropical Disorders and the Forging of Brazilian Medical Identity, 1860-1890." *Hispanic American Historical Review* 77 (1997): 1-44; Sidney Chaloub, "The Politics of Disease Control: Yellow Fever and Race in Nineteenth Century Rio de Janeiro", *Journal of Latin American Studies* 25:5 (1993): 441-463

Week 6: *Disease, the State and Social Reform*: Carl J. Murdock, "Physicians, the State and Public Health in Chile, 1881-1891." *Journal of Latin American Studies* 27 (1995): 551-567; Eduardo Zimmerman, "Racial Ideas and Social Reform: Argentina, 1890-1916." *Hispanic American Historical Review* 72:1 (1992): 23-46.

Week 7: *Latinos and Disease in The U.S.*: Natalia Molina, "Borders, Laborers, and Racialized Medicalization: Mexican Immigration and US Public Health Policy in the Twentieth-Century," *American Journal of Public Health*, 101:6 (2011), 1024-1031

Week 8: *Revolutionary Medicine*: Katherine Elaine Bliss, "Between Risk and Confession: State and Popular Perspectives of Syphilis Infection in Revolutionary Mexico." In Diego Armus, *Disease in the History of Latin America*, p. 183-208

Week 9: *Captain of Death*: Diego Armus, "Tango, Gender and Tuberculosis. Buenos Aires, 1910-1940." In Diego Armus, *Disease in the History of Latin America*, p. 101-129; Beatrice Bishop Berle, *80 Puerto Rican families in New York City: Health and Disease Studied in Context*. (New York: Columbia University Press, 1958).

Week 10: *Prostitution as Disease*: David McCreery, "'This Life of Misery and Shame: Female Prostitution in Guatemala, 1880-1920.'" *Journal of Latin American Studies* 18:2 (1986): 333-353.

Week 11: *El Ocho: AIDS, SIDA and the Latinization of a Global Disease*: Patrick Larvie, “Nation Science and Sex: Aids and the New Brazilian Sexuality.” In Diego Armus, *Disease in the History of Latin America*, p. 290-314; Nicholas Freudenberg and Urayoana Trinidad, “The Role of Community Organizations in AIDS Prevention in Two Latino Communities in New York City.” *Health Education and Behavior* 19 (July 1992): 219-232.

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Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.
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(*John Jay College of Criminal Justice Undergraduate Bulletin*,
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**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York**

Department of Latin American & Latina/o Studies
John Jay College of Criminal Justice
445 West 59th Street, New York, NY 10019

INDIGENOUS LATIN AMERICA

INSTRUCTOR'S NAME: Brian Montes, Ph.D

OFFICE: 8.63.08NB

TELEPHONE NUMBER: 212-237-8748

E-MAIL: bmontes@jjay.cuny.edu

Contact Hours: TBA

Classmate Name & Phone # _____

Classmate Name & Phone # _____

Course Description

This course provides an overview of the diverse indigenous populations of Latin America. Through the interdisciplinary study of culture, history, and politics, students will learn and analyze topics such as the historical construction of race and gender, environmental threats, globalization, assimilation, nationalism, cultural citizenship, and ethnic revitalization. Students will explore the cultural and historical commonalities that bring the region of Latin America together, as well as learn about the specific variations across the region and within nations. We will discuss the challenges to being “Indian”, and address how they confront the problems these native communities face.

Learning Outcomes & Knowledge Objectives

- **Gather, interpret, and assess information from a variety of sources and points of view.** Scholarship utilized in class will include a historical nonfiction novel, periodicals, testimonials, as well as anthropological and sociological texts.
- **Evaluate evidence and arguments critically or analytically.** In an effort to develop critical analysis of readings, students will be required to post weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. The purpose of this assignment is to evaluate the student’s ability to summarize and compare/contrast texts critically and analytically.

- **Produce well-reasoned written or oral arguments using evidence to support conclusions.** Several writing assignments, including a final paper will be required from students. The final research paper will be ten pages in length. Students will select an indigenous community discussed in class. In their final paper students will be required to produce a well-reasoned thesis statement, using evidence from their readings and research to devise and support their own arguments. Students will also be required to give an in class oral presentation based on their paper. Students will be required to present in class information regarding the history of a particular indigenous community. Their presentations will be assessed on their ability to present and defend an argument in a clear, concise and effective language.
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.** Students will be required to explore the concepts of “discovery”, “modernity”, and “race” through various lenses including but not limited to community activists (indigenous and non-indigenous), and Latin American and U.S. scholars. Students will analyze these concepts and their meaning from a local, national and global perspective.
- **Analyze the historical development of one or more non-U.S. societies.** Students will be required to analyze the historical development of several indigenous communities including but not limited to the Maya of southern Mexico and Guatemala, and the Miskitu of Venezuela.
- **Analyze the significance of one or more major movements that have shaped the world's societies.** Students will be required to discuss and analyze key socio-political events that have shaped Latin America and its indigenous communities. Such topics to be discussed in class will include the discovery and conquest of Latin America, Yucatan’s Caste War, the Zapatista rebellion, and the passing of NAFTA.
- **Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.** Students will be required to explore the concept of “Indian” as a constructed racial category as it relates to a larger project of colonialism and globalization.

Course Format

Classes will consist mainly of lectures and discussions. As the semester progresses, there will be an increased expectation for students to participate actively in the discussions and contribute to the course. There will also be films (both documentary and fiction) with some films shown in class and others put on reserve. Finally, occasionally, we will have guest lecturers presenting on topics related to course material. (There is no prerequisite for the course. However, it has been designed for upper level students and the degree of difficulty of the readings will reflect that.)

Requirements / Course policies

You are expected and required to attend every class session, and you are responsible for the material covered in the lectures, readings and films, and for any announcements made in class. **Unexcused absences will negatively affect your grade.** If you have suggestions for improving the class, please bring these to my attention.

Being prepared for class is necessary for full comprehension of the lectures and engaged participation in class discussions. Participation involves being alert and taking notes during lectures; asking questions to clarify points of misunderstanding; engaging actively in small-group activities; and contributing meaningfully and often to discussions. Keeping up with the readings is the best way to be sure you are ready to participate.

LLS 2xx: Indigenous Latin America

I do not like late arrivals to class. It shows disrespect for your professor, your studies, and your fellow classmates. I do realize, though, that sometimes lateness is unavoidable. Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly.

Respect towards the instructor and towards your fellow classmates is necessary. Walking in and out of class, leaving class early, eating in class, talking during the lecture, and other forms of disruptive behavior will not be tolerated. Please remember to turn your cell phone off in class. Texting, talking, and surfing the web on your cell phone is not allowed. No games please.

Students are strongly encouraged to meet with me at least once during the semester. Speak to me if you have any concerns, questions, issues, and/or ideas concerning assignments. It is very easy to fall behind in this class. If you cannot make the scheduled office hours make an appointment with me.

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

Required Texts

Please do all the assigned readings for each class meeting. Read the assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures will complement the readings and assume the base level of knowledge which they present, so it is critically important that you keep up with the readings.

- Danner, Mark. 1993. The Massacre at El Mozote. Vintage Books.
- Dennis, Philip A. 2004. The Miskitu People of Awastara. Austin. University of Texas Press.
- Díaz Polanco, Héctor. Indigenous Peoples in Latin America: The Quest for Self-Determination. Boulder, Colo: Westview Press, 1997.

Blackboard:

Course syllabus, handouts, assignments, and lecture outlines will be available on blackboard. All students can access blackboard with a JJ account.

Grading

Grades will be based on:

1. Attendance, Class Participation, and Classroom Behavior: 5% of Grade

Students are expected to attend class, complete all readings and actively participate in classroom discussions. This includes demonstrating knowledge of the readings through quizzes and classroom discussion. Careful attention must also be given to videos shown in class. If you have any questions, ask. Chronic absence and tardiness will negatively affect your participation grade. Three or more absences (unexcused) will result in an automatic failing grade for the semester. This policy will be strictly enforced.

2. Written Assignments: 20% of Grade

Students will be responsible for posting weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. Blackboard assignments should reflect engagement with the assigned readings.

3. Final Paper: 25% of Grade

Students will also be required to select an indigenous community discussed in class and write a ten page final paper. Papers should be typed in 12 point font double spaced and with 1 inch margins. Papers are required to develop a thesis question and develop an argument supporting your thesis statement in relation to arguments provided by the authors

4. Exams: 45% of Grade

There will be two in-class exams, an in class midterm examination (20%) will be held onand a final in class examination (25%) will be held on ... The midterm and final exam will be in essay format. The purpose of these exams will be to evaluate student's ability to identify key themes, infer, compare and contrast author's arguments in a written manner.

5. Oral Presentation: 5% of Grade

For your final you will be assigned an in class presentation on an indigenous community discussed in class. You will be required to make clear and cogently arguments in support of your research and be able to support your research with persuasive evidence from the readings.

6. Extra Credit: Students may earn up to an additional 3 points on their final average by submitting a Film Critique. **Guidelines:** Students are to watch one documentary related to course content and write a film review (600-800 words.) Students may choose the film in consultation with the instructor. Reviews should not summarize the film content, but should offer a critical take (positive or negative) on the film and relate it to course content.

Course Calendar: Reading Schedule

Week 1: Topic: Introduction to Course

Introduction to Latin American Cultural Populations

Week 2: Topic: 1491: The Americas before Columbus

Readings: Mann, Charles. 2006. Introduction: A View from Above, in 1491: New Revelations of the Americas before Columbus. Vintage Press, pgs. 1-30.

Polanco.1997. Indigenous Peoples in Latin America: The Quest for Self-Determination. Westview Press pgs. 3-23

Assignment Due: Map of Latin America and its Indigenous Groups

Week 3: Topic: Colonial Policy & Race Making (Creating a Caste System)

Readings: Polanco. Indigenous Peoples in Latin America: The Quest for Self-Determination. Westview Press pgs. 23-38

Virginia Tilley, "The Terms of the Debate: Untangling Language about Ethnicity and Ethnic Movements," *Ethnic and Racial Studies* 20, 3 (July 1997): 497-522.

Week 4: Topic: Creole Nationalism & State Making

Readings: Polanco. Indigenous Peoples in Latin America: The Quest for Self-Determination. Westview Press pgs. 38-65

Danner. The Massacre at El Mozate pgs. 3-35

Week 5: Topic: The Indian Problem

Readings: Polanco. Indigenous Peoples in Latin America: The Quest for Self-Determination. Westview Press Westview Press pgs. 65-77

Danner. The Massacre at El Mozate pgs. 35-75

Week 6: Topic: The Túpac Amaru/Túpac Katari Rebellions

Readings: Flores Galindo, Alberto. "The Rebellion of Tupac Amaru." In Daniel Castro, ed., *Revolution and Revolutionaries: Guerrilla Movements in Latin America*. Wilmington, DE: Scholarly Resources, 1999.

Danner. The Massacre at El Mozate pgs. 75-105

*Final paper: Topic Due

Week7: Topic: Yucatan's Caste War

Readings: Danner. The Massacre at El Mozate pgs. 105-163

Reading: Begin reading Dennis. The Miskitu People of Awastar pgs.1-23

Week 8 Midterm and Paper Topics

*Final paper: Bibliography Due

Week 9: Topic: Contemporary Indigenous Populations**(Huaoroni Case Study)**

Reading: Dennis. The Miskitu People of Awastara pgs. 23-73

Week 10: Topic: Contemporary Indigenous Populations**(Quechua Case Study)**

Readings: Allen, Catherine J. To Be Quechua: The Symbolism of Coca Chewing in Highland Peru. *American Ethnologist* Vol. 8, No. 1 (Feb., 1981), pp. 157-17

Dennis. The Miskitu People of Awastara pgs. 73-127

Week 11: Topic: Contemporary Indigenous Populations**(Afro-Latino Case Study)**

Readings: Wade, Peter. 1998. The Cultural Politics of Blackness in Colombia. *Blackness in Latin America & the Caribbean : Social Dynamics and Cultural Transformations (Blacks in the Diaspora)* edited by Norman Whitten and Arlene Torres. 311-334.

Dennis. The Miskitu People of Awastara pgs. 127-165

Week 12: Topic: Contemporary Indigenous Populations**(Maya Case study)**

Readings: Bray, David Barton. 2001. "The Mayans of Central Quintana Roo", in Endangered Peoples of Latin America, edited by Susan C. Stonich. Greenwood Press.

Dennis. The Miskitu People of Awastara pgs. 165-205

Week 13: Topic: Violence and Memory: Native attempts to reclaim the past

Readings: Victor Montejo, "The Multiplicity of Mayan Voices: Mayan Leadership and the Politics of Self Representation." In Warren and Jackson, 123-148

Dennis. The Miskitu People of Awastara pgs. 205-273

Week 14: Topic: Self Determination, Nationalism and Hegemony

Readings: Polanco Indigenous Peoples in Latin America: The Quest for Self-Determination pgs. 83-94

Kay B. Warren, "Voting Against Indigenous Rights in Guatemala: Lessons from the 1999 Referendum." In Warren and Jackson, 149-180.

Film: We Came before Columbus

Week 15: Topic: The Chiapas Insurgency

Readings: Polanco. Indigenous Peoples in Latin America: The Quest for Self-Determination pgs. 94-108

Shannan Mattiace, *To See with Two Eyes: Peasant Activism and Indian Autonomy in Chiapas, Mexico*. Albuquerque: University of New Mexico Press, 2003, pp. 10-29.

Week 16: Wrap up (presentations)

***In class presentation**

***Final paper is due**

Final Exam: TBA

College wide policies for undergraduate courses (see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

- A. **Incomplete Grade Policy**
- B. **Extra Work During the Semester**
- C. **Americans with Disabilities Act (ADA) Policies**

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LLS 2xx: Indigenous Latin America

B2

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.
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Plagiarism detection software - the College subscribes to **Turnitin.com** and Blackboard has a similar module called **SafeAssign**. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

Resources & Academic Support

Center for English Language Support (CELS): Rm. L. 1201 NH/ Phone (212) 237-8231

Writing Center: Rm. L01.68 NB/ Phone (212) 237-8569

Computer Labs: Rm. L2.72.00/ Phone (212) 237-8047

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.

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

Department of Latin American & Latina/o Studies
John Jay College of Criminal Justice
445 West 59th Street, New York, NY 10019

LATIN AMERICAN CULTURES

INSTRUCTOR'S NAME: Brian Montes, Ph.D.

OFFICE: 8.63.08NB

TELEPHONE NUMBER: 212-237-8748

E-MAIL: bmontes@jjay.cuny.edu

Contact Hours: TBA

Classmate Name & Phone # _____

Classmate Name & Phone # _____

Course Description

This course provides students with an introduction to Latin American cultural and folkloric practices (known as *costumbre*) and provides students with an understanding of the various cultural forms present throughout Latin America, the Caribbean, and the United States. By examining socio-anthropological concepts such as ethnicity, nationalism, immigration, modernity, and resistance, this class hopes to contribute to the understanding of Latin America’s diverse legacy and continuing cultural forms as they are practiced, (re)defined, and (re)shaped in Latin America and beyond.

Learning Outcomes & Knowledge Objectives

- **Gather, interpret, and assess information from a variety of sources and points of view.** Scholarship utilized in this course will include anthropological and sociological texts, videos, documentaries, narratives and newspaper reports from various periodicals from both Latin America and the United States. Students will be required to take an in class midterm exam in essay format designed to reflect these various readings. The purpose of this exam will be to evaluate student’s ability to identify key arguments, surmise/ assess, interpret, compare and contrast arguments made by various authors from various points of view. Students will also be required to submit a ten page final paper. In their final paper students will again be required to gather, interpret, and assess information provided from various authors and sources.

- **Evaluate evidence and arguments critically or analytically.** In an effort to develop critical analysis of readings, students will be required to post weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. The purpose of this assignment is to evaluate the student's ability to summarize and compare/contrast texts critically and analytically.
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.** Several writing assignments, including a final paper, will be required from students. Student learning will be assessed by the professor on the ability to produce a well written paper as well as contribute to class room discussion
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.** Students will explore the cultural diversity of Latin America and the Caribbean through an analysis of the Caste System that emerged following the discovery and conquest of Latin America and the Caribbean. Students will also examine the legacy of racism in Latin America and the relationship between various cultural/ethnic groups within the region. Students will also be encouraged to discuss the changing cultural dynamics in the United States as a result of the immigration of Latin Americans.
- **Analyze the historical development of one or more non-U.S. societies.** Students will be required to analyze the cultural development of pre-Colombian, Creole, and African societies as it relates to the struggle for independence and the development of distinct national identities throughout Latin America and the Caribbean. This analysis will be required as part of their Blackboard discussion board and final paper.
- **Analyze the significance of one or more major movements that have shaped the world's societies.** Students will be required to discuss and analyze key socio-political and economic events that have shaped Latin America including the discovery and conquest of Latin America, the wars for independence, globalization, and the recent wave of immigration of Latin Americans to the United States.

Course Format

Classes will consist mainly of lectures and discussions. As the semester progresses, there will be an increased expectation for students to participate actively in the discussions and contribute to the course. There will also be films (both documentary and fiction) with some films shown in class and others put on reserve. Finally, occasionally, we will have guest lecturers presenting on topics related to course material. (There is no prerequisite for the course. However, it has been designed for upper level students and the degree of difficulty of the readings will reflect that.)

Requirements / Course policies

You are expected and required to attend every class session, and you are responsible for the material covered in the lectures, readings and films, and for any announcements made in class. **Unexcused absences will negatively affect your grade.** If you have suggestions for improving the class, please bring these to my attention.

LLS 2xx: Latin American Cultures

B2

Being prepared for class is necessary for full comprehension of the lectures and engaged participation in class discussions. Participation involves being alert and taking notes during lectures; asking questions to clarify points of misunderstanding; engaging actively in small-group activities; and contributing meaningfully and often to discussions. Keeping up with the readings is the best way to be sure you are ready to participate.

I do not like late arrivals to class. It shows disrespect for your professor, your studies, and your fellow classmates. I do realize, though, that sometimes lateness is unavoidable. Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly.

Respect towards the instructor and towards your fellow classmates is necessary. Walking in and out of class, leaving class early, eating in class, talking during the lecture, and other forms of disruptive behavior will not be tolerated. Please remember to turn your cell phone off in class. Texting, talking, and surfing the web on your cell phone is not allowed. No games please.

Students are strongly encouraged to meet with me at least once during the semester. Speak to me if you have any concerns, questions, issues, and/or ideas concerning assignments. It is very easy to fall behind in this class. If you cannot make the scheduled office hours make an appointment with me.

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

Required Texts

Please do all the assigned readings for each class meeting. Read the assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures will complement the readings and assume the base level of knowledge which they present, so it is critically important that you keep up with the readings.

- King, John. 2007. The Cambridge Companion to Modern Latin American Culture. Cambridge Press.
- Romero, Mary & Michelle Haball-Pallan. 2002. Latino/a Popular Culture. NYU Press.

Blackboard:

Course syllabus, handouts, assignments, and lecture outlines will be available on blackboard. All students can access blackboard with a JJ account.

Grading

Grades will be based on:

1. Attendance, Class Participation, and Classroom Behavior: 5% of Grade

Students are expected to attend class, complete all readings and actively participate in classroom discussions. This includes demonstrating knowledge of the readings through quizzes and classroom discussion. Careful attention must also be given to videos shown in class. If you have any questions, ask. Chronic absence and

tardiness will negatively affect your participation grade. Three or more absences (unexcused) will result in an automatic failing grade for the semester. This policy will be strictly enforced.

2. Written Assignments: 25% of Grade

Students will be responsible for posting weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. Blackboard assignments should reflect engagement with the assigned readings.

3. Final Paper: 25% of Grade

Students will also be required to select an indigenous community discussed in class and write a ten page final paper. Papers should be typed in 12 point font double spaced and with 1 inch margins. Papers are required to develop a thesis question and develop an argument supporting your thesis statement in relation to arguments provided by the authors

4. Exams: 45% of Grade

There will be two in-class exams, an in class midterm examination (20%) will be held onand a final in class examination (25%) will be held on ... The midterm and final exam will be in essay format. The purpose of these exams will be to evaluate student's ability to identify key themes, infer, compare and contrast author's arguments in a written manner.

5. **Extra Credit:** Students may earn up to an additional 3 points on their final average by submitting an essay (600-800 words) on the cultural influences of Latina/os in United States popular culture. **Guidelines:** Students will be required to read an article chosen by the instructor. Essay should not summarize the article, but should offer a critical take (positive or negative) on the analytical content of the article.

Course Calendar

Week 1: Topic: Introduction to the Course

Review of Latin American Ethnic and Cultural Populations

Week 2: Topic: The Diversity of Latin American Culture?

High Culture, Popular Culture, & Folklore

Readings: Vivian Schelling. 2004. Popular Culture in Latin America. The Cambridge Companion to Modern Latin American Culture. Cambridge Press. Pgs. 171-201.

Ben-Amos, Dan. 1971. "Toward a Definition of Folklore in Context", in *The Journal of American Folklore*, Vol. 84, Mo. 331, pgs. 3-15.

Week 3: Topic: The Colombian Exchange: The Cultural Diversity of Latin America**Historical Context (Pre Columbian Latin American Cultures)**

Reading: McFarlane, Anthony. 2004. Pre Columbian and Colonial Latin America. In The Cambridge Companion to Modern Latin American Culture. Cambridge Press, Pgs. 1-27.

FILM: Extreme Lands of the Americas
Pre Columbian Cultural Regions Exercise

Week 4: Topic: The Colonial Period**The New World Order: Defining Race, Culture, & Ethnicity in Colonial Latin America**

Readings: Muratorio, Blanca. 2000. "Images of Indians in the Construction of Ecuadorian Identity at the End of Nineteenth Century." In Latin American Popular Culture, edited by William H. Beezly and Linda A. Curcio-Nagy. Scholarly Resources Inc., Pgs. 105-121.

Kirkpatrick, Gwen. 2004. "Spanish American Narrative, 1810-1920." The Cambridge Companion to Modern Latin American Culture. Cambridge Press, Pgs. 60-83.

Week 5 Topic: The Post-Colonial Period**Making Nations: Constructing National Latin American Cultural Identities**

Readings: Pilcher, Jeffrey M. 2000. "Many Chefs in the National Kitchen: Cookbooks and Identity in Nineteenth-century Mexico." In Latin American Popular Culture edited by William H. Beezly and Linda A. Curcio-Nagy. Scholarly Resources Inc., Pgs. 123-141.

Wade, Peter. 2002. "Blacks and Indigenous People" Latin America. Race and Ethnicity in Latin America. Pluto Press. Pgs. 24-40.

Week 6: Midterm & Paper Topics

Final Paper Topics Due

*****Midterm*****

Week 7: Topic: The Role of Race & Ethnicity in Post-Colonial Latin America**(A Puerto Rican Case Study)**

Readings: Flores. Juan. 1993. "The Puerto Rico that José Luis González built", in Divided Borders: Essays on Puerto Rican Identity. Arté Publico Press. Houston. Pp. 61-70.

Davila, Arlene M. 1997. "The Institute of Puerto Rican Culture and the Building Blocks of Nationality", in Sponsored Identities: Cultural Politics in Puerto Rico, pp. 60-99.

Week 8: Topic: Contemporary Latin American Cultural Diversity

Religions in Latin America

Readings: Allen, Catherine J. To Be Quechua: The Symbolism of Coca Chewing in Highland Peru. *American Ethnologist* Vol. 8, No. 1 (Feb., 1981), pp. 157-171

Fernandez-Olmos & Paravisini-Gebert. 2011. The Orisha Traditions in Cuba: Santeria/regal de Ocha, in Creole Religions of the Caribbean: An Introduction from Vodou and Santeria to Obeah and Espiritismo. NYU Press.

Final paper: Bibliography Due

Week 9: Topic: Latin American Cultural Diversity

Music in Latin America

Readings: Catherine Den Tandt and Richard A Young. Tradition and transformation in Latin American Music. The Cambridge Companion to Modern Latin American Culture. Cambridge Press. Pp; 236-257

Sheeny, Daniel. "Popular Mexican Musical Traditions." Music in Latin American Culture. Schirmer Books. Pp44-49.

Week 10: Topic: Latin American Cultural Diversity

Dance in Latin America

Readings: Pardue, Derek. 2010. Getting an Attitude: Brazilian Hip Hoppers Design Gender". *The Journal of Latin American and Caribbean Anthropology* Vol 15 (2). Pp434-456

Francis R Aparicio. "Situating Salsa" Listening to Salsa: Gender, Latin Popular Music, and Puerto Rican Cultures. Wesleyan University Press. 69-82. 95-103

Week 11: Topic: Latin American Nationalism in the United States

Readings: Sciorra, Joseph & Martha Cooper. 1990. "I feel like I'm in my country": Puerto Rican *casitas* in New York City". *The Drama Review*, Vol. 34, No. 4, pp. 156-168.

Enck-Wanzer, Darrel. "Tropicalizing East Harlem: Rhetorical Agency, Cultural Citizenship, and Nuyorican Cultural Production." *Communication Theory* , Vol 21, no. 4 (November 2011): 344-367.

Week 12: Topic: Latina/o Culture in the United States**Transnational Cultural Productions**

Readings: Ilan Stavans. Hispanic USA. Literature, Music and Language. The Cambridge Companion to Modern Latin American Culture. Cambridge Press. Pp; 314-341

Michelle Habell Pallan and Mary Romero Introduction. In Latino/a Popular Culture edited by Michelle Habell Pallan and Mary Romero. 1-24.

Week 13: Topic: Latina/o Culture in the United States**Latina/o Music**

Readings: Rivera, Raquel. Hip Hop and New York Puerto Ricans. In Latino/a Popular Culture edited by Michelle Habell Pallan and Mary Romero. 127-146

Vargas, Debrah R. bidi Bidi bom Bom: Selena and Tejano Music in the making of Tejas. In Latino/a Popular Culture edited by Michelle Habell Pallan and Mary Romero. 117-126

Week 14: Topic: Latina/o Culture in the United States**Latina/o Sports**

Readings: Burgos, Adrian. Learning America's Other Game. Baseball, Race, and the Study of Latinos. In Latino/a Popular Culture edited by Michelle Habell Pallan and Mary Romero. 225-239.

Fútbol Nation. U.S. Latinos and the Goal of the Homeland. In Latino/a Popular Culture edited by Michelle Habell Pallan and Mary Romero. 240-251.

Week 15: Conclusion

***Final paper is due**

College wide policies for undergraduate courses
(see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

- A. **Incomplete Grade Policy**
- B. **Extra Work During the Semester**
- C. **Americans with Disabilities Act (ADA) Policies**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66.00 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

Statement of the College Policy on Plagiarism

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

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

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

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

Plagiarism detection software - the College subscribes to **Turnitin.com** and Blackboard has a similar module called **SafeAssign**. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

Resources & Academic Support

- Center for English Language Support (CELS):Rm. L. 1201 NH/ Phone (212) 237-8231
- Writing Center: Rm. L01.68 NB/ Phone (212) 237-8569
- Computer Labs: Rm. L2.72.00/ Phone (212) 237-8047

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.

John Jay College of Criminal Justice
Department of Latin American and Latina/o Studies

LLS3XX Latina/os and the Digital Divide

Instructor: Dr. Isabel Martinez
E-mail: imartinez@jjay.cuny.edu
Office: 8.63.02NB

Department Office: (212) 237-8749
Office Hours: M, W, 4:15 to 5:30pm

Course Description

This course is an interdisciplinary overview of the inequalities faced by U.S. Latinos to access, produce and consume technology in Latina/o communities, as well as their representation in digital culture. Structural and individual issues that impact Latina/o participation in the use, construction and participation in technology and digital communities and culture will be examined. Themes such as inequality, identity, and community will frame analysis of digital cultures as they pertain to U.S. Latino/as including the Internet, social media, video games, etc.

Required Texts

These books are available in paperback and have been ordered through the bookstore. You can also obtain the books at La Casa Azul Bookstore and receive a 10% student discount by mentioning this course. I have also placed copies of the books on reserve in the library.

Van Dijk, J.A.G.M. (2005) The Deepening Divide: Inequality in the Information Society
Margolis, J. (2010) Stuck in the Shallow End: Education, Race and Computing
Mossberger, K., Tolbert, C. and R. McNeal. (2007) Digital Citizenship: The Internet, Society and Participation
Witte, J.C. and S. E. Mannon, (2009) The Internet and Social Inequalities

Knowledge and Performance Objectives

Knowledge Objectives

Students in this course will learn:

1. A human rights framework for understanding and discussing access to, use of and participation in digital culture
2. How statuses such as race, class, nativity, language and legal status shape Latina/o access to, use of and participation in digital culture
3. How social, political, economic and cultural factors have shaped Latina/o access to, use of and participation in digital culture
4. Various frameworks/perspectives to theorize why a digital divide persists and is/is not closing for Latina/os

5. How and which policies and practices to close the digital divide for Latina/os have been enacted and their success/lack of success
6. The impact of Latina/o unequal access to, use of and participation in digital culture on broader U.S. society

Performance Objectives

Students in this course are expected to:

1. develop a deeper understanding of multiple social inequalities and their intersections including race, ethnicity, gender, legal status, language proficiency and immigration and their effects on the access to, use of and participation of Latina/os in digital culture
2. engage in critical and analytical discussions about these concepts IN CLASS and on blogs; this means you must READ ALL READINGS and have questions about concepts you may not understand
3. identify and explain theories, concepts and historical events that are relevant to the study of Latina/os and their digital access, use and participation
4. develop analytical skills as they apply to discussions, writings, and presentations
5. develop Internet and library research skills in order to substantiate discussions, writings and presentations
6. exhibit correct use and proficiency of APA style guidelines

Course Requirements, Grades, Assignments and Guidelines

Office Hours: My office hours are on Mondays and Wednesdays, 4:15 to 5:30 pm, and by appointment. By the end of the first month, you should have set up an appointment with me/met with me. Aside from this visit, I encourage you to stop by my office at least once in the semester, especially if you have any questions about the course, assignments or readings. If you have any questions or concerns, schedule an appointment or email me—do not wait until the last minute if problems/concerns arise!

Assignments:

Written Assignments:

All written assignments must be typed, double-spaced, and in a 12-pt Times New Roman font unless otherwise designated. Use standard spacing and margins. ALL students must visit the Writing Center in NB 1.68 at least twice during the completion of your final paper (during creation of outline, annotated bibliography and/or draft completions) and provide me with proof of visit. Their website is

<http://web.jjay.cuny.edu/~writing/homepage.htm>.

Written assignments are due for full-credit on the date scheduled, no exceptions. While late assignments will be accepted, they will not receive full credit. Late assignments will drop one-third letter grade-level.

EX: I will grade the paper normally—if the paper would have received a B+ normally, each day it is late, it will drop down by one mark—one day late, the paper will receive a

B, if two days late, a B-, three days late, a C+. Being absent from class does not excuse you from having your assignments delivered at the appropriate time.

Statement of College Policy on Plagiarism

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

In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry! There are severe consequences for plagiarism, including expulsion---do not plagiarize!

Accommodations for Students with Disabilities

The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, you must register with the Office of Accessibility Services. This Office functions to assist students in obtaining appropriate accommodations and services. It is located in the New Building, L.66.00. Please do so within the first ten days of the semester and discuss with Dr. Martinez. You will need to provide with appropriate documentation of your disability.

Grading:

Attendance and Classroom Participation	15%
Midterm Exam	20%
Latina/os and the Digital Divide Website	25%
Final Paper: John Jay Student Survey Paper/Project	40%
	<hr/> 100%

Attendance, Classroom Participation: 15%

Your participation grade will be based on your attendance, verbal participation in class, reading paper and leading a discussion. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

Attendance

Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. To ensure this, attendance will be taken daily. You will be allowed 3 unexcused absences (1 absence = one day of classes). More than 3 UNEXCUSED ABSENCES will result in failing the course. In order to get an excused absence, you must present verifiable WRITTEN proof of the reason for the absence during the first class you attend after being absent (e.g. doctor's note). If you know ahead of time that you will be absent, please email me so that I have proof of your absence. Even if you are absent, you are still responsible for the completion of readings and assignments due. Check the class NING site; communicate with the teacher or a classmate.

Tardiness

Coming late interrupts the entire class. If you are more than 10 minutes late to class you will be counted as tardy. Three tardy notations will count as one unexcused absence.

Disruptive Behavior:

You are ABSOLUTELY PROHIBITED from text messaging or taking/making phone calls during class. Lateness, walking in and out of class, and general disruptiveness, including holding private conversations in class, will result in significant lowering of your final grade. If I see that students are not reading the assignments prior to class and not engaging in discussions, I will begin conducting pop quizzes to determine participation grades.

Class Discussions:

Class discussions will provide a forum in which faculty and students come together to interpret and reinterpret the assigned texts. To have informed and lively discussions, students are expected to have all assigned readings completed by class time, as well as have thought about the readings, prepare thoughtful questions for professor/classmates, etc. Class discussions will be used to address difficult concepts found in the readings, as well as answer questions about the readings. In addition, class discussions will provide opportunities for students to interpret the readings aloud, in collaboration with their classmates to develop new ways of understanding the texts. During discussions, students are expected to engage in respectful behaviors, including waiting for his/her turn to share viewpoints, not cutting off other students, etc.

Midterm Exam: 20%

The midterm exam will be both an in-class and take-home exam including short answer questions and three essay questions that will focus primarily on theorizing Latina/os and the Digital Divide. You will be asked to use different theoretical perspectives to explain Latina/os unequal access, use of and participation in Digital Culture. Further instructions will be provided.

Latina/os and the Digital Divide Website: 25%

Students will create and upload content to a class website dedicated to Latina/os and the Digital Divide. Reflecting several of the class topics, students will summarize no less than five class- related online articles and provide the hyperlink to the article on our class websites. Further instructions will be provided in class.

Final Paper: John Jay Survey Paper: Latina/os Use of Technology on College Campuses: 40%

This is a collaborative group project. As a group, members will a) collect and input data on the use of technology by Latin@s at John Jay. After receiving and discussing an analysis of the results in class, individually, students will select three themes and submit 25-page research paper that answers the question “Are Latina/os at John Jay closing the Digital Divide?” and will include secondary research, the results, and data analysis. You

will turn in your paper during the scheduled final exam day/time. Further instructions will be provided in class.

Course Outline and Schedule of Readings

Week 1 What is the Digital Divide? What is Digital Citizenship? Are Latina/os Digital Citizens?

<T> Dijk, Chapters 1 and 2, *The Deepening Divide* pg. 1-23
 <T> Mossberger, *Digital Citizenship: The Internet, Society and Participation*, pg. 1-20
 <O> United Nations Declaration of Internet Access as Human Right, pg 1-2
<http://www.regeringen.se/content/1/c6/19/64/51/6999c512.pdf>
 Pew Hispanic Center Report, *Latin@s and Digital Technology*, pg. 1-34

Week 2 Why should Digital Citizenship Matter to Latina/os ?

<T> Mossberger, et. al., Chapters 2-4 in *Digital Citizenship*, pg. 21-94
 <O> Pew Hispanic Report: *The Latina/o Digital Divide: The Native born vs. the Foreign Born*, pg. 1-8

Week 3 Theorizing Digital Inequalities

<T> Witte and Mannon, pg. 1-84

Week 4 Theorizing Digital Inequalities

<T> Witte and Mannon, pg. 85-160

Understanding Digital Inequalities as Structural and Socioeconomic Issues

Week 5 Latina/os, Residential Segregation and the Digital Divide

<T> Mossberger, et. al, Chapter 5: *Broadband and Digital Citizenship*, pg. 123-138
 Mossberger, et. al, Chapters 1, 2 and 7: in *Digital Cities*, pg. 1-33, 34-62, 125-147

Week 6 Latina/os and Broadband Access

<O> Zickuhr and Smith, *Home Broadband 2013*, pg. 1-14
 <O> <http://business.time.com/2013/01/09/is-broadband-internet-access-a-public-utility/#ixzz2HRkv3rtQ>
 Lopez Aqueres and Macias, *Broadband Internet Access Among Latin@s*, pg. 1-26
 Matsaganis, *Broadband Adoption and Internet Use among Latina/os*, http://www.twcresearchprogram.com/pdf/TWC_MatsaganisReport.pdf, pg. 1-28
 <O> <http://business.time.com/2013/01/09/google-brings-free-public-wifi-to-its-new-york-city-neighborhood/>

Understanding Digital Inequalities as a pipeline issue

Week 7 Educational Inequalities and the Digital Divide

<T> Margolis, *Stuck in the Shallow End*, pg. 1-96
 <O> http://hechingerreport.org/content/as-some-schools-plunge-into-technology-poor-schools-are-left-behind_7463/

Week 8 Labor Inequalities and the Digital Divide

Midterm Exam

 Anita Borg Institute, Obstacles and Solutions for Underrepresented Minorities in Technology, pg. 1-44

<O><http://www.maswired.com/latinos-can-solve-the-stem-shortage-in-the-u-s/>

Week 9 Labor Inequalities and the Digital Divide

 TRPI, STEM Professions: Opportunities and Challenges for Latinos in Science, Technology, pg. 1-28

 Why Latinas do IT, pg. 1-9

 Griffin and High, Minorities and High Tech Employment, pg 1-36

<O> Coming to Terms, http://www.huffingtonpost.com/david-honig/coming-to-terms-with-the-_b_908181.html

Speaker: TBA

Latina/os and the Digital Divide: Content and Representation

Week 10 Visual Representations: the Internet

 Salinas, A content analysis of Latina web content, pg. 297-324

 Nakumara, Race in/for cyberspace: Racial Passing, pg. 1-8

 Kolko and Nakumara,, Chapters 1 and 2, Race in Cyberspace pg. 1-36

Week 11 Visual Representations: Video Games

 Williams, et. al, The Virtual Census: representations of race, gender and age in video games, pg. 18-31

 Dill, et. al, Violence, Sex, Race and Age in Popular Videogames, pg. 115-130

 Everett, The Power of Play, pg. 1-24

 Leonard, Not a Hater, pg. 83-88

<O> Game Developer Demographics,

http://www.igda.org/sites/default/files/IGDA_DeveloperDemographics_Oct05.pdf;

Week 12 Visual and Verbal Representations: Social Media

 Grasmuck, Ethnoracial displays on Facebook, pg. 158-188

<O>How Many U.S. Hispanics on Facebook?

<http://socialmediaspanish.com/blog/how-many-hispanics-on-facebook-latinos-on-facebook-page/>

 Pew Hispanic Center: Livingston and Lopez, How Young Latinos Communicate with Friends in the Digital Age, pg. 1-18

Leonardi, Problematizing New Media, pg. 160-179

The Future of Latina/os and Technology

Week 13

 Lopez and Livingston, Hispanics and the Criminal Justice System, pg. 1-23

<O> <http://source.southuniversity.edu/prison-security-goes-hightech-24647.aspx>
 <O> McNichol, Prison Cell Phone Use,
<http://www.time.com/time/nation/article/0,8599,1900859,00.html>

Film: The Sleep Dealer

Becoming Digital Citizens: Closing the Digital Divide

Week 14

 Lopez, Gonzalez-Barreto , et. al., Closing the Digital Divide: Latinos and Technology Adoption, pg. 1-46

<T> Mossberger, From Digital Divide to Digital Citizenship pg. 95-122

Week 15 Latin@ Use of technology: Intersections of Activism and Blogging

 Report: Connected Hispanics and Civic Engagement, Hispanic Use of Mobile Technology, pg. 1-12

<O> Rojas, DREAMERS and Social Media

 Pole, Rainbow Bloggers: Race and the Blogosphere, pg. 25-51

 Schradie, The trend of class, race and ethnicity in social media inequality: who still cannot afford to blog, pg. 555-571

<O> <http://www.maswired.com/where-are-all-the-latino-bloggers/>

Podcast: Blogueando,

<http://www.futuromediagroup.org/lusa/2013/01/18/noticiando-blogueando/>

Final Exam Date

**John Jay College of Criminal Justice
Department of Latin American and Latina/o Studies**

LLS 3xx: The US-Mexico Border

Instructor: Dr. Isabel Martinez
E-mail: imartinez@jjay.cuny.edu
Department Office: (212) 237-8749
appt.

Office Location: NB 8.63.02
Office: (212) 237-8674
Office Hours: M, 4:30-5:30pm by
appt.

Course Description

This course is an interdisciplinary exploration of historical and contemporary themes dealing with culture, globalization, transnationalism, immigration, violence, labor and criminal justice as it has transpired along the U.S-Mexico border. The notion of the “border” will also be explored and how it has impacted the lives of individuals and social institutions on both sides of this geopolitical boundary.

Required Texts

These books are available in paperback and have been ordered through the bookstore. You can also obtain the books at La Casa Azul Bookstore and receive a 10% student discount by mentioning this course. I have also placed copies of the books on reserve in the library.

Andreas, P. *Border Games: Policing the US-Mexico Divide*
Bacon, D. *Children of NAFTA: Labor Wars on the US-Mexico Border*
Campbell, H. *Drug War Zone: Frontline Dispatches from the Streets of El Paso and Juarez*
Griswold Castillo, R. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*
Nivens, J. *Operation Gatekeeper and Beyond: The war on “illegals” and the Remaking of the US-Mexico boundary*
Urrea, Luis. *The Devil’s Highway: A True Story*

ON BLACKBOARD: Excerpt, Lipson, C. (2006). Chapter 5: APA Citations for the Social Sciences, Education, Engineering and Business. In *Cite Right* (pp.73-90) Chicago: University of Chicago Press.

Other required readings will be posted on our Blackboard site. I will designate the readings in the syllabus by <T> Text, Blackboard Reading, <H> Handout, or <O> Available On-line. Students are responsible for all readings, not only those found in the texts

Knowledge and Performance Objectives

Knowledge Objectives

In this course, students will learn to

1. Identify how nation-states engage in boundary-making
2. Identify the roles of empire, nationalism, race and colonization in boundary-making
3. Identify and discuss historical and socio-political policies that shape the US-Mexico border, past and present
4. Identify and discuss historical and present-day portrayals of border actors and how they are related to past and current US-Mexico border policy
5. Identify and discuss global, transnational and national policies that shape border dynamics (MACRO)
6. Identify and discuss how global, transnational and national policies shape the lives of border dwellers (MICRO)

Performance Objectives

Students in this course are expected to:

1. Identify and explain theories, concepts and historical events that are relevant to the study of the US-Mexico border
2. Analyze critically in writing and verbally the political, social, economic and cultural conditions on the US-Mexico border
3. Demonstrate the ability to conduct qualitative research methods
4. Demonstrate the ability to analyze qualitative data
5. Demonstrate the written ability to claim a position and support it with evidence as related to policies affecting the US-Mexico border
6. Demonstrate the verbal ability to claim a position and support it with evidence as related to policies affecting the US-Mexico border
7. Demonstrate Internet and library research skills in order to substantiate discussions, writings and presentations as related to the study of the US-Mexico border
8. Demonstrate correct use and proficiency of APA style guidelines

Course Requirements, Grades, Assignments and Guidelines

Office Hours: My office hours are on Mondays from 4:30pm to 5:30pm and by appointment. I encourage you to stop by my office at least once in the semester, especially if you have any questions about the course, assignments or readings. If you have any questions or concerns, schedule an appointment or email me—do not wait until the last minute if problems/concerns arise!

Assignments

Written Assignments

All written assignments must be APA format, typed, double-spaced, and in a 12-pt Times New Roman font unless otherwise designated. Use standard spacing and margins.

Written assignments are due for full-credit on the date scheduled, no exceptions. While late assignments will be accepted, they will not receive full credit. Late assignments will drop one-third letter grade-level. EX: I will grade the paper normally—if the paper would have received a B+ normally, each day it is late, it will drop down by one mark—one day late, the paper will receive a B, if two days late, a B-, three days late, a C+. Being

absent from class does not excuse you from having your assignments delivered at the appropriate time.

Statement of College Policy on Plagiarism

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

In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry! ***There are severe consequences for plagiarism, up to expulsion---do not plagiarize!

Accommodations for Students with Disabilities

The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, **please discuss it with Dr. Martinez within the first ten days of the semester.** Students must also register with the Office of Accessibility Services, located in NB L. 66.00, (212) 237-8031, so that their office may validate the students' request and appropriately instruct the professor. You will need to provide their office the appropriate documentation of your disability.

Grading:

Attendance and Classroom Participation	15%
Assignment 1:Midterm	20%
Assignment 2: Interview Paper	25%
Assignment 3: Final Paper/Debate	40%
	100%

Attendance, Classroom Participation: 15%

Your participation grade will be based on your attendance and verbal participation in class. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

Attendance

Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. To ensure this, attendance will be taken daily. You will be allowed 2 unexcused absences (1 absence = one day of classes). **More than 3 UNEXCUSED ABSENCES will result in failing the course.** In order to get an excused absence, you must present verifiable WRITTEN proof of the reason for the absence during the first class you attend after being absent (e.g. doctor's note). If you know ahead of time that you will be absent, please email me so that I have proof of your absence. **Even if you are absent, you are still responsible for the completion of readings and assignments due.** Check with the teacher or a classmate.

Tardiness

Coming late interrupts the entire class. If you are more than 10 minutes late to class you will be counted as tardy. Three tardy notations will count as one unexcused absence.

Class Discussions:

Class discussions will provide a forum in which faculty and students come together to interpret and reinterpret the assigned texts. To have informed and lively discussions, students are expected to have all assigned readings completed by class time, as well as have thought about the readings, prepare thoughtful questions for professor/classmates, etc. Class discussions will be used to address difficult concepts found in the readings, as well as answer questions about the readings. In addition, class discussions will provide opportunities for students to interpret the readings aloud, in collaboration with their classmates to develop new ways of understanding the texts. During discussions, students are expected to engage in respectful behaviors, including waiting for his/her turn to share viewpoints, not cutting off other students, etc.

Disruptive Behavior:

You are **ABSOLUTELY PROHIBITED** from text messaging or taking/making phone calls during class. Lateness, walking in and out of class, and general disruptiveness, including holding private conversations in class, will result in significant lowering of your final grade. If I see that students are not reading the assignments prior to class and not engaging in discussions, I will begin conducting pop quizzes to determine participation grades.

Assignment 1: Midterm Exam: 20%

A midterm will provide an opportunity for demonstrating an understanding of issues covered in the course. The exam will be composed of two parts: an in class short answer component and a take-home essay component. Further instructions will be provided in class.

Assignment 2: Living on the US-Mexico Border: 25%

Emphasizing a singular facet of the US-Mexico border, criminal activity, popular media has overlooked the majority of US-Mexico border dwellers: “regular” people who live their lives as both physical and metaphorical border crossers. Drawing from our in-class discussions with University of Texas at El Paso students, as well as our readings, you will interview one student from UTEP about living on the US-Mexico border. In the interview, you will both explore popular constructions and misconceptions about the border and border dwellers. In addition, a UTEP student about your experiences and perceptions of the US-Mexico border will interview you. **Further instructions will be given in class.**

Assignment 3: Final Paper and Debate 40%

In pairs, you will produce a 25pg. research-based position paper on one theme that we studied in the semester. Each pair is responsible for taking opposing positions for the paper. For example, your paper may focus on the construction of the Border Wall, with you supporting its construction and your classmate opposing its construction. Based on the position paper, you must prepare arguments to participate in an abbreviated Lincoln-Douglas debate with your classmate. **Further instructions will be provided in class.**

Schedule of Readings

Week 1: What is the US-Mexico border? Why does it matter?

 Cortez and Troncoso, Excerpts, "Our Lost Border," Pg. 167-208

<T> Nivens, J. Operation Gatekeeper, pg. 1-16, 189-218

Suggested: US-Mexico Border Policy Report, pg. 1-38

Week 2: Theorizing Border Studies

<T>Nivens, J. Operation Gatekeeper, pg. 17-46, 76-92, 118-154

 Vila, P. Constructing social identities in transnational contexts: the case of the Mexico-US Border. Pg. 75-87

Suggested: Anzaldua, Borderlands, excerpt, pg. 23-35, 16-17

Week 3 Creating a US-Mexico Border

<T> Griswold Castillo, R. The Treaty of the Guadalupe-Hidalgo: A Legacy of Conflict, pg. 3-86

Week 4 Creating a US-Mexico Border

<T> Griswold Castillo, R. The Treaty of the Guadalupe-Hidalgo: A Legacy of Conflict, pg. 87-180

Film: The US-Mexican War: 1846-1848

Week 5 "Controlling" the US-Mexico border from a Historical Perspective

 Machado, M. Booze, Broads and the Border, Vice and US-Mexican relations, 1910-1930, pg. 349-361

Samora, excerpt, Gunpowder Justice, pg. 1-79

Week 6 Contemporary Border Issues: The Economy

<T>Bacon, D. Children of NAFTA: Labor Wars on the US-Mexico Border, pg. 1-120

Week 7 Contemporary Border Issues: The Economy

<T>Bacon, D. Children of NAFTA, pg. 223-324

 Salzinger, L. "Reforming of the Traditional Mexican Woman: Making Subjects in a Border Factory," pg. 75-99

Film: Maquilapolis

Week 8 Contemporary Border Issues: Militarization

MIDTERM EXAM

<T>Andreas, P. Border Games, pg. 3-50

Week 9 Contemporary Border Issues: Militarization

<T>Andreas, P. Border Games, pg. 51-114

 Yoxall, P. The Minuteman Project: Gone in a Minute or Here to Stay? Pg. 517-541

Film: Walking the Line

Week 10 Contemporary Border Issues: Immigration

Fernandez-Kelly, MP. Borders for Whom? The Role of NAFTA in Mexico-US migration, pg. 98-118.

<T> Urrea, L. The Devil's Highway, excerpts, pg. 1-85

Film excerpt: Which Way Home

Week 11: Border-Crossing as a Human Rights Crisis

 Cornelius, W. Death at the Border: Efficacy and Unintended Consequences of US Border Patrol Policy, 661-685

<T>Urrea, The Devil's Highway, pg. 86-190

<O> Missing Migrant Project, www.pcmmp.org

Film: Who is Dayani Cristal?

Week 12 Contemporary Border Issues: Crime

<T>Campbell, H. Drug War Zone, Part I, pg. 1-120

Week 13: Contemporary Border Issues: Crime

<T>Campbell, H. Drug War Zone, pg. 120-240

Week 14 Contemporary Border Issues: Gendered Violence

<T>Gonzalez Rodriguez, S., The Femicide Machine, Chapters 1 and 2, pg. 1-72

Falcon, S. Rape as a Weapon of War: Advancing Human Rights for Women at US-Mexico border, 31-50

Film: Señorita Extraviada

Week 15 The US-Mexico Border as Cultural Expression

Gomez-Peña, G. Dangerous Border Crossers, pg. 1-20

 Wald, Narcocorridos, pg. 1-46

 Paredes, Selenidad, excerpt, pg. 1-43

Film: Al Otro Lado

Department of Latin America & Latina/o Studies
John Jay College of Criminal Justice
524 West 59 Street, Room 8.63.01, New York, NY 10019

LLS 3XX-Research Methods in Latin American and Latina/o Studies

SYLLABUS

Faculty: Luis Barrios, Ph.D., BCFE

Office: 8.63.04

Phones: Office: (212) 237-8747 **Department Office:** (212) 237-8749

Email: Lbarrios@jjay.cuny.edu

COURSE DESCRIPTION:

This course is designed to provide an interdisciplinary introduction to social science research, to be applied to topics in Latin American and US Latina/o Studies. Topics covered include research strategies, research ethics, variables and measurement, sampling, issues of causality, and overview of data collection, data analysis, and publishing. Emphasis this semester will be placed on five qualitative methodologies: narrative research; phenomenological research; ethnographic research; grounded theory research; and case study. By the end of the course, students will be able to recognize the strengths and limitations of social research techniques and will have a stronger foundation to conduct research on their own. This course will include writing an academic research proposal, which students can use either for applied research and fieldwork or for the senior thesis Honors Program seminar.

KNOWLEDGE OBJECTIVE OF THIS COURSE:

Students will develop critical awareness of the methodological implications of interdisciplinary work in area studies. Ethics and politics involved in conducting research in culturally diverse and socially fragmented societies will be extensively discussed. Different methodological approaches will be discussed with our own experienced researchers.

COURSE OBJECTIVES:

1. To understand social science frameworks for scientific social inquiry;
2. To understand the various methods for conducting research;
3. To examine trends and patterns in the use of various research methods;
4. To analyze and evaluate important research terms, concepts, and techniques;
5. To articulate informed opinion about the value of quantitative, qualitative, and mixed research;
6. To appreciate the benefits of applied research; and
7. Ethics and politics involved in conducting research in culturally diverse and socially fragmented societies will be extensively discussed.

GENERAL EDUCATION GOALS:

In addition to the above objectives, the more general goals of this course are to provide the student with the following tools to help develop his or her potential:

1. Development of the student's analytical thinking capabilities through comparison and contrast in the application of theories and concepts to social problems;
2. Enhancement of the student's literacy skills through assigned readings, discussions, examinations, and other requirements;
3. Utilization of the historical perspective which helps with student understanding of evolutionary developments over time;
4. Understanding of the scientific method through research requirements and in-depth case studies;
5. Improvement in social interaction skills and understanding human behavior through consideration of the impact legal and social systems have on individuals;
6. Increased student awareness of cultural and multi-cultural issues through study of how social problems and social movements are related to, and affect, US Latina/os and/or Latin American countries; and
7. Students are expected to submit an ethnographic research proposal as the final project for the course that they can use either for applied research and fieldwork or for the senior thesis Honors Program seminar.

TEACHING PHILOSOPHY AND CLASSROOM PEDAGOGY:

Five specific quotations capture core elements of my approach to teaching:

- 1- Most teachers teach facts, good teachers teach ideas, great teachers teach how to think. **Jonathan Pool**
- 2- It is absolutely essential that the oppressed participate in the revolutionary process with an increasingly critical awareness of their role as subjects of the transformation. **Paulo Freire**
- 3-Critical pedagogy needs to establish a project of emancipation that moves beyond simply wringing concessions from existing capitalist structures and institutions. Rather, it must be centered around the transformation of property relations and the creation of a just system of appropriation and distribution of social wealth. **Peter McLaren**
- 4-True peace is not merely the absence of tension; it is the presence of justice. **Martin Luther King**
- 5-The hottest places in hell are reserved for those who, in times of great moral crisis, maintain their neutrality. **Dante**

REQUIRED READINGS:

Books:

Creswell, J.W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edition. SAGE Publications. ISBN-10: 1452226105

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, 6th Edition. Washington: American Psychological Association. ISBN-10: 1433805618

Online:

Bottorff, J.L. (N/D). Writing Qualitative Research Proposals: Retrieve from:
<http://www.vchri.ca/i/pdf/WritingQualitative.pdf>

The CUNY Human Research Protection Program (HRPP): Retrieve from:
<http://cuny.edu/research/compliance/human-subjects-research-1.html>

The Collaborative Institutional Training Initiative's (CITI): Retrieve from:
<http://www.cuny.edu/research/compliance/training-education/citi-training.html>

COURSE REQUIREMENTS:

Grades will be based on:

1. Attendance and participation: 20%

Students with more than four absences are not eligible for a passing grade.

2. Field Exercises: 30%

Handouts containing directions and a more detailed explanation of each exercise will be provided to you well in advance of the due date of each exercise. The purpose of these exercises is to encourage you to practice two qualitative techniques: participant observation and interviewing. I will not accept late exercise assignments.

Participant Observation Assignments:

You will be asked to conduct two ethnographic observations, take field notes of your observations, and produce a written analysis for each that is both reflective and analytical.

Interview Assignment:

You will select an individual and conduct an interview. You will be asked to submit an interview guide, notes, and a summary analysis of the interview process.

Ethnographic Transcription & Coding Assignment

You will be asked to take an interview recording, transcribe it, and code an interview transcript.

3. Research qualitative proposal: 50%

Each student will design and write out a full research qualitative proposal for a project that is related to USA Latina/os or to Latin America. The goal will be to produce a well-designed, researched, and written proposal of approximately 15 pages in length (excluding bibliography). You will be asked to submit work in different phases.

Abstract-5%

For this project you will write a brief summary (abstract) of your proposed research. The abstract should be no more than 250 words in length.

Literature review-10%

This section should contain a more in-depth explanation of your research objectives by contextualizing it within a body of scholarly literature.

Methods-10%

This section of your proposal should answer the questions of who, where, how, and when. For this project you will write up a description of how the research will be carried out.

Completed proposal-25%

This is your final project, and should include: A title page; Abstract; Your research plan (or overview) of the proposed research; Statement of problem; Purpose of research/research objectives and key question; Literature review; Significance of the research; Description of your research method; Ethical considerations; Bibliography/references cited

NOTE: Unless otherwise noted, all written assignments must adhere to the following guidelines. Failure to comply with them will result in a lowering of your assignment grades. Late assignments WILL NOT receive a grade. Double spaced, one inch margins 12 pt. font page numbers, name header on all pages, correct citations and bibliography (APA style), proof read, spell-check, and stapled.

4. Extra Points:

Creativity is always welcome. Talk to the professor.

COURSE OUTLINE AND READINGS:**PART I. PRELIMINARY CONSIDERATIONS****Week One**

Course Introduction

Understand the CUNY Human Research Protection Program (HRPP):

Week Two

Understanding and finishing the Basic Collaborative Institutional Training Initiative (CITI)

Week Three

1. Selection of Research Design: Creswell

Week Four

2.Review of the Literature: Creswell

Week Five

3.The Use of Theory: Creswell

Week Six

4.Writing Strategies and Ethical Considerations: Creswell

PART II. DESIGNING RESEARCH

Week Seven

5.The Introduction: Creswell

Week Eight

6.The Purpose Statement: Creswell

Week Nine

7.Research Questions and Hypotheses: Creswell

Week Ten

8.Quantitative Methods: Creswell

Week Eleven

9.Qualitative Procedures: Creswell

Week Twelve

10.Mixed Methods Procedures: Creswell
Mixed Methods and Qualitative software

Week Thirteen

Class exercise: Writing the qualitative proposal: Bottorff

Week Fourteen

Class exercise: Writing the qualitative proposal: Bottorff

Week Fifteen

Class exercise: Writing the qualitative proposal: Bottorff

Week Sixteen

Conclusion: Where we go from here
Final project due:

The Following Policy Applies to this Course:

Attendance: The success of a seminar depends on the participants' investment of themselves in every aspect of that seminar. It is essential that you attend every class and that you come prepared to participate fully. Excessive absence is cause for failure in this course.

Tardiness: Everyone knows how a latecomer can disrupt a class by distracting students and instructors causing them to lose their train of thought. However, everyone can have a difficult day that makes it impossible to be on time for class. Therefore, you have a grace period of two tardy days. Being late three times will constitute an absence.

Late papers: Late papers or projects will not be accepted except in extraordinary circumstances.

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

College Policy on Cheating: Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. An instructor who determines that such violation has occurred may follow the options stated below.

Resolving Allegations of Cheating and Plagiarism: Allegations of cheating may be referred to the Vice President for Student Development to be handled under the Student Disciplinary Procedures in Article 15 of the Bylaws of the CUNY Board of Trustees, copies of which are available in the Library. Plagiarism may be either an academic infraction or a disciplinary infraction depending on the nature of the allegation. The key factor in determining whether an allegation of plagiarism should be treated as an academic or disciplinary matter is whether resolution of the issues involves primarily a question of fact or primarily a question of professional academic judgment (i.e., a judgment involving the professor's expertise, or a subjective evaluation of the student's work product, or both). For example, whether a student did, in fact,

plagiarize from another source frequently involves primarily a question of fact. In such circumstances, the matter may be referred to the Vice President for Student Development for the initiation of a disciplinary hearing.

However, the primary issue in a plagiarism case frequently is whether the ideas and/or language expressed by a student were original or were the ideas of another. In such cases, the matter is more properly characterized as academic, for which the faculty member should award a grade appropriate to the circumstances.

Sometimes, whether a question of fact or an academic judgment is at issue is not clear. When a faculty member is not certain whether a particular case of plagiarism ought to be treated as a disciplinary infraction or an academic infraction, the faculty member should consult with the Vice President for Student Development. If the Vice President determines that the matter is disciplinary, the matter will be handled as a disciplinary violation under Article 15 of the Bylaws of the Board of Trustees. If it is determined that the matter is academic, the Vice President will refer the matter back to the faculty member, and the College's established procedures in terms of grading and appeals will be followed.

In some instances of plagiarism, a faculty member may wish to impose a grade reduction penalty to a student as well as seek the imposition of one of the penalties that may be authorized only by a disciplinary committee convened pursuant to Article 15 of the Bylaws, such as disciplinary probation, long term suspension, or exclusion. Where the faculty member refers a case to the Vice President for Student Development for referral to a Judicial Committee, the faculty member must hold the grade in abeyance until the Judicial Committee has determined whether the student is guilty or innocent of the charges. After the Judicial Committee has rendered its decision, a grade that is consistent with the findings of the committee may be awarded by the faculty member.

Student Appeals in Questions of Academic Honesty: If a student has been penalized for cheating or plagiarizing, he or she has a right to appeal an academic sanction to the Judicial Committee. Appeals are made through the Vice President for Student Development. Generally, such appeals are filed on the issues of whether (a) plagiarism did in fact occur; and/or (b) the imposition of such sanction is grossly disproportionate to the offense involved. A presumption strongly favoring proportionality shall attach to the appeal and the burden of proof lies with the student. In the case of the imposition of disciplinary sanctions, the appropriate rules, regulations and bylaws of the Board of Trustees concerning student discipline are followed. Appeals regarding disciplinary sanctions imposed by the Judicial Committee can be made to the President of the College.

Template for Analyzing the Logic of an Article or Movie/Video

Take an article that you have been assigned to read for class, completing the Logic of it using the template below. This template can be modified for analyzing the logic of a chapter in a textbook.

The Logic of A(name of the article)

- 1) The main purpose of this article is
(State as accurately as possible the author=s purpose for writing the article)
- 2) The key question that the author is addressing is
(Figure out the key question in the mind of the author when s/he wrote the article.)
- 3) The most important information in this article is
(Figure out the facts, experiences, data the author is using to support her/his conclusions.)
- 4) The main inferences/conclusions in this article are
(Identify the key conclusion the author comes to and presents in the article.)
- 5) The key concept(s) we need to understand in this article is (are)
_____. By these concepts the author means
_____. (Figure out the most important ideas you would have to understand in order to understand the author=s line of reasoning.)
- 6) The main assumption(s) underlying the author=s thinking is (are)
_____. (Figure out what the author is taking for granted [that might be questioned].)
- 7) a) If we take this line of reasoning seriously, the implications
_____. (What consequences are likely follow if people take the author=s line of reasoning seriously?)
- 8) The main point(s) of view presented in this article is (are)
_____. (What is the author looking at, and how is s/he seeing it?)

The Problem of Egocentric Thinking

Egocentric thinking comes from the unfortunate fact that humans do not naturally consider the rights and needs of others, nor do we naturally appreciate the point of view of others or the limitations in our own point of view. We become explicitly aware of our egocentric thinking only if trained to do so. We do not naturally recognize our egocentric assumptions, the egocentric way we use information, the egocentric way we interpret data, the source of our egocentric concepts and ideas, the implications of our egocentric thought. We do not naturally recognize our self-serving perspective.

As humans we live with the unrealistic but confident sense that we have fundamentally figured out the way things actually are, and that we have done this objectively. We naturally believe in our intuitive perceptions-however inaccurate. Instead of using intellectual standings in thinking, we often use self-centered psychological (rather than intellectual) standards to determine what to believe and what to believe and what to reject. Here are the most commonly used psychological standards in human thinking.

IT'S TRUE BECAUSE I BELIEVE IT. Innate egocentrism: I assume that what I believe is true even though I have never questioned the basis for many of my beliefs.

IT'S TRUE BECAUSE WE BELIEVE IT. Innate sociocentrism: I assume that the dominate beliefs within the groups to which I belong are true even though I have never questioned the basis for many of these beliefs.

IT'S TRUE BECAUSE I WANT TO BELIEVE IT. Innate wish fulfillment: I believe in, for example, accounts of behavior that put me (or the groups to which I belong) in a positive rather than a negative light even though I have not seriously considered the evidence for the more negative light even though I have not seriously considered the evidence for the more negative account. I believe what Afeels good. What supports my other beliefs, what does not require me to change my thinking in any significant way, what does not require me to admit I have been wrong.

IT'S TRUE BECAUSE I HAVE ALWAYS BELIEVED IT. Innate self-validation: I have a strong desire to maintain beliefs that I have long held, even though I have not seriously considered the extent to which those beliefs are justified, given the evidence.

IT'S TRUE BECAUSE IT IS IN MY SELFISH INTEREST TO BELIEVE IT. Innate selfishness: I hold fast to beliefs that justify my getting more power, money, or personal advantage even though these beliefs are not grounded in sound reasoning or evidence.

Since humans are naturally prone to assess thinking in keeping with the above criteria, it is not surprising that we, as a species, have not developed a significant interest in establishing and teaching legitimate intellectually standards. It is not surprising that our thinking is often flawed. We are truly the self-deceived animal.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 West 59th Street; 8th floor New York, NY 10019
DEPARTMENT OF LATIN AMERICAN AND LATINA/O STUDIES

Senior Seminar: Special Topics in Latin American and Latina/o Studies

Latin American and Latina/o Narratives of Human Rights

LLS 4XX

Professor Suzanne Oboler
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Department Office Telephone: 212 237 8749

OFFICE HOURS: M/W XX-XX P.M
and by appointment

COURSE DESCRIPTION

The senior capstone seminar provides students with an intensive LLS seminar experience. It will focus on different topics each year, according to the faculty member's area of expertise. The seminar is designed to integrate the knowledge, and research and writing skills that LLS majors have acquired during their coursework. In addition to its focus on a particular topic, the seminar will also engage in discussions on the production of research and scholarship. The seminar will culminate in each student's presentation of a major research paper or project developed throughout the semester, and that integrates theoretical, research, and/or policy issues in Latin American and Latina/o Studies.

This semester we use Latin American and Latina/o human rights narratives to focus on the topic of historical memory and the lived experience of rights in the Americas. We will read testimonial narratives that describe and denounce different kinds of violence (social, racial, political, and gender/sexual) respectively in Peru, Brazil, Guatemala, Mexico and the US Border, and explore the different uses of memory and narration in bearing witness to human rights abuses. We then assess these testimonials in light of both other narrative accounts (historical and social science, literary, human rights reports) and films to explore various approaches to these forms of violence in the Americas. Our discussions will serve to guide and exemplify the course assignments, which are aimed toward completing a semester-long research paper or project.

LEARNING OUTCOMES

Students will be able to:

1. Define what constitutes a "testimonio" and identify the relationship between testimonial accounts and manifestations of solidarity with the victims of human rights abuses.
2. Identify and utilize research sources related to Latin American and US Latina/o human rights and explore the connection between testimonial narratives, social scientific, literary and

film narratives on human rights, and reports presented by various national commissions on historical memory, truth and reconciliation.

3. Assess the role of the intellectual in denouncing abuses of human rights and in giving voice to the victims of these abuses.
4. Research and write a major research paper and experience the peer review process

GENERAL COURSE INFORMATION AND POLICIES:

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • **IMPORTANT:** In addition to 2 scheduled office hour visits (see below), I ask that you please take advantage of my office hours; come and talk with me about the class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don't fall behind in the class: It's another way of taking control of your education ☺

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing.

Attendance is taken at the beginning of class. Every student is expected to arrive on time.

*** 3 lates will be counted as an absence

*** 3 non-medical absences will bring your grade down 1 letter.

*** 4 non-medical absences results in an "F" for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: We will discuss all assignments in class. Please note that I do not accept late assignments. If you do not hand in the assignment on time, please do *not* ask for an extension: It's not fair to the other students in our class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. Papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college's Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of "F" and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

TURNITIN.COM: Students enrolled in this class are hereby placed on notice the professor reserves the right to use **TURNITIN.COM** to help identify plagiarism

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: **This includes:** a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones. **Please note that your grade will be seriously**

affected by texting or any other form of use of your cell phone in my class

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, you must register with the Office of Accessibility Services. This Office functions to assist students in obtaining appropriate accommodations and services. It is located in the New Building, L.66.00. Please do so within the first ten days of the semester and discuss with Dr. Martinez. You will need to provide with appropriate documentation of your disability.

REQUIRED BOOKS

NOTE: All texts are available at the JJC bookstore **and are also on reserve at the library:**

Linda Bergmann *Academic Research and Writing: Inquiry and Argument in College*. Longman, New York, 2010

Carolina María de Jesus. *Child Of The Dark: The Diary Of Carolina Maria De Jesus*. Signet Books, 2003

Victor Montejo: *Testimony: Death of a Guatemalan Village* Curbstone Books. 1995

Patrisia Gonzales,. *The Mud People. Chronicles, Testimonies, and Remembrances*. Chusma House, 2003.

Other required and recommended readings will be available on BLACKBOARD

GRADING:

15% Class Attendance and Participation

5% Introduce and lead one class discussion of one week's readings

10% Written peer review essay: Each student will peer review one of the seminar's participants. (You will partner with another student in the class who will read and comment, in writing, on the draft of your final paper).

70% Complete a major independent research project on a Latin American or US Latino/a human rights narrative. (35 pages, excluding title page)

Your project will be based either on primary source materials from archives, on interviews and ethnographic fieldwork carried out by students, or on an original analysis of a body of work such as music, film, or literature. Students will work on this project all semester long. The following is an initial list of projects and due dates:

Deadlines and Submission Format

Documents for group/student review are due **via email** typically 48 hours before class.

•Written assignments to be graded should be submitted in **hard copy** to me in class.

Project Assignments (70%)

NB: ** Not graded but counts toward your class participation

Assignment	(% of course grade)	Due Date
Statement of the Problem and Preliminary Bibliography	5%	Week 3
** Office Hours Individual Consultations		Week 4
Review of the Literature	10%	Week 6
**Office Hours Individual Consultations		Week 7
**Group peer reviews of ongoing research		Week 8
Draft of paper: statement of problem, main argument, review of the literature, methodology and approach, preliminary findings and conclusion (hard copy) (NB: Written peer review essay for your research partner due by email to your partner and me)	20%	Week 12
Revised Final Research Paper (email)		Week 13
Research Paper Presentation For Peer Review	5%	Weeks 14-15
Final Paper submission	30%	Week 16

Recommended Websites:

General human rights links: <http://www1.umn.edu/humanrts/links/links.htm>

Human Rights in Latin America: <http://www.lanic.utexas.edu/la/region/hrights/>

Sources and General Resources on Latin America: The National Period, Human Rights:

<http://www.oberlin.edu/faculty/svolk/latinam.htm#The%20National%20Period:%20Human%20Rights>

On Truth and Reconciliation Commissions:

<http://center.theparentscircle.org/images/081f9dcc9a0545158d0ac427da4980ef.pdf>

Guatemalan Human Rights Commission/USA. <http://www.ghrc-usa.org/>

COURSE CALENDAR

Note: readings marked with * are available on blackboard

WEEK 1 On Narrative and the Role of the Intellectual

Course Description, requirements, etc.

Preliminary overview and discussion of proposals, paper topics, etc.

WEEK 2 What can we learn from Testimonial Narratives?

READ:

- * Karen Slawner. Interpreting Victim Testimony: Survivor Discourse and the Narration of History. <http://www.yendor.com/vanished/karenhead.html>
- * Marjorie Agosin, "Passion and Memory: Women Writers of Latin America" in *Ashes of Revolt*, White Pine Press, 2009: 96-109
- * Gayatri Chakravorty Spivak. Can the Subaltern Speak. pp. 66-111
- * Silvio Torres Saillant. "The Latino Autobiography" *Latino and Latina Writers*.
- *Latina Feminist Group. "Papelitos Guardados: Theorizing Latinidades Through Testimonio" Pp. 1-24

WEEK 3 The Violence of Race and Class in Latin America: The Case of Brazil

READ:

Child Of The Dark: The Diary Of Carolina Maria De Jesus.

Linda Bergman. Chapter 2 and 5

Due Week 3: Statement of the Problem and Preliminary Bibliography

WEEK 4:

READ:

Child of the Dark (continued)

NOTE: Office Hours Consultations this week

WEEK 5: History, Experience and Autobiographical Narratives

READ:

* Michel-Rolph Trouillot. "The Power in the Story. " and "The Presence in the Past."

* Edward M. Bruner: Experience and its Expression.

* Robert M. Levine. The Cautionary Tale of Carolina Maria de Jesus.

* Bueno, Eva Paulino (1999), "Carolina María de Jesús in the context of testimonios: race, sexuality, and exclusion".

WEEK 6: Defining Your Approach and Method

READ:

*Eric Hass. To Respect and Protect: Expanding Our Discourse on Immigration

*Judith Blau and Alberto Moncada. The Idea of Rights

Linda Bergmann. Chapter 1 and 4.

* Dan Cavicci. "A Guide to Interviewing" Brown University, Providence, RI c2000 (mimeo)

DUE THIS WEEK: ASSIGNMENT #2: REVIEW OF THE LITERATURE

WEEK 7: The Violence of Race and Historical Memory: The Case of Peru

READ:

*Marisol de la Cadena, Reconstructing Race: Racism, Culture and Mestizaje in Latin America.

* Carlos Ivan Degregori. Return to the Past.

• Ton de Witt and Vera Gianotten. The Center's Multiple Failures

NOTE: Office Hours Consultations this week

WEEK 8: Points of View: The Military, the Soldiers, the People, the Truth Commission...

READ:

* Peruvian Truth and Reconciliation. Final Report. General Conclusions
<http://www.cverdad.org.pe/ingles/ifinal/conclusiones.php>

Linda Bergman. Chapter 6, 10, 11
Film: *The Lion's Den*

WEEK 9:

READ:

Linda Bergman Appendix A

Presentation and peer review of ongoing research

WEEK 10: Making the Case in Guatemala: Historical Memory and Testimonial Narratives in Film and Literature

LISTEN: * Testimonio: Lucia Cuevas.

VIDEO: Pamela Yates. *Granito: How to Nail a Dictator*.

DUE WEEK 10: Outline of paper: statement of problem, main argument, review of the literature, methodology and approach, preliminary findings

WEEK 11:

READ:

Victor Montejo: *Testimony: Death of a Guatemalan Village*

* Amnesty International. The Endless Search for Justice in Guatemala.

WEEK 12: Testimonial Narratives: Documenting Femicides on the US-Mexico Border. What's Really At Stake?

READ:

* Alicia Gaspar de Alba and Georgina Guzmán. Introduction: Femicidio: The "Black Legend" of the Border.

Testimonios:

* "We'll See Who Wins" (Eva Arce)

* "The Government Has Tried to Divide Us" (Paula Flores)

* Las Hijas de Juárez: Not an Urban Legend (Rigo Maldonado)

* "The Morgue Was Really from the Dark Ages": Insights from a Forensic Psychologist (Candice Skrapec)

* Alicia Schmidt Camacho. Ciudadana X. Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico

Documentary: *Señoritas Extraviadas*

NOTE "FINAL" RESEARCH PAPER DUE WEEK 12

WEEK 13: ISSUES OF OBJECTIVITY: STUDYING YOUR SELF/STUDYING “THE OTHER”: RELIVING PERSONAL AND HISTORICAL MEMORIES --A CHICANA RESEARCHER IN MEXICO

READ:

Patricia Gonzales. *The Mud People. Chronicles, Testimonies, and Remembrances* (selections)

* Alan Knight. “Racism, Revolution and Indigenismo: Mexico, 1910-1940”

REVISED FINAL RESEARCH PAPER DUE: SEND TO YOUR PEERS at least 48 hours before your scheduled presentation

WEEK 14: RESEARCH PAPER PRESENTATION: PEER REVIEW

WEEK 15: RESEARCH PAPER PRESENTATION: PEER REVIEW

WEEK 16. **Submit Final Revision of your Paper**

COURSE BIBLIOGRAPHY AND SUGGESTED FURTHER READINGS

Agosin, Marjorie. *Ashes of Revolt: Human Rights in Latin America* White Pine Press, 2009.

Hass, Erik. 2008. To Respect and Protect: Expanding Our Discourse on Immigration. A Rockridge Institute Report April 14: 1-24; http://www.cognitivepolicyworks.com/resource-center/rockridge-institute/#Framing_Immigration_Reform

Amnesty International. The Endless Search for Justice in Guatemala. 12 Nov. 2012; <http://www.amnesty.org/en/news/endless-search-justice-guatemala-2012-11-12>

Bergman, Linda. *Academic Research and Writing: Inquiry and Argument in College*. Longman, New York, 2010

Beverley, John. *Subalternity and Representation: Arguments in Cultural Theory*. Durham NC: Duke UP, 1999.

Blau, Judith and Alberto Moncada. *Justice in the United States: Human Rights and the US Constitution*. Lanham Maryland: Rowman and Littlefield. 2006

Bruner, Edward M. Experience and its Expression. In Victor W. Turner and Edward M. Bruner, eds., *The Anthropology of Experience*. University of Illinois Press, Urbana and Chicago, 1986

Bueno, Eva Paulino (1999), "Carolina María de Jesús in the Context of Testimonios: Race, Sexuality, and Exclusion." *Criticism*, Vol. 41, Spring 1999.

Cavicci, Dan. "A Guide to Interviewing" Brown University, Providence, RI c. 2000 (mimeo)

Clifford, James and G.E. Marcus, eds., *Writing Culture* Berkeley: University of California Press. 1986

De Jesus, Carolina María. *Child of The Dark: The Diary of Carolina Maria de Jesus*. Signet Books, 2003

de la Cadena, Marisol. "Reconstructing Race: Racism, Culture and Mestizaje in Latin America." *NACLA Report on the Americas* (May/June 2001), 16-23.

de Wit, Ton and Gianoten, Vera. "The Center's Multiple Failures." *The Shining Path of Peru*. Ed. Palmer, David Scott. New York: St. Martin's Press, 1992. 45-49.

Degregori, Carlos Iván. "Return to the Past." *Shining Path of Peru*. Ed. Palmer, David S. New York: St. Martins Press, 1992. 33-44.

Fregoso, Rosa-Linda and Cynthia Bejarano. Eds., *Terrorizing Women: Femicide in the*

Americas. Duke University Press, 2010.

Gadamer, Hans-Georg. *Truth and Method* trans. Joel Weinsheimer and Donald G. Marshall, New York, Continuum, 1989.

Gaspar de Alba, Alicia and Georgina Guzmán. Introduction: Femicidio: The "Black Legend" of the Border. In Alicia Gaspar de Alba and Georgina Guzmán, eds., *Making a Killing Femicide, Free Trade, and La Frontera*. Austin: University of Texas Press, 2010

Gonzales, Patrisia. *The Mud People. Chronicles, Testimonies, and Remembrances*. Chusma House, 2003.

Grandin, Greg. *The Blood of Guatemala: A History of Race and Nation*. Duke University Press, 2000

Gugelberger, G., and M. Kearney. "Voices for the Voiceless: Testimonial Literature in Latin America." *Latin American Perspectives* 18.3 (1991): 3-14.

Hass, Eric. To Respect and Protect: Expanding Our Discourse on Immigration
Jay, Martin. Friedlander, Saul. ed., *Probing the Limits of Representation*. Cambridge: Harvard University Press, 1992

Jelin, Elizabeth. The Past in the Present: Memories of State Violence in Latin America. In Assmann Aleida and Sebastian Conrad. Eds. *Memory in a Global Age: Discourses, Practices and Trajectories, 2010*

Kelman, Herbert C. "Violence Without Moral Restraint: Reflections on the Dehumanization of Victims and Victimiziers," *Journal of Social Issues* 9.4 (1973): 25-61.

King, John P. "Comparative Analysis of Human Rights Violations Under Military Rule in Argentina, Brazil, Chile and Uruguay," *Statistical Abstract on Latin America* 27 (1989): 1049-50.

Knight, Alan. "Racism, Revolution and Indigenismo: Mexico, 1910-1940"
Latina Feminist Group. "Papelitos Guardados: Theorizing Latinidades Through Testimonio" in Latina Feminist Group. *Telling to Live: Latina Feminist Testimonios*. Duke University Press, 2001. Pp. 1-24

Levine, Robert M. The Cautionary Tale of Carolina Maria de Jesus. *Latin American Research Review*. VOL 29 (1), 1994

Loveman, Brian and Thomas M. Davies Jr. eds, *The Politics of Antipolitics: The Military in Latin America*. Nebraska: University of Nebraska Press, 1989.

Peruvian Truth and Reconciliation. Final Report. <http://www.cverdad.org.pe/ingles/pagina01.php>

Schmidt Camacho, Alicia. Ciudadana X. Violence and the Denationalization of Women's

Rights in Ciudad Juárez, Mexico. In Fregoso, Rosa-Linda and Cynthia Bejarano. Eds., *Terrorizing Women: Femicide in the Americas*. Duke University Press, 2010.

Slawner, Karen Interpreting Victim Testimony: Survivor Discourse and the Narration of History. <http://www.yendor.com/vanished/karenhead.html>

Smith, Sidonie and Julia Watson. Witness or False Witness: Metrics of Authenticity, Collective I-Formations, and the Ethic of Verification in First-Person Testimony. *Biography* (35) 4, Fall 2012; pp. 590-626

Spivak, Gayatri Chakravorty. Can the Subaltern Speak. Nelson, Cary and Lawrence Grossberg, eds. *Marxism and the Interpretation of Culture*. Chicago: University of Illinois Press, pp. 66-111

Skidmore, Thomas. *Brazil: Five Centuries of Change*. New York: Oxford University Press, 2009.

Starn, Orin, Ivan de Gregori and Robin Kirk. *The Peru Reader: History, Culture, Politics*. Duke University Press, 2005

Torres Saillant, Silvio. "The Latino Autobiography." In Alan West (ed) *Latino and Latina Writers. 2 Vols*. New York: Charles Scribner's Sons, 2004.

Michel-Rolph Trouillot. "The Power in the Story. " and "The Presence in the Past." In *Silencing the Past: Power and the Production of History*. Beacon Press, 1995

Victor Montejo: *Testimony: Death of a Guatemalan Village* Curbstone Books. 1995

PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. College Policies on Academic Integrity and Plagiarism

All students are expected to be familiar with the college's standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

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

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

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

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

Appendix B. New York State Education Department Forms

1. Program Description and Purpose

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

Answer: The Bachelor of Arts (B.A.) degree in Latin American and Latina/o Studies (LLS) will develop in students an integrated understanding of the contexts and forces that have shaped Latin American societies and U.S. Latina/o communities, with particular attention to developing students' critical engagement with the interdisciplinary study of the political, historical, socio-economic and cultural possibilities and obstacles for achieving 1) social justice and equity (2) cross cultural and intercultural understanding; (3) respect for human integrity and dignity; and (4) awareness of political and human rights. In its curriculum and in its faculty, the program appreciates and capitalizes upon the fluidity of institutional disciplinary boundaries in offering students a multifaceted yet integrated vision of the Latin American and Latina/o experience and outlook.

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

Answer: Program Learning Outcomes. A student graduating from John Jay who has majored in Latin American and Latina/o Studies will have fulfilled the following learning outcomes:

Students will:

- 1) Display a thorough understanding of the interdisciplinary nature of the study of Latin America and of Latina/o communities in the U.S.
- 2) Have the ability to integrate the fields of Latin American Studies and Latina/o Studies in order to develop a deep understanding of the relationship between the social, economic, cultural, and political processes of Latin America and the development in the U.S. of communities of persons of Latin American origin or descent.
- 3) Develop the capacity to grasp the relationship between the lives of individuals and the course of history, how one's life intersects with larger social, political, and economic forces.
- 4) Show an appreciation of the history of Latin America and that of Latina/os in the U.S. as a struggle for justice and human dignity in the face of persistent structures of injustice, inequality, and the abuse of power.
- 5) Have the capacity to think critically and evaluate contrasting texts, narratives, and discourses relevant to the diverse cultures of Latin America and U.S. Latina/o communities.
- 6) Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions;
- 7) Communicate research results in various formats, including written and oral presentation;
- 8) Possess cultural competency, the ability to work successfully in a variety of culturally diverse settings and to analyze, contextualize and interpret culture/cultural behaviors and beliefs.

c) How does the program relate to the institution's mission and/or master plan?

Answer: The B.A. degree in Latin American and Latina/o Studies has been designed to further the College's commitment to Educating for Justice. Experiences of injustice and oppression, as well as strivings for justice

and freedom, weave deeply into the fabric of culture, social dynamics and political behavior. Without such an emphasis on injuries and remedies, violations and reclamations, a program on Latin American and Latina/o Studies would give students a truncated and invalid picture of the underlying forces that have shaped the worlds they have elected to study. For our students, ‘justice’ becomes a key lens through which to analyze, for example, social cleavages; education policy; conceptions of criminality; attitudes toward work, family and death; patterns of distrust towards authorities and an endless assortment of other social phenomena. That normative focus is paired, however, with an emphasis on the importance of careful and methodical social scientific research.

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

Answer: The proposal was entirely envisioned and written by the faculty of the Department of Latin American and Latina/o Studies. The work of drafting the proposal narrative and each course syllabus was distributed among faculty members according to their backgrounds and areas of expertise. The proposal went through three layers of college governance committees (Programs Subcommittee, Undergraduate Curriculum and Academic Standards Committee and the College Council) each having a vast majority of faculty members.

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

Answer: No external partners are included; however, consultations were held with colleagues in higher education institutions offering Latin American Studies or Latina/o Studies programs for advice on specific curricular matters. The Latin American and Latina/o Studies Department received four letters of support from graduate and PhD programs including the CUNY Graduate Center, Florida International University, University of Illinois at Chicago and Dr. Pablo Piccato, Professor and Director of the Institute for Latin American Studies at Columbia University.

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

Answer:

Projected enrollment, LLS B.A., years 1-5

	Year 1		Year 2		Year 3		Year 4		Year 5	
	New	Cont								
FT students	7	20	37	21	51	45	52	75	61	77
PT students	0	1	5	1	5	5	10	8	10	14
Sub-Totals	7	21	42	22	56	50	62	83	71	91
Totals	28		64		106		145		162	

*Please note: These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2011 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Latin American and Latina/o Studies major. In the fifth year, graduates from the program are considered in the projections at a 22% rate, which is our average over the five most recent years (fall 2008 cohort).

2. Sample Program Schedule

Complete **Table 1a** (for [undergraduate](#) programs) or **Table 1b** (for [graduate](#) programs).

- Table 1a Program of Study - See attached. See Appendix A. for course descriptions and syllabi.

3. Faculty

- a) See Table 2 - Fulltime Faculty, Table 3 - Part-time Faculty, and Table 4 - Faculty to be Hired. Faculty curricula vitae are available upon request.

- b) **What is the institution's definition of "full-time" faculty?**

Answer: A full-time faculty member is tenured or on a tenure-track line. We also have full-time lecturers, who teach a greater load and can receive a Certificate of Continuance of Employment.

4. Financial Resources and Instructional Facilities

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

Answer: No special instructional facilities are required for this program. John Jay's classrooms are all equipped with computer and overhead projector for the instructor, which will be used for these courses.

- b) Complete the [new resources table](#) (Table 5). See attached

5. Library Resources

- a) **Summarize the analysis of library resources for this program** by the collection librarian and program faculty. Include an **assessment of existing library resources** and their accessibility to students.

Answer: The College has a very strong general social science collection and a comprehensive collection in the fields of criminal justice and justice broadly defined. The collection is particularly robust in the areas of human rights, race, class, ethnicity, and gender and offers a wide array of reference sources in this area. John Jay has a large collection of electronic journals and databases available and there are robust interlibrary loan services between CUNY campuses within 2-3 business days. In addition, the Library subscribes to Amnesty International, Country Studies online, and CIOA: Columbia International Affairs Online. We anticipate a total five-year investment of approximately \$5,000 (\$1,000 for each of the first five years) to increase the library's monographic collection in Latin American Studies and to fill gaps as they appear. The Department has compiled a list of titles, which students in this program will need for research associated with their courses. The Library also has a Subject Guide for Researching Topics in Latin American Studies available to students (<http://guides.lib.jjay.cuny.edu/latinamericanstudies>).

- b) **Describe the institution's response to identified needs and its plan for library development.**

Answer: John Jay will prioritize the purchase of library materials for its new liberal arts majors and by making most efficient use of local and university-wide resources.

6. Admissions

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

Answer: There are no special admissions requirements for the proposed Latin American and Latina/o Studies major. All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable. Students can enter the major as early as the fall of their first year.

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

Answer: The College has an Undergraduate Admissions and Recruitment committee which is charged with making final determinations on admissions appeals. The committee consists of two high level administrators and five faculty members.

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

Answer: John Jay is one of the largest minority- and Hispanic-serving institutions in the Northeast. The student body is

very diverse with 61% of undergraduates and 42% of graduate students from underserved minority groups as of fall 2012.

7. Academic Support Services

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

Answer: The College has tutoring and recitation services in English, mathematics, sciences and foreign languages. The College also has writing across the curriculum requirements and provides students with opportunities for tutoring and to take Writing Intensive courses.

8. External Review of Graduate Degree Programs

NA

9. 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: John Jay is in the nascent stages of establishing a more formal Prior Learning Assessment program. Currently, the college accepts ACE evaluations and recommendations of training programs for credit, military credit, and some professional training credentials after being approved by the appropriate academic department chair. Currently the college has a cap of 30 for external credit.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

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

Answer: The Department of Latin American and Latina/o Studies (LLS) plans to take the following steps to monitor the continued strength of the curriculum of the LLS B.A. and assess the performance of students in meeting the learning outcomes of each course and of the major overall.

Program Review

John Jay College has institutionalized a five-year cycle of curricular review of programs and majors. The curricular review involves preparation of a self-study by the faculty of the major or department, a site visit by outside evaluators and the development of an action plan with the Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year.

Methods of Assessment

At the beginning of every academic year, the Department's Curriculum Committee will develop and implement a plan for reviewing some aspect of the program's overall performance in preparing students to meet or exceed the program learning outcomes of the major. The review plan may require majors to assemble samples of their best work subject to review by a panel of faculty members. The review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester. The Department's Curriculum Committee, working with the major coordinator, will oversee the carrying out of the review plan by year's end. Each year's review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program's learning objectives. Measures as well as 'target' courses will be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.

Feedback

The results of each year's review process will be discussed by the faculty at a regularly scheduled faculty

meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The Department's Curriculum Committee will be charged with making any adjustments deemed necessary.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

N/A

12. Transfer to Baccalaureate Programs

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

Though we are proposing a Baccalaureate Program, the college has created an articulation with Hostos Community College (Liberal Arts concentration) to create a seamless pipeline to the new Latin American and Latina/o Studies major. The Department will pursue articulations with other community colleges in and outside of the CUNY system. Of high priority in this effort will be some of our largest feeder schools:

- (CUNY) Bronx Community College's A.A. in Liberal Arts and Sciences: Africana, Latino and Native American Studies Option
- (CUNY) LaGuardia Community College's A.A. in Liberal Arts: Latin American Studies Option
- (SUNY) Nassau Community College's A.A. in Liberal Arts and Sciences
- (NJ) Bergen Community College's A.A. in Liberal Arts.

Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: X Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Fall 1						Term: Spring 1							
Check course classification(s)						Check course classification(s)							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Req Core: ENG 101 English Comp I	3	X				Req Core: ENG 201 English Comp II	3	X			ENG 101		
Req Core: MAT 105 College Algebra	3	X			Placement exam	Flex Core: Individual & Soc: SOC 101	3	X					
Col Option: Justice Core First Year Seminar	3	X				Req Core: Life & Physical Science	3	X					
Flex Core: US Exp in its Diversity (LLS 124)	3	X	3			Flex Core: World Cultures – SPA 101	3	X					
Flex Core: Creative Expression	3	X				LLS 1XX Latin American History & Society	3	X	3	X			
Term credit total:	15	15	3			Term credit total:	15	15	3				
Term: Fall 2						Term: Spring 2							
Check course classification(s)						Check course classification(s)							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Col Option: Communications - SPA 102	3	X			SPA 101	LLS Elective: Track A #2: LLS 220 Human Rights & Law in Latin Am	3	X	X		ENG 101		
Flex Core: Scientific World	3	X				SPA 201	3	X	X		SPA 102 or 112		
Elective or Minor	3					Elective or Minor	3	X					
LLS/HIS/POL 242 U.S./Latin Am Foreign Relations	3	X	X		ENG 101	Col Option: Learning From the Past	3	X					
Latin Am Electives, Track A #1: LLS 260 History of Contemporary Cuba	3	X	X		ENG 101	Flex Core: 6 th course (World Cultures)	3	X					
Term credit total:	15	12	6			Term credit total:	15	15	6				
Term: Fall 3						Term: Spring 3							
Check course classification(s)						Check course classification(s)							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
LLS 322 Latino Struggles for Civil Rts	3	X	X		ENG 201, LLS 242	LLS 3XX Research Methods in Latin American & Latina/o Studies	3	X	X	X	ENG 201, LLS 242		
Latin Am Electives #3: LLS 343 Race & Citizenship in the Americas	3	X	X		ENG 201, LLS 242	U.S. Latinos Track B Elective: LLS 3XX Latinos & the Digital Divide	3	X	X	X	ENG 201		
Col Option: Justice Core 300-level	3	X			ENG 201	Elective or Minor	3	X					
Elective or Minor	3	X				Elective or Minor	3	X					
Elective or Minor	3					Elective or Minor	3						
Term credit total:	15	12	6			Term credit total:	15	12	6				
Term: Fall 4						Term: Spring 4							
Check course classification(s)						Check course classification(s)							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
LLS 321 Latin America & Latina/o Fieldwk	4		X		ENG 201, LLS 242	LLS 4XX Senior Seminar in Latin American & Latina/o Studies	3	X	X	X	ENG 201, LLS 3XX Research Methods		
Elective or Minor	3	X				Elective or Minor	3	X					
Elective or Minor	3	X				Elective or Minor	3	X					
Elective or Minor	3	X				Elective or Minor	3	X					
Elective or Minor	3					Elective or Minor	3						
Term credit total:	16	9	4			Term credit total:	15	12	3				
Program Totals:		Credits: 120			Liberal Arts & Sciences: 102 (Gen Ed – 42)			Major: 37			Elective & Other: 41		

Cr: credits

LAS: [liberal arts & sciences](#)

Maj: major requirement

New: 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.
Luis Barrios Professor	LLS 124 LLS 215 LLS 242 LLS 245 LLS 356 LLS XXX Senior Seminar LLS XXX Research Methods	100%	General Theological Seminary, New York; STM--Master in Cultural Theology-1991 New York Theological Seminary, New York; M.Div.-Master in Divinity-1990 Universidad Carlos Albizu, Puerto Rico; Ph.D.- Clinical/Social Psychology-1983 World University, Puerto Rico; B.A-Psychology & Managment-1978 Seminario Episcopal del Caribe, Puerto Rico; B.Theol, Theology and Ministry-1970	Board Certified Forensic Examiner Psychologist License-Puerto Rico
John Gutiérrez Assistant Professor	LLS 124 LLS 2XX: Disease and Public Health in Latin America and US Latino Communities LLS 2XX: Latin American History LLS 2XX: Latinos and Politics in the US	100%	Ph.D., CUNY Graduate Center	Political consultant
Isabel Martínez Assistant Professor	LLS 124 LLS 3xx Latina/os and the Digital Divide LLS 247 LLS 3xx The US-Mexico Border LLS 241 LLS XXX Research Methods	100%	Ph.D., Columbia University, Sociology and Education	Research and publications on the lives of transnational Mexican youth in New York City
Brian Montes Assistant Professor	LLS 124 LLS 261 LLS 343 LLS 215 LLS 263 LLS 322	100%	Ph.D., Anthropology, University of Illinois at Urbana-Champaign M.A., Anthropology, University of Illinois at Urbana-Champaign	Teaching and research in U.S. Latino/a studies, Latin American Studies and Maya studies, especially race & ethnicity within Latin America and the United States.

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 **B2** 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.
	LLS 2xx (Latin American Cultures) LLS 2xx (Indigenous Latin America)			
Suzanne Oboler Professor	LLS 124 LLS 322 LLS 341 LLS 223 LLS 325	57%	Ph.D., Bilingual Education (focus:Bicultural/Intercultural Studies; minor, Educational Technologies), New York University M.A., Latin American Studies (History, Archaeology, Literature), University of London, Kings College M.Sc. (ABD) Social Anthropology, University of Campinas, São Paulo, Brazil B.A. Spanish and Latin American Literature, Colorado College, Colorado Springs, CO	Founding Editor, <i>Latino Studies</i>
Lisandro Pérez Professor and Chair	LLS 124 LLS XXX: Latin American History LLS 223 LLS 260 LLS XXX: Senior Seminar LLS XXX Research Methods	57%	Ph.D. University of Florida, Sociology and Latin American Studies M.A. University of Florida, Sociology and Anthropology B.A. University of Miami, Sociology and Anthropology	Chair, Latin American and Latina/o Studies Department
Belinda Rincon Assistant Professor	LLS 124 LLS 355 LLS 363 LLS XXX Senior Seminar LLS XXX Gender & Sexuality in Latina/o Literature LLS 241 LLS 364	100%	Ph.D. in English, Cornell University M.A. in English, Boston College B.A. in English and Women's Studies, Vassar College	Teaching and research on Latina/o literature, specifically on Chicano/a literature and militarism

<p>Jodie Roure Associate Professor</p>	<p>LLS 124 LLS 215 LLS 220</p>	<p>70%</p>	<p>BA, Rutgers University- Douglass College</p> <p>JD, Western New England University School of Law</p> <p>PhD, University at Buffalo, State University of New York</p>	<p>Director, Ron Brown Preparatory Law School Program, John Jay College</p>
<p>LLS 241 LLS 242 LLS 255</p>				
<p>LLS 321 LLS 322 LLS 325</p>				

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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.
Adrian Bordoni	LLS 124	-M.A. Criminal Justice '05 John Jay College of Criminal Justice Dual Specialization: Criminology and Deviance/Juvenile Justice -M.A. International Education '98 Teachers College, Columbia University	-College Now Instructor, Queensborough Community College 2010-2012 -Gang Specialist Certification, National Gang Crime Research Center -Conflict Resolution Specialist, NYC Board of Education -Non-Profit Management Certification, Columbia Business School -Non Profit Leaders Certification, Fordham University -Emerging Leaders in Youth Programs Certificate, Baruch College/P.A.S.E. -New York Police Department Auxiliary Police Officer Certificate -New York State Part-Time Peace Officer Certificate -Bilingual Social Studies Teacher, 1993-2000 NYC Board of Education
Claudia de la Cruz	LLS 124	John Jay College- B.S Forensic Psych. UTS/Columbia– M.Div./M.S.W	Community Organizer and Activist around immigrant rights/ women's rights/ socio- political and economic issues in Latin America & the Caribbean; Founder and E.D of Da Urban Butterflies Youth Leadership Dev. Project. Adjunct lecturer at the College of New Rochelle- DC37 campus and CUNY
Nitza Escalera	LLS 124	J.D. Columbia University Ed.M. Teachers College, Columbia University Columbia University Ed.M. Teachers College, Columbia University MPA, New York University MS Syracuse University BA Le Moyne College	Law License, NYS and admitted to the NYS State Courts, Southern and Eastern District Courts and the Supreme Court Published in the Fordham Law Review Teach negotiation & mediation at Fordham Law and taught in the Community Economic Development Clinic in the Law School, on the Mayor's Advisory Committee on the Judiciary
Eva Lopez	LLS 124	MA in Theater Arts : Enrolled in Ed.D program at Union Institute & University	

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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.
		in Educational Leadership	
Francois Restrepo	LLS 220	John Jay College of Criminal Justice, B.A., Justice Studies; Thomas Cooley School of Law, J.D.	Assistant Director to RHB Prep Law School Program; New York State Bar Admission in Progress; (Forthcoming), Hernández v. Texas; and Mass Incarceration and Latinas/os in the United States. In Morín, José Luis, ed. Latinas/os and Criminal Justice: An Encyclopedia. Santa Barbara CA: ABC-CLIO/Greenwood.
	LLS 250		
	LLS 124		
Silvestre Wallace	LLS 124	BA – Linguistics and Romance Languages	Additional teaching experience: Adjunct Professor, Hunter College Intermediate English Grammar and Composition (1980-1985) Intermediate Spanish for Social workers
		MS – Teaching English as a Second Language	
		MS – Educational administration Adjunct Professor, Marist	
Jeanette Sucre	LLS 124	LMSW	Doctoral Student.

The Five-Year Financial Projections for Program

	2014-15	2015-16	2016-17	2017-18	2018-19
Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new pro					
Current Full Time Faculty Replacement Costs - one course release for Major Coordinator per year (using 3% inflation)	4,280	4408	4540	4676	4816
Current Full Time Faculty Overload (include Summer)					
New Full Time Faculty Base Salary (using 3% inflation)					
New Assistant or Associate professor #1		64,956	66430	68423	70476
New Assistant or Associate professor #2				68423	70476
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list seperately)					
Full Time Employee Fringe Benefits (33.0%)	1412.4	22890.12	23420.1	46702.26	48103.44
Total (Links to Full-Time Faculty on Program Exp Worksheet)	5692.4	92254.12	94390.1	188224.3	193871.4
Part Time Faculty Actual Salaries	12,000	9270	6365	6556	6753
Part Time Faculty Actual Fringe Benefits (10%)	1200	927	636.5	655.6	675.3
Total (Links to Part-Time Faculty Program Exp Worksheet)	13200	10197	7001.5	7211.6	7428.3
Full Time Staff Base Salary (list separately)					
Full Time Staff Fringe Benefits (33%)	0	0	0	0	0
Total (Links to Full-Time Staff on Program Exp Worksheet)	0	0	0	0	0

(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

Part Time Staff Base Salary (list separately)

Graduate Assistants

Student Hourly

Part Time Employee Fringe Benefits (10.0%)

Total (Links to Part-Time Staff on Program Exp Worksheet)

LIBRARY

Library Resources

Library Staff Full Time (List Separately)

Full Time Staff Fringe Benefits (33%)

Library Staff Part Time (List Separately)

Part Time Employee Fringe Benefits (10.0%)

TOTAL (Links to Library on Program Exp Worksheet)

EQUIPMENT

Computer Hardware

Office Furniture

Other (Specify)

Total (Links to Equipment on Program Exp Worksheet)

LABORATORIES

Laboratory Equipment

Other (list separately)

TOTAL (Links to Laboratories on Program Exp Worksheet)

2014-15	2015-16	2016-17	2017-18	2018-19
0	0	0	0	0
0	0	0	0	0
1,000	1,000	1,000	1,000	1,000
0	0	0	0	0
0	0	0	0	0
1000	1000	1000	1000	1000
0	0	0	0	0

SUPPLIES AND EXPENSES (OTPS)

Consultants and Honoraria

Office Supplies

Instructional Supplies

Faculty Development

Travel and Conferences

Membership Fees

Advertising and Promotion

Accreditation

Computer Software

Computer License Fees

Computer Repair and Maintenance

Equipment Repair and Maintenance

**New Total Supplies and OTPS Expenses (Links to
Supplies on Program Exp Worksheet)**

CAPITAL EXPENDITURES

Facility Renovations

Classroom Equipment

Other (list separately)

**TOTAL (Links to Capital Expenditures on Program Exp
Worksheet)**

Other (list separately)

TOTAL (Links to Other on Program Exp Worksheet)

2014-15	2015-16	2016-17	2017-18	2018-19
5,000	5,000	5,000	5,000	5,000
5000	5000	5000	5000	5000
0	0	0	0	0
0	0	0	0	0

Table 5: New Resources

Expenditures	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
Full Time Faculty	5692.4	92254.12	94390.1	188224.26	193871.44
Part Time Faculty	13200	10197	7001.5	7211.6	7428.3
Full Time Staff	0	0	0	0	0
Part Time Staff	0	0	0	0	0
Library (Includes Staffing)	1000	1000	1000	1000	1000
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (Other than Personal Services)	5000	5000	5000	5000	5000
Capital Expenditures	0	0	0	0	0
Other	0	0	0	0	0
Total all	24892.4	108451.12	107391.6	201435.86	207299.74

[\[1\] Specify the inflation rate used for projections.](#)

[\[2\] Specify the academic year.](#)

[\[3\] Include fringe benefits.](#)

Projected Revenue Related to the Proposed Program

<u>Revenues[1]</u>	<u>1st Year 2014-15</u>	<u>2nd Year 2015-16</u>	<u>3rd Year 2016-17</u>	<u>4th Year 2017-18</u>	<u>5th Year 2018-19</u>
<u>Tuition Revenue[3]</u>					
<u>01. From Existing</u>	\$109,550	\$116,433	\$254,534	\$433,212	\$470,831
<u>02. From New Sources[5]</u>	\$38,425	\$212,007	\$291,988	\$318,230	\$369,407
03. Total	\$147,975	\$328,440	\$546,522	\$751,441	\$840,238
<u>State Appropriation[6]</u>					
04. From Existing Sources ⁸	\$0	\$0	\$0	\$0	\$0
05. From New Sources	\$0	\$0	\$0	\$0	\$0
06. Total	\$0	\$0	\$0	\$0	\$0
<u>Other Revenue[7]</u>					
07. From Existing Sources ⁸	\$0	\$0	\$0	\$0	\$0
08. From New Sources	\$0	\$0	\$0	\$0	\$0
09. Total	\$0	\$0	\$0	\$0	\$0
<u>Grand Total[8]</u>					
10. From Existing Sources ⁸	\$109,550	\$116,433	\$254,534	\$433,212	\$470,831
11. From New Sources	\$38,425	\$212,007	\$291,988	\$318,230	\$369,407
TOTAL	\$147,975	\$328,440	\$546,522	\$751,441	\$840,238

^[1] The inflation rate used is 3%

[2] Specify the academic year.

[3] Please explain how tuition revenue was calculated.

[4] Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

[5] New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year.

[6] Public institutions should include here regular State appropriations applied to the program.

[7] Specify what is included in "other" category.

[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

**The Five-Year Revenue Projections for Program
SENIOR COLLEGE WORKSHEET**

Tuition & Fees:

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of EXISTING FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of EXISTING FULL TIME Out of State Students) John Jay's rate of out of state students is 05%

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING FULL TIME TUITION REVENUE

	2014-15	2015-16	2016-17	2017-18	2018-19
	19	20	43	71	73
	\$4,600	\$4,692	\$4,786	\$4,882	\$4,979
	\$87,400	\$93,840	\$205,791	\$346,591	\$363,481
	0	0	0	0	0
	\$87,400	\$93,840	\$205,791	\$346,591	\$363,481
	1	1	2	4	4
	\$13,000	\$13,260	\$13,525	\$13,796	\$14,072
	\$13,000	\$13,260	\$27,050	\$55,183	\$56,286
	0	0	0	0	0
	\$13,000	\$13,260	\$27,050	\$55,183	\$56,286
	\$100,400	\$107,100	\$232,842	\$401,773	\$419,767

Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME In State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME Out of State Students) John Jay's rate of out of state students is 05%

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Majors (Enter # of EXISTING PART-TIME In State Students)	1	1	5	8	14
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	15	15	15
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$195	\$199	\$203	\$207	\$211
Total Tuition	\$2,925	\$2,984	\$15,216	\$24,832	\$44,326
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Instate Tuition & Fees	\$2,925	\$2,984	\$15,216	\$24,832	\$44,326
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students) John Jay's rate of out of state students is 05%	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	15	15	15
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$415	\$423	\$432	\$440	\$449
Total Tuition	\$6,225	\$6,350	\$6,476	\$6,606	\$6,738
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Out of State Tuition & Fees	\$6,225	\$6,350	\$6,476	\$6,606	\$6,738

TOTAL EXISTING PART TIME REVENUE

TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

Tuition & Fees:

New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of NEW FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of NEW FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL NEW FULL TIME TUITION REVENUE

	\$9,150	\$9,333	\$21,692	\$31,438	\$51,064
	\$109,550	\$116,433	\$254,534	\$433,212	\$470,831
	2014-15	2015-16	2016-17	2017-18	2018-19
	7	35	48	49	58
	\$4,600	\$4,692	\$4,786	\$4,882	\$4,979
	\$32,200	\$164,220	\$229,720	\$239,196	\$288,793
	0	0	0	0	0
	\$32,200	\$164,220	\$229,720	\$239,196	\$288,793
	0	2	3	3	3
	\$13,000	\$13,260	\$13,525	\$13,796	\$14,072
	\$0	\$26,520	\$40,576	\$41,387	\$42,215
	0	0	0	0	0
	\$0	\$26,520	\$40,576	\$41,387	\$42,215
	\$32,200	\$190,740	\$270,296	\$280,583	\$331,008

Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME In State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME Out of State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

2014-15	2015-16	2016-17	2017-18	2018-19
0	5	5	10	10
15	15	15	15	15
\$195	\$199	\$203	\$207	\$211
\$0	\$14,918	\$15,216	\$31,040	\$31,661
0				
\$0	\$14,918	\$15,216	\$31,040	\$31,661
0	0	0	0	0
15	15	15	15	15
\$415	\$423	\$432	\$440	\$449
\$6,225	\$6,350	\$6,476	\$6,606	\$6,738
0	0	0	0	0

Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

	0	0	0	0
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Enrollment was figured with John Jay's F12 1-yr retention rate of 77.9% & a graduation rate of 22% in Yr 5 of the major
Out of state enrollment was figured at John Jay's usual rate of .05% of enrollment

Appendix C. Letters of Support

Letters in Support of the new major in Latin American & Latina/o Studies**Letters from the following:**

1. Grenier, Guillermo J., Professor and Graduate Program Director, Department of Global and Sociocultural Studies at Florida International University
2. Piccato, Pablo, Professor and Director of the Institute of Latin American Studies at Columbia University
3. Torpey, John, Professor and Executive Officer, The Graduate Center, CUNY
4. Torres, Maria de los Angeles, Professor and Program Director of Latin American and Latino Studies Program at the University of Illinois, Chicago



May 28, 2012

Dear Dr. Perez,

I've read with great interest the Letter of Intent for a Baccalaureate Degree in Latin American and Latina/o Studies being developed by your department. It's an innovative program well designed to provide students not only employable skills in a variety of sectors but also the tools necessary to successfully apply to, and complete, a graduate program.

While I am unable to comment on the contribution of your program to the mission of John Jay College and its role in the broader post-secondary educational environment of NYC, I can tell you that the type of interdisciplinary curriculum proposed is well designed to produce precisely the type of students that our interdisciplinary program is seeking. Your curriculum gives student clear choices for developing their intellectual interests while not sacrificing social scientific training. It is elegantly designed.

Florida International University is part of the State University of Florida and, with almost 50,000 students, it is the largest public university in South Florida. The Department of Global and Sociocultural Studies at Florida International University was not designed specifically to break down disciplinary boundaries but do develop students who recognize the arbitrary nature of such boundaries and to approach the study of social relations with broader theoretical and methodological perspectives. Our program provides a unique opportunity to integrate the strengths of Cultural Anthropology, Geography and Sociology by combining cross-disciplinary theorizing with qualitative and quantitative research methods—ranging from ethnography to geographic information systems. We've designed our curriculum, much like yours, to provide rigorous preparation for careers in higher education, public policy, NGO's, and the private sector. We are on the same page on this point and I believe that the disciplinary divisions in the social sciences will be reworked by the future scholars that programs like ours develop.

Please let me know how your approval process proceeds. I'll be glad to clarify or expand on any of the points raised in this brief letter.

Sincerely,

A handwritten signature in blue ink that reads "Guillermo J. Grenier".

Guillermo J. Grenier
Professor and Graduate Program Director
Department of Global and Sociocultural Studies

DEPARTMENT OF GLOBAL & SOCIOCULTURAL STUDIES

School of International and Public Affairs * College of Arts and Sciences
11200 S.W. 8th Street, SIPA 316, Miami, FL 33199 * Tel: 305-348-2247 * Fax: 305-348-3605

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
DEPARTMENT OF HISTORY

New York, May 17, 2012

Professor Lisandro Pérez
Department of Latin American and Latina/o Studies
John Jay College of Criminal Justice
City University of New York

Dear Professor Pérez:

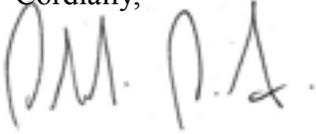
I have reviewed the letter of intent for the establishment of a BA program in Latin American and Latina/o Studies at John Jay College. The proposal has strong merits and I believe supports the establishment of the program. The changing shape of the population of New York City and the particular challenges its justice system faces make the creation of such a program a logical move for an institution that has played an important role in the higher education system of the city. It will prepare students to understand the institutional and social characteristics of the growing Latino population of the city and, as importantly, will connect that knowledge with a strong foundation on the study of Latin American societies. Linking both fields is also a good idea as it responds to the intellectual needs of a student body that asks questions about contemporary society in a broad transnational framework characterized by the increasing flow of people of commodities; it also responds to the logical interest in the societies of origin of most migrants in the city. As a teacher of Latin American history with fifteen years of experience I know that the best student research emerges from questions about the present and the local, as much as from curiosity about the past of distant places. The interdisciplinary approach of the major is also appropriate to the complexity of its subject. It will prepare students to deepen their work within disciplinary programs at the graduate level. The faculty that would be in charge of the program is strong enough to provide students with a comprehensive education, one that will provide the substantive knowledge and methodological tools to take their study to the graduate level--although I did not see an entry for professor Desmond Arias, one of the outstanding members of the faculty.

The curriculum proposed will contribute to a solid preparation for the students. The only observation would be that it emphasizes required courses and does not leave too much room for optative courses (only 12 credits out of 33). I think that the students would appreciate more flexibility to take a broader range of courses that will better prepare them

to choose the right graduate or professional path after college. Dividing those 12 credits between the Latin American and Latina/o tracks might also dilute some of the benefits that come from the diversity of interests of the faculty: since the program is based on the idea that there are common themes and approaches to the study of societies in the US and Latin America it would seem logical to allow the students to develop concentrations on themes or disciplines that span both regions without having to fulfill a specific number of credits on each.

In sum, I think that the program will be a welcome addition to the curriculum at John Jay, and that the project is feasible.

Cordially,

A handwritten signature in dark ink, appearing to read 'P. Piccato', written over a light blue horizontal line.

Pablo Piccato

Professor

Director, Institute of Latin American Studies

PhD Program in Sociology
CUNY Graduate Center
365 Fifth Avenue
New York, NY 10016-4309
212.817.8777
212.817.1536 fax
www.gc.cuny.edu

John C. Torpey, Ph.D.
Professor
jtorpey@gc.cuny.edu

May 22, 2012

Lisandro Pérez
Professor and Chair
Department of Latin American and Latina/o Studies
John Jay College of Criminal Justice
City University of New York
524 West 59th Street, 8th floor, room 8.63.03
New York, NY 10019

Dear Professor Pérez,

I write in response to your request to assess whether the curriculum for your proposed B.A. program in Latin American and Latino/a Studies would be appropriate for possible applicants to the PhD program in Sociology at the CUNY Graduate Center.

I believe the training you would provide would be appropriate for successful applicants to the PhD program. The exposure to methodology and to a range of sociological and cultural issues, as outlined in the curriculum, would be appealing to those assessing possible admits to the PhD program.

I hope that helps your endeavor. Please let me know if I can be of any further assistance. I am best reached via e-mail at jtorpey@gc.cuny.edu.

Sincerely,

John Torpey
Professor and Executive Officer

Latin American and Latino Studies Program (MC 219)
College of Liberal Arts and Sciences
Suite 1525, University Hall
601 South Morgan Street
Chicago, Illinois 60607

To: Professor Lisandro Perez

From: Maria de los Angeles Torres
Professor and Director of Latin American and Latino Studies Program
University of Illinois
Chicago

Date: June 6, 2012

Re: Proposed Latin American and Latinos Studies Major John Jay

I have reviewed your proposal for a B.A. degree in Latin American and Latino Studies. First of all, let me congratulate you for this innovative proposal. It is especially noteworthy that you will be requiring your students to have a language component as well as a field experience in either Latin America or a Latino community.

In addition, the academic work is rigorous and comports with what many of the cutting edge programs are offering their students. It combines Latin American and Latino studies as well as humanities and social sciences. Students will be prepared broadly as they focus on an area of the world.

The methods course as well as the field experience in particular will certainly help your students' employability not only in the job market, but also in terms of potential graduate programs.

We have recently initiated a Masters degree in Latin American and Latino Studies, and while our program is open to any undergraduate degree, we certainly would give priority to those who have the kind of academic and field experience your program will be offering.



Latin American and Latino Studies Program (MC 219)
College of Liberal Arts and Sciences
Suite 1525, University Hall
601 South Morgan Street
Chicago, Illinois 60607

Our program provides advanced training in interdisciplinary research methodologies and has a one semester community research internship. In this semester, students are partnered with a community based organization. We develop a joint research project. Students who have been exposed to the field and have some methods training would give them an advantage in the applicant pool. Indeed, we would be very interested in recruiting students with a degree from your program.

In addition, while our program does not require language proficiency, students who are Spanish bilingual get more from their graduate studies.



Appendix D. Articulation Agreement

THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT BETWEEN
LAGUARDIA COMMUNITY COLLEGE
AND

JOHN JAY COLLEGE OF CRIMINAL JUSTICE - DRAFT

A. SENDING AND RECEIVING INSTITUTIONS

<u>Sending Institution:</u>	LaGuardia Community College
Department:	Social Science
Program:	Liberal Arts: Latin American Studies
Degree:	Associate of Arts
<u>Receiving Institution:</u>	John Jay College of Criminal Justice
Department:	Latin American Studies
Program:	Latin American Studies (proposed)
Degree:	Bachelor of Arts

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Minimum GPA- 2.0

To gain admission to John Jay College, students must be skill certified, meaning:

- Have earned a grade of ‘C’ or better in a credit-bearing mathematics course of at least 3 credits
- Have earned a grade of ‘C’ or better in freshmen composition, its equivalent, or a higher-level English course

Total transfer credits granted toward the baccalaureate degree: **60 credits**

Total additional credits required at the senior college to complete baccalaureate degree:
60 credits

C. COURSE-TO-COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

LaGuardia Community College		John Jay College		
Course Number & Title	Credits	Course Number & Title	Credits	Credits Awarded
<i>LAGCC General Education Requirements</i>				
<i>English: 6 credits</i>				
ENG/ENC 101: English Composition I	3	ENG 101 Composition I	3	3
ENG 102: Writing through Literature	3	ENG 201 Composition II	3	3
<i>Mathematical and Quantitative Reasoning: 3 credits</i>				
Select one: MAT 107: Mathematics and the Modern World MAT 112: College Algebra MAT 118: Introductory Statistics	3	MAT 108: Social Science Mathematics MAT 105: College Algebra STA 250: Principles and Methods of Statistics		3
<i>Life and Physical Sciences: 3 credits</i>				
Select one: SCB 101: Topics in Biological Sciences SCC 101: Topics in Chemistry SCP101: Topics in Physics SCP 140: Topics in Astronomy	3	These courses satisfy the Life and Physical Sciences core requirement at John Jay		3
<i>Flexible: 18 credits</i>				
Select one course from each of the five following areas AND one additional course from any flexible core category. Note: Student can select only two courses from any one discipline: <ul style="list-style-type: none"> • World Cultures and Global Issues • US Experience in its Diversity • Creative Expression • Individual and Society • Scientific World 	18	John Jay accepts courses taken at LaGuardia under this heading as satisfying the flexible core requirements at John Jay.		18
Subtotal				30
<i>Program Core: 30 credits</i>				
New Student Seminar	0	No equivalent	0	0
ENG 103: Research Paper	3	(blanket composition)		3
Latin American Core: 15 credits <ul style="list-style-type: none"> • ELS200 Latin American Literature I • ELS201 Latin American Literature II • ELS204 Latin American Civilizations • ELS210 Advanced Spanish Composition • ELN 101 Introduction to Bilingualism 	15	<ul style="list-style-type: none"> • (blanket LLS)* • (blanket LLS)* • (blanket LLS) • (blanket LLS) • (blanket LLS) 		15

ELL101 Introduction to Language	3	ANT 228 Introduction to Language		3
Social Science, select one: <ul style="list-style-type: none"> • SSA100 Introduction to Anthropology • SSA101 Cultural Anthropology • SSE105 International Economics • SSE125 World Geography • SSH105 World History from Ancient Times to 1500 • SSH106 World History from 1500 to the Present • SSP200 Global Politics • SSH103 Western Civilization from Ancient Times to the Renaissance • SSH104 Western Civilization from the Renaissance to Modern Times • SSH110 East Asia Civilization and Societies • SSH231 Afro-American History • SSH232 Survey of Latin American and Caribbean History • SSP220 Politics of Latin America and the Caribbean • SSS100 Introduction to Sociology 	3	<ul style="list-style-type: none"> • (blanket anthropology) • ANT 101 Introduction to Cultural Anthropology • ECO 245 International Eco* • (blanket history) • HIS 203 The Ancient World • HIS 205 The Modern World • POL 260 International Relatio • MUS 101 Intro to Music • (blanket history) • (blanket history) • (blanket history) • AAH 211 African American • PLH 166 History of the Caribbean Islands • (blanket LLS) • SOC 101 Into to Sociology 		3
Liberal Arts: LIB 200 Humanism, Science and Technology	3	(blanket)	3	3
Unrestricted electives, 3 credits				
			Subtotal	3
			Total	60

* [With a syllabus from LaGuardia I can possibly get chair's approval of a specific course equivalent.]

D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

Course Number & Title	Credits
General Education Requirements (from JJC “College Option”)	
One 300-level Justice Core course from <i>Struggles for Justice in the U.S.</i> or <i>Justice in Global Perspectives</i>	3
One course from <i>Learning from the Past</i> or <i>Communications</i>	3
Total Gen Ed at JJC	6
Remaining Requirements in Major	
<u>1) Major Sequence, 21 credits (minus 6 taken at LAGCC)</u>	
ANT 101 Introduction to Cultural Anthropology (satisfied at LaGuardia)	0
LLS 124: Latina/os in the United States	0
LLS 1XX: Latin American History and Society	3
LLS/HIS/POL 242: U.S. and Latin American Relations	3
LLS 322: Latino Struggles for Civil Rights and Social Justice	3
Subtotal	15
<u>2) Research Methods Requirement, 3 credits</u>	
LLS 3XX: Research Methods in Latin American and Latina/o Studies	3
Subtotal	3
<u>3) Study Abroad, Fieldwork, or Independent Research, 3-4 credits</u>	
<u>Select One</u>	
a. Study Abroad in Latin America (3 credits will be earned from the course offered as part of the study abroad program)	
b. LLS 321 Puerto Rican/Latina/o Community Fieldwork [NB course title will be changed to <i>Latin American and Latina/o Community Fieldwork</i>] 6 hours: 2 hours lecture, 4 hours fieldwork; (4 credits) <i>Prerequisite: LLS 3XX: Research Methods</i>	
c. LLS 489 Independent Research Project (3 credits) <i>Prerequisite: LLS 3XX: Research Methods</i>	
Subtotal	3-4
<u>4) Major Electives, 12 credits</u>	
The Latin American and Latina/o Studies major offers two concentrations; students must choose nine (9) credits in one track and three (3) credits in the other track. At least six (6) credits must be taken at the 300-level or above	
<u>Concentration A: Latin America.</u> Choose either 3 courses or 1 course from among the following: <ul style="list-style-type: none"> • LLS 215: Social and Political Developments in Contemporary Puerto Rico • LLS 220: Human Rights and the Law in Latin America • LLS 2xx Latin American Cultures • LLS 232: Comparative Perspectives on Crime in the Caribbean • LLS 223 Revolution and Social Change in Latin American Literature and the Arts (GEN ED approved) • LLS 245: Dominican Society and Identity (title will be changed to Politics and Society in the Dominican Republic) • LLS 250: Drugs, Crime and Law in Latin America • LLS 255: Latin American Woman in Global Society –GEN ED approved 	9 (as A)

<ul style="list-style-type: none"> • LLS 260 (HIS 260): History of Contemporary Cuba • LLS 261 (HIS 261): Revolution and Social Change in Contemporary Latin America • LLS 263 (AFR 263 and HIS 263) Blacks in Latin America --GEN ED approved • LLS 2xx: Indigenous Latin America • LLS 341: Immigrant Rights in the Americas GEN ED approved • LLS 343: Race and Citizenship in the Americas • LLS 356: Terror and Transitional Justice in Latin America 	
<p>Concentration B: US Latina/os Choose either 3 courses or 1 course from among the following:</p> <ul style="list-style-type: none"> • LLS FY 100 Justice and the Individual [Latino/a Content] GEN ED approved • LLS 217 (also SPA 217 and DRA 217): Theater of the Americas Since 1960 • LLS 241: Latino/as and US Cities GEN ED approved • LLS 247: Growing Up Latina/o: From the 1940s to the Present GEN ED approved • LLS 267: History of Caribbean Migrations in the United States • LLS 2XX Public Health Policy in the Americas • LLS 3XX Latina/os and the Digital Divide • LLS 3XX The US-Mexico Border • LLS 325: The Latina/o Experience of Criminal Justice • LLS 362: Entangled Tongues: Bilingualism in US Latina/o Literature • LLS 363: Il/legal Subjects: U.S. Latina/o Literature and the Law -GEN ED approved • LLS 364: Ethical Strains in Latina/o Literature –GEN ED approved • LLS 401 Gender, Race, Ethnicity and the US Legal System. (Revised title and course description; this course will be revised to a 300 level course) 	3 (as B)
Subtotal	12
<i>5) Senior Seminar, 3 credits</i>	
<ul style="list-style-type: none"> • LLS 4XX Senior Seminar: Special Topics in Latin American and Latina/o Studies 	
Subtotal	3
<i>6) Latin American and Latina/o Studies Honors Program</i>	
<p>LLS 4XX: LLS Honors Project NOTE: Admission to the LLS Honors Program is required to enroll in the LLS Honors Project.</p>	
Subtotal	
Total credits in major at John Jay	36
Credits Remaining (outside Gen Ed and Major)	
Free electives	24
Total credits at John Jay	60

Remaining Core Requirements in Major	30
John Jay Electives	24
Total Credits to be earned at John Jay College:	60
Total Credits to be earned at LAGCC:	60
Total Credits required for B.A. degree:	120

E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:

LaGuardia Community College faculty and John Jay College faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

Changes

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

Notice of Cancellation

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

The CUNY Institutional Research Database will be used to track performance (in terms of credit accumulation and GPA) and persistence (in terms of retention and graduation) of all Kingsborough Community College students who transfer to CUNY Senior Colleges.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:

LaGuardia Community College and John Jay College will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

Effective Date: Fall 2014

*FOR LAGUARDIA COMMUNITY
COLLEGE*

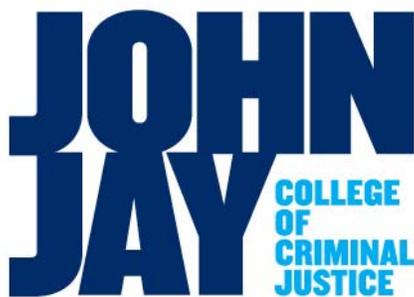
*FOR JOHN JAY COLLEGE
of CRIMINAL JUSTICE*

Lorraine Cohen, Ph.D.
Chairperson, Social Science
LaGuardia Community College

Anthony Marcus, Ph.D.
Chairperson, Anthropology
John Jay College of Criminal Justice

Paul Arcario, Ph.D.
Vice President for Academic Affairs

Jane Bowers, Ph.D.,
Provost, Senior Vice President for Academic Affairs



name
title
department

address
New York City, NY 10019
T. xxx.xxx.xxxx
F. xxx.xxx.xxxx
email@jjay.cuny.edu

B3

To: The John Jay College Curriculum Committee

From: Prof. Andrew Karmen

Date: June 27, 2013

Re: Changing the prerequisites for the Criminology Major (BA)

Description of the change: The Sociology Department would like to remove PSY 101 from the major prerequisites.

Rationale: Because of Pathways, many new core courses fulfill the Gen Ed requirements. PSY 101 is only a prerequisite for PSY 242 and PSY 372. Only a small percentage of Criminology majors opt for PSY 242 or PSY 372 because these two psychology courses are options on a lengthy list of alternatives. There is no need for ALL criminology majors to take PSY 101.

The reason the catalog contains this mistaken recommendation is, we believe, due to an effort (years ago, before Pathways) to be very scrupulous about revealing any and all hidden prerequisites.

New Prerequisite section to be included in bulletin:

Prerequisites. SOC 101. This course fulfills the College's general education requirements in the Flexible Core: Individual and Society area. Other courses listed in the Criminology major have prerequisites as identified below:

In Part Two, PHI 231 is a prerequisite for LAW/PHI 310; and PSY 101 is a prerequisite for PSY 242.

In Part Three, any ECO course is prerequisite for ECO 360/SOC360 Corporate and White-Collar Crime.

In Part Five, CRJ 101 or CJBS 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping; AFR 110 or AFR 121 is a prerequisite for AFR 215 Police and the Ghetto; ECO 101 or ECO 170 is a prerequisite for ECO 315/PSC 315 An Economic Analysis of Crime; PSY 101 and PSY 231 are prerequisites for PSY 332; PSY 101 and PSY 242 are prerequisites for PSY 372 Psychology of Criminal Behavior.

Here is the entire major as it **currently** appears in the 2013-14 UG Bulletin:

Criminology

Bachelor of Arts

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and/or deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

Credits required. 36

Advisor. Professor Andy Karmen, Department of Sociology (212.237.8695, akarmen@jjay.cuny.edu).

Prerequisites. SOC 101 and PSY 101. These courses both fulfill the College's general education requirements for the Flexible Core: Individual and Society area. Other courses also have prerequisites beyond courses previously taken in the major: □

- In Part Three, any ECO course can be a prerequisite for ECO 360/SOC 360 Corporate and White-Collar Crime □
- In Part Five, CRJ 101 or CJBS 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping; AFR 110 or AFR 121 is a prerequisite for AFR 215 Police and the Ghetto; ECO 101 or ECO 170 is a prerequisite for ECO 315/PSC 315 An Economic Analysis of Crime; PSY 242 is a prerequisite for PSY 372 Psychology of Criminal Behavior.

Honors option. Students with a cumulative 3.5 grade point average when they have completed 75 credits are eligible for a Criminology Honors track. The Honors track requires completion of 6 additional credits in the form of a two-semester research internship (SOC 430–431) or a research independent study. Consult the major coordinator for further information.

Additional information. Certain courses are offered only in fall semesters and others only in spring semesters. Students who enrolled for the first time at the College or changed to this major in Fall 2010 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Curriculum

Part One: Disciplinary Requirements (15 credits)

Required

SOC 203 Criminology
SOC 314 Theories of Social Order
SOC 440 Senior Seminar in Criminology
SSC 325 Research Methods in the Behavioral Sciences
STA 250 Principles and Methods of Statistics

Part Two: Multi-Disciplinary Foundation (3 credits)

Select one

ANT 230 Culture and Crime
ECO 170 Crime, Class and Capitalism: The Economics of Justice
LAW 310/PHI 310 Ethics and Law
PSY 242 Abnormal Psychology

Part Three: Applications of Criminology (6 credits)

Select two courses

SOC 236/CRJ 236 Victimology
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Juvenile Delinquency
SOC 335 Migration and Crime
SOC 360/ECO 360 Corporate and White Collar Crime
SOC 3XX Special Topics in Criminology
SOC 420/CRJ 420 Women and Crime

Part Four: Advanced Methods (3 credits)

Select one course

SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research

Part Five: Electives (9 credits)

A. Multi-Disciplinary Electives

Select one

AFR 215 Police and the Ghetto
ANT 330 American Cultural Pluralism and the Law
ANT 340 Anthropology and the Abnormal
ECO 315/PSC 315 An Economic Analysis of Crime
LIT 327 Crime, Punishment and Justice in World Literatures
LLS 325 The Latina/o Experience of Criminal Justice
PSC 216 Crime Mapping
PSY 332 The Psychology of Adolescence
PSY 372 Psychology of Criminal Behavior

B. Sociology Electives

Select two

SOC 201 Urban Sociology
SOC 202/PSY 202 The Family: Changes, Challenges and Crisis Intervention
SOC 206 Sociology of Conflict and Dispute Resolution
SOC 222 Crime, Media and Public Opinion
SOC 240 Social Deviance
SOC 251 Sociology of Human Rights
SOC 2XX Race, Racism and Crime
SOC 302 Social Problems
SOC 305 The Sociology of Law
SOC 351 Crime and Delinquency in Asia
SOC 405 Social Systems/Modern Organizations

Here is the Bulletin material for the **Revised** major (with changes reflected with additions underlined and deletions crossed out):

Criminology

Bachelor of Arts

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and/or deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

Credits required. 36

Advisor. Professor Andy Karmen, Department of Sociology (212.237.8695, akarmen@jjay.cuny.edu).

Prerequisites. SOC 101 ~~and PSY 101~~. SOC 101 ~~These courses both~~ fulfills the College's general education requirements for the Flexible Core: Individual and Society area. Other courses listed in the Criminology major have prerequisites as identified below: Other courses also have prerequisites beyond courses previously taken in the major: □

• In Part Two, PHI 231 is a prerequisite for LAW/PHI 310; and PSY 101 is a prerequisite for PSY 242.

• In Part Three, any ECO course can be a prerequisite for ECO 360/SOC 360 Corporate and White-Collar Crime □

• In Part Five, CRJ 101 or CJBS 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping; AFR 110 or AFR 121 is a prerequisite for AFR 215 Police and the Ghetto; ECO 101 or ECO 170 is a prerequisite for ECO 315/PSC 315 An Economic Analysis of Crime; PSY 101 and PSY 231 are prerequisites for PSY 332 Psychology of Adolescence; PSY 101 and PSY 242 are prerequisites for PSY 372 Psychology of Criminal Behavior.

Honors option. Students with a cumulative 3.5 grade point average when they have completed 75 credits are eligible for a Criminology Honors track. The Honors track requires completion of 6 additional credits in the form of a two-semester research internship (SOC 430–431) or a research independent study. Consult the major coordinator for further information.

Additional information. ~~Certain courses are offered only in fall semesters and others only in spring semesters.~~ Students who enrolled for the first time at the College or changed to this major in Fall ~~2014~~ 2010 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2013-14 UG Bulletin on the

College website at: <http://www.jjay.cuny.edu/academics/654.php>

Curriculum

Part One: Disciplinary Requirements (15 credits)

Required

SOC 203 Criminology
SOC 314 Theories of Social Order
SOC 440 Senior Seminar in Criminology
SSC 325 Research Methods in the Behavioral Sciences
STA 250 Principles and Methods of Statistics

Part Two: Multi-Disciplinary Foundation (3 credits)

Select one

ANT 230 Culture and Crime
ECO 170 Crime, Class and Capitalism: The Economics of Justice
LAW 310/PHI 310 Ethics and Law
PSY 242 Abnormal Psychology

Part Three: Applications of Criminology (6 credits)

Select two courses

SOC 236/CRJ 236 Victimology
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Juvenile Delinquency
SOC 335 Migration and Crime
SOC 360 / ECO 360 Corporate and White Collar Crime
SOC 380 Selected Topics in Criminology
SOC 420 / CRJ 420 Women and Crime

Part Four: Advanced Methods (3 credits)

Select one course

SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research

Part Five: Electives (9 credits)

A. Multi-Disciplinary Electives

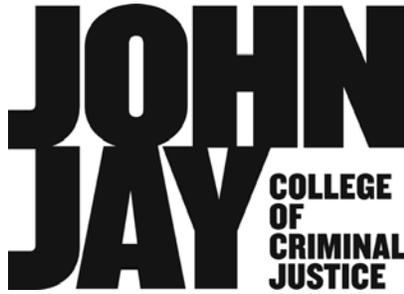
Select one

AFR 215 Police and the Ghetto
ANT 330 American Cultural Pluralism and the Law
ANT 340 Anthropology and the Abnormal
ECO 315 / PSC 315 An Economic Analysis of Crime
LIT 327 Crime, Punishment and Justice in World Literatures
LLS 325 The Latina/o Experience of Criminal Justice
PSC 216 Crime Mapping
PSY 332 The Psychology of Adolescence
PSY 372 Psychology of Criminal Behavior

B. Sociology Electives

Select two

SOC 201 Urban Sociology
SOC 202/PSY 202 The Family: Changes, Challenges and Crisis Intervention
SOC 206 Sociology of Conflict and Dispute Resolution
SOC 222 Crime, Media and Public Opinion
SOC 240 Social Deviance
SOC 251 Sociology of Human Rights
SOC 2XX Race, Racism and Crime
SOC 302 Social Problems
SOC 305 The Sociology of Law
SOC 351 Crime and Delinquency in Asia
SOC 405 Social Systems/Modern Organizations



Proposal to UCASC for a Revision to the B.A. in English

This proposed revision to the English major was unanimously approved by the Department's Curriculum Committee at its meeting of October 8, 2013. The Department is eager to have these changes made quickly so that they can be made in Degree Works and can benefit students as soon as possible.

Proposed Changes

1. We propose to allow one 200-level general education literature or writing course (except ENG 201) to count toward the Electives portion of the English major. We are adding a list of courses specified as Gen Ed to the Electives area.

Currently the instructions in the UG Bulletin for Part 5, Electives, read:

“Choose any four literature courses in English (ENG) or Literature (LIT); if concentrating in “Literature and the Law,” choose at least two of the courses identified with asterisks.”

We propose the **new** instructions read as follows:

“Choose any four courses from the list below; if concentrating in “Literature and the Law,” choose at least two of the courses identified with asterisks. One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective.”

2. In addition, we are adding two film courses that we will begin offering more regularly. The Interdisciplinary Studies Department added 25 new courses as part of the general education revision process last year. Some of these are literature classes and students should be able to apply these to the English major electives.

Course being added to list of Electives:

B4

ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA*

ISP 322 Troublemakers, Gadflies, and Whistleblowers In the Struggle for Justice in America.*

LIT 275 The Language of Film

LIT 283 NYC and Film

Section of 200-level Gen Ed literature courses being added:

LIT 230 Expression of the Living Past: Reading Ancient Worlds

LIT 232 Reading the Modern World

LIT 233 American Stories

LIT 236 Literary Perspectives on Culture and Globalization

LIT 237 Literature as Witness

ISP 235 Apples and Oranges: Form and Meaning in the Arts

ISP 236 Truth and Creativity

ISP 273 The Stories We Tell

Rationale

This revision seeks to standardize the application of 200-level general education courses to the Electives section of the English major. The department has, in practice, been allowing some general education courses to count as electives in the major (i.e. LIT 265 or ISP courses taught by English Department faculty). Additionally, some 200-level Literature courses already count (i.e. LIT 219 or LIT 223) and all 200-level English courses count (beyond English 201). To exclude some 200-level literature courses seems 1) arbitrary and 2) results in confusion on both the part of advisors and in student degree audits. We have had to solve this problem one student at a time, causing students unnecessary worry while taking up considerable time from the Registrar, Financial Aid, and English Department administrators.

By allowing one 200-level general education literature or writing course (except ENG 201) to count toward the Electives section of the major, we hope to 1) avoid confusion for students, advisors and administrators and 2) increase enrollment in our general education courses.

ENGLISH - Current UG Bulletin 2013-14 with Changes (Bachelor of Arts)

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay's unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose either an optional concentration in Literature and the Law or pursue the field of Literature in greater depth. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

Credits required. 36

Prerequisites. ENG 201, and one general education Literature course: LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237

Coordinator. Professor Caroline Reitz (646-557-4755, creitz@jjay.cuny.edu)

Honors Option. To receive Honors in Literature, a student must take both the Literature Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. To receive Honors in Literature and the Law, a student must take both the Literature and the Law Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major.

Credits

PART ONE. CRITICAL SKILLS

Subtotal: 3

Required

LIT 260 Introduction to Literary Study

PART TWO. HISTORICAL PERSPECTIVES

Subtotal: 12

Choose four

LIT 370 Topics in Ancient Literature

LIT 371 Topics in Medieval Literature

LIT 372 Topics in Early Modern Literature

LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature

LIT 374 Topics in Nineteenth-Century Literature

LIT 375 Topics in Twentieth-Century Literature

PART THREE. CRITICAL METHODS

Subtotal: 3

Required

LIT 300 Text and Context

PART FOUR. LITERATURE AND THE LAW

Subtotal: 3

Required

LIT 305 Foundations of Literature and Law

PART FIVE. ELECTIVES

Subtotal: 12

Choose any four courses from the list below literature courses in English (ENG) or Literature (LIT); if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks. One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective.

ENG 215 Poetry Writing and Reading
 ENG 216 Fiction Writing
 ENG 218 The Writing Workshop
 ENG 233 News Reporting and Writing
 ENG 235 Writing for Management, Business, and Public Administration
 ENG 245 Creative Nonfiction
 ENG 250 Writing for Legal Studies*
 ENG 255 Argument Writing
 ENG 316 Advanced Argument Writing and Response: Theory and Practice
 ENG 334 Intermediate News Reporting and Writing
ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA*
ISP 322 Troublemakers, Gadflies, and Whistleblowers In the Struggle for Justice in America.*
 LIT 203 New York City in Literature
 LIT 212 Literature of the African World
 LIT 219 The Word as Weapon*
 LIT 223/AFR223 African-American Literature
 LIT 265 Foundations of U.S. Latino/a Literature
LIT 275 The Language of Film
LIT 283 NYC and Film
 LIT 284 Film and Society
 LIT 290 Special Topics
 LIT 309 Contemporary Fiction
 LIT 311 Literature and Ethics*
 LIT 313 Shakespeare
 LIT 314 Shakespeare and Justice*
 LIT 315 American Literature and the Law*
 LIT 316 Gender and Identity in Literary Traditions
 LIT 319 Law and Justice in European Medieval Literature*
 LIT 323 The Crime Film*
 LIT 327 Crime and Punishment in Literature*
 LIT 330 Alfred Hitchcock
 LIT 332 Martin Scorsese and Spike Lee
 LIT 340/AFR 340 The African American Experience in America: Comparative Racial Perspectives
 LIT 342 Perspectives on Literature and Human Rights*
 LIT 344 Caribbean Literature and Culture
 LIT 346 Cultures in Conflict
 LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium
 LIT 357 Violence of Language: U.S. Latino/a Street Literature LIT 360 Mythology in Literature
 LIT 366 Writing Nature: Literature and Ecology
 LIT 383 Gender and Sexuality in U.S. Latino/a Literature
 LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
 LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law*
 LLS 364 Ethical Strains in U.S. Latino/a Literature

Two hundred level General Education literature and writing courses

Students can use one to satisfy an elective

LIT 230 Expression of the Living Past: Reading Ancient Worlds

LIT 232 Reading the Modern World

LIT 233 American Stories

LIT 236 Literary Perspectives on Culture and Globalization

LIT 237 Literature as Witness

ISP 235 Apples and Oranges: Form and Meaning in the Arts

ISP 236 Truth and Creativity

ISP 273 The Stories We Tell

Courses with an asterisk [*] identify courses that can be counted toward the LIT and the LAW concentration. The list of elective courses above is illustrative and not exhaustive. Students should consult the current course schedule for offerings in Literature [LIT].

PART SIX. MAJOR SEMINAR

Subtotal: 3

Choose one (if concentrating in Literature and the Law, choose Literature and the Law Seminar)

LIT 400 Senior Seminar in Literature

LIT 405 Senior Seminar in Literature and Law

Total: 36

ENGLISH - NEW UG Bulletin info 2014-15**(Bachelor of Arts)**

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay's unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose either an optional concentration in Literature and the Law or pursue the field of Literature in greater depth. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

Credits required. 36

Prerequisites. ENG 201, and one general education Literature course: LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237

Coordinator. Professor Caroline Reitz (646-557-4755, creitz@jjay.cuny.edu)

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Credits

PART ONE. CRITICAL SKILLS Subtotal: 3

Required

LIT 260 Introduction to Literary Study

PART TWO. HISTORICAL PERSPECTIVES Subtotal: 12

Choose four

LIT 370 Topics in Ancient Literature
 LIT 371 Topics in Medieval Literature
 LIT 372 Topics in Early Modern Literature
 LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature
 LIT 374 Topics in Nineteenth-Century Literature
 LIT 375 Topics in Twentieth-Century Literature

PART THREE. CRITICAL METHODS Subtotal: 3

Required

LIT 300 Text and Context

PART FOUR. LITERATURE AND THE LAW Subtotal: 3

Required

LIT 305 Foundations of Literature and Law

PART FIVE. ELECTIVES Subtotal: 12

Choose any four literature courses in English (ENG) or Literature (LIT); if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks.

ENG 215 Poetry Writing and Reading
 ENG 216 Fiction Writing
 ENG 218 The Writing Workshop

ENG 233 News Reporting and Writing
 ENG 235 Writing for Management, Business, and Public Administration
 ENG 245 Creative Nonfiction
 ENG 250 Writing for Legal Studies*
 ENG 255 Argument Writing
 ENG 316 Advanced Argument Writing and Response: Theory and Practice
 ENG 334 Intermediate News Reporting and Writing
 ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA*
 ISP 322 Troublemakers, Gadflies, and Whistleblowers In the Struggle for Justice in America.*
 LIT 203 New York City in Literature
 LIT 212 Literature of the African World
 LIT 219 The Word as Weapon*
 LIT 223/AFR223 African-American Literature
 LIT 265 Foundations of U.S. Latino/a Literature
 LIT 275 The Language of Film
 LIT 283 NYC and Film
 LIT 284 Film and Society
 LIT 290 Special Topics
 LIT 309 Contemporary Fiction
 LIT 311 Literature and Ethics*
 LIT 313 Shakespeare
 LIT 314 Shakespeare and Justice*
 LIT 315 American Literature and the Law*
 LIT 316 Gender and Identity in Literary Traditions
 LIT 319 Law and Justice in European Medieval Literature*
 LIT 323 The Crime Film*
 LIT 327 Crime and Punishment in Literature*
 LIT 330 Alfred Hitchcock
 LIT 332 Martin Scorsese and Spike Lee
 LIT 340/AFR 340 The African American Experience in America: Comparative Racial Perspectives
 LIT 342 Perspectives on Literature and Human Rights*
 LIT 344 Caribbean Literature and Culture
 LIT 346 Cultures in Conflict
 LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium
 LIT 357 Violence of Language: U.S. Latino/a Street Literature LIT 360 Mythology in Literature
 LIT 366 Writing Nature: Literature and Ecology
 LIT 383 Gender and Sexuality in U.S. Latino/a Literature
 LLS 362 LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
 LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law*
 LLS 364 Ethical Strains in U.S. Latino/a Literature

Two hundred level General Education literature and writing courses

Students can use one to satisfy an elective

LIT 230 Expression of the Living Past: Reading Ancient Worlds
 LIT 232 Reading the Modern World
 LIT 233 American Stories
 LIT 236 Literary Perspectives on Culture and Globalization
 LIT 237 Literature as Witness
 ISP 235 Apples and Oranges: Form and Meaning in the Arts
 ISP 236 Truth and Creativity
 ISP 273 The Stories We Tell

Courses with an asterisk [*] identify courses that can be counted toward the LIT and the LAW concentration. Students should consult the current course schedule for offerings in Literature [LIT].

PART SIX. MAJOR SEMINAR

Subtotal: 3

Choose one (if concentrating in Literature and the Law, choose Literature and the Law Seminar)

LIT 400 Senior Seminar in Literature or LIT 405 Senior Seminar in Literature and Law

Total: 36

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Assistant Professor
Department of History*

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B5

TO: Kathy Killoran and UCASC

FROM: Matthew Perry, Major Coordinator (Global History)

RE: Revisions to the Requirements for the Bachelor of Arts in Global History

DATE: October 30, 2013

The History Department is requesting to make three significant revisions to the requirements for the Bachelor of Arts in Global History, and a few minor adjustments.

The first revision is to add a new introductory course (HIS 1XX, Doing History [see attached course syllabus]), which would increase the required credits from 36 to 39. Based on our assessment results, we have found that Global History majors often struggle with important research and methodology skills. We have recently revised our core research and methodology courses (HIS 240 and HIS 300), and while student performance has improved, it is still not ideal. To this end, we are proposing to add a new course that will introduce students to the basic methodological issues at the beginning of their degree progress. We believe that this introduction will make students better prepared for their later coursework in research and methodology, and in their electives. We would like to create a new “part” in the degree requirements in which to house this course (“Part One. Introduction”). The following part (formerly “Part One. Introductory Courses”) will be renamed “Part Two. Survey of Global History.” The numbers for the final three parts will be adjusted accordingly.

The second revision is to change the elective requirement from six courses within a single chronological track, to four courses, with the additional two electives selected from any of the chronological tracks. Many majors have expressed interest in either taking a variety of history courses or taking courses from different eras that focus on a particular theme. We believe this solution will allow students some extra choice when choosing their electives and at the same time maintain the specialized focus created by the chronological tracks.

The third change is to add a new category of elective courses (Category D. General Electives). This category will contain the new introductory topics courses that we have developed for the Pathways General Education requirements. We have chosen to group these courses into a discrete category for two reasons: (1) we plan to accept a maximum of one of these courses toward the elective requirements for the major, and (2) because they are topics courses, they do not fit easily into one of the three existing chronological tracks.

The minor revisions are intended to clarify certain points and maintain consistency. They are discussed individually below, in the section entitled “Tracked Changes and Rationales.” The current degree requirements may also be found in this section.

NEW DEGREE REQUIREMENTS (requested by the Department of History)**Global History (Bachelor of Arts)**

The Global History major is derived from the field of global history, which emphasizes interactions and collisions between and among cultures. The major offers undergraduates the chance to become specialists in their chosen period of the history of the world, either prehistory–500 CE, 500–1650, or 1650–the present. After completing the required three–part survey in global history, students choose the period that most interests them and pursue electives and research topics from it. Electives cover a wide range of topics, but all of them embrace the principles of global history rather than producing students with a narrow and specialized geographic focus. The required skills courses introduce students to the major schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminars.

Honors Option: To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

Credits required. 39

Part One. Introduction (Credits: 3)**Required**

HIS 1XX Doing History

Part Two. Survey of Global History (Credits: 9)**Required**

HIS 203 The Ancient World

HIS 204 The Medieval World

HIS 205 The Modern World

Part Three. Research and Methodology (Credits: 6)**Required**

HIS 240 Historiography

HIS 300 Research Methods in History

Part Four. Electives (Credits: 15-18)

Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Two of the elective courses for all students must be at the 300–level or above. Students will choose one of three chronological tracks: Prehistory to 500 CE; 500–1650; or 1650 to the Present. At least four elective courses (12 credits) must be taken from the declared chronological track. A maximum of one course from Category D (General Electives) may be applied to the elective requirement.

Category A. Prehistory to 500 CE

ART 222 Body Politics and Art in Global and Historical Perspectives
 HIS 252 Warfare in the Ancient Near East and Egypt
 HIS 254 History of Ancient Greece and Rome
 HIS 264 China to 1650
 HIS 269 History of World Slavery to 1650 C.E.
 HIS 270 Marriage in Medieval Europe
 HIS 323 History of Lynching and Collective Violence
 HIS 354 Law and Society in Ancient Athens and Rome
 HIS 362 History of Science and Medicine: Prehistory to 1650
 HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650
 HIS 366 Religions of the Ancient World
 HIS 370 Ancient Egypt
 HIS 374 Premodern Punishment: Crime and Punishment before 1700
 HIS 375 Female Felons in the Premodern World

Category B. 500 – 1650

ART 222 Body Politics and Art in Global and Historical Perspectives
 HIS 201 American Civilization – From Colonial Times Through the Civil War
 HIS 217 History of New York City
 HIS 256 The History of Muslim Societies and Communities
 HIS 264 China to 1650
 HIS 269 History of World Slavery to 1650 C.E.
 HIS 270 Marriage in Medieval Europe
 HIS 323 History of Lynching and Collective Violence
 HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies
 HIS 359 History of Islamic Law
 HIS 362 History of Science and Medicine: Prehistory to 1650
 HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650
 HIS 374 Premodern Punishment: Crime and Punishment before 1700
 HIS 375 Female Felons in the Premodern World
 HIS 381 The Social History of Catholicism: 1500 to the Present
 HIS 383 The History of Terrorism
 HIS 3XX African Diaspora History I: To 1808
 MUS 310 Comparative History of African American Musics

Category C. 1650 to the Present

ART 222 Body Politics and Art in Global and Historical Perspectives
 HIS 201 American Civilization - From Colonial Times through the Civil War
 HIS 202 American Civilization - From 1865 to the Present
 HIS 206/MUS 206 Orchestral Music and the World Wars
 HIS 217 History of New York City
 HIS 219 Violence and Social Change in America
 HIS 224 A History of Crime in New York City
 HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present

HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America
 HIS 256 The History of Muslim Societies and Communities
 HIS 260/LLS 260 History of Contemporary Cuba
 HIS 265/LLS 265 Class, Race, and Family in Latin American History
 HIS 274 China: 1650 to Present
 HIS 277 American Legal History
 HIS 281 Imperialism in Africa, South Asia, and the Middle East
 HIS 320 Topics in the History of Crime and Punishment in the United States
 HIS 323 History of Lynching and Collective Violence
 HIS 325 Criminal Justice in European Society, 1750 to the Present
 HIS 340 Modern Military History from Eighteenth Century to the Present
 HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies
 HIS 359 History of Islamic Law
 HIS 381 The Social History of Catholicism in the Modern World
 HIS 383 The History of Terrorism
 HIS 3XX African Diaspora History I: To 1808
 HIS 3XX African Diaspora History II: Since 1808
 MUS 310 Comparative History of African American Musics

Category D. General Electives

Note: A maximum of one course from Category D (General Electives) may be applied to the elective requirement.

HIS 100 Criminal Justice and Popular Culture
 HIS 106 Historical Perspectives on Justice and Inequality
 HIS 127 Microhistories: A Lens Into the Past
 HIS 131 Topics in the History of Science, Technology, and Medicine
 HIS 144 Reacting to the Past
 HIS 208 Exploring Global History
 HIS 352 History and Justice in the Wider World

Part Five. Capstone Seminar (Credits: 3-6)

All Global History majors will complete a capstone seminar in their senior year in which they will complete a research paper and present their work at a departmental colloquium.

Required

HIS 425 Senior Seminar in History

Required (Honors Track only)

HIS 489 Independent Study

Note: Students on the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.

Credits Required For the Major: 39

TRACKED CHANGES AND RATIONALES

Global History (Bachelor of Arts)

The Global History major is derived from the ~~field discipline~~ of global history, which emphasizes interactions and collisions between and among cultures. The major offers undergraduates the chance to become specialists in their chosen period of the history of the world, either prehistory–500 CE, 500–1650, or 1650–the present. After completing the required three–part survey in global history, students choose the period that most interests them and pursue electives and research topics from it. Electives cover a wide range of topics, but all of them embrace the principles of global history rather than producing students with a narrow and specialized geographic focus. The required skills courses introduce students to the major schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminars. ~~Honors students will have the opportunity to produce a senior thesis over the course of their final year of study under the guidance of a faculty mentor.~~

Honors Option: To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

[Rationale: The text was changed to clarify the requirements for the honors option.]

Credits required. ~~36~~ 39

[The new HIS 1XX, Doing History course will raise the credit requirement to 39]

Part One. Introduction (Credits: 3)

Required

HIS 1XX Doing History

~~Part One. Introductory (Credits: 9)~~

Part Two. Global History Survey (Credits: 9)

Required

HIS 203 The Ancient World

HIS 204 The Medieval World

HIS 205 The Modern World

Part ~~Two~~ **Three**. Research and Methodology (Credits: 6)

Required

HIS 240 Historiography

HIS 300 Research Methods in History

Part ~~Three~~ **Four**. Chronological Tracks

Credits: 15–18

Students will choose one of three chronological tracks: Prehistory to 500 CE; 500–1650; or 1650 to the Present. Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Two of the elective courses for all students must be at the 300–level or above. **Students will choose one of three chronological tracks: Prehistory to 500 CE; 500–1650; or 1650 to the Present. At least four elective courses (12 credits) must be taken from the declared chronological track. A maximum of one course from Category D (General Electives) may be applied to the elective requirement.**

Category A. Prehistory to 500 CE

ART 222 Body Politics and Art in Global and Historical Perspectives

~~HIS 127 Microhistories: A Lens Into the Past (if topic meets appropriate time period)~~

~~HIS 208 Exploring Global History (if topic meets appropriate time period)~~

HIS 252 Warfare in the Ancient Near East and Egypt

HIS 254 History of Ancient Greece and Rome

HIS 264 China to 1650

HIS 269 History of World Slavery to 1650 C.E.

HIS 270 Marriage in Medieval Europe

HIS 323 History of Lynching and Collective Violence

HIS 354 Law and Society in Ancient Athens and Rome

HIS 362 History of Science and Medicine: Prehistory to 1650

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650

HIS 366 Religions of the Ancient World

HIS 370 Ancient Egypt

HIS 374 Premodern Punishment: Crime and Punishment before 1700

HIS 375 Female Felons in the Premodern World

Category B. 500 – 1650

ART 222 Body Politics and Art in Global and Historical Perspectives

~~HIS 127 Microhistories: A Lens Into the Past (if topic meets appropriate time period)~~

~~HIS 131 Topics in the History of Science, Technology, and Medicine~~

HIS 201 American Civilization – From Colonial Times Through the Civil War

HIS 208 Exploring Global History (if topic meets appropriate time period)

HIS 217 History of New York City

HIS 224 A History of Crime in New York City

HIS 256 The History of Muslim Societies and Communities

HIS 264 China to 1650

HIS 269 History of World Slavery to 1650 C.E.

HIS 270 Marriage in Medieval Europe

HIS 323 History of Lynching and Collective Violence

~~HIS 352 History of Justice in the Wider World~~

HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies

HIS 359 History of Islamic Law

HIS 362 History of Science and Medicine: Prehistory to 1650
 HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650
 HIS 374 Premodern Punishment: Crime and Punishment before 1700
 HIS 375 Female Felons in the Premodern World
 HIS 381 The Social History of Catholicism:1500 to the Present
 HIS 383 The History of Terrorism
 HIS 3XX African Diaspora History I: To 1808
 MUS 310 Comparative History of African American Musics

Category C. 1650 to the Present

ART 222 Body Politics and Art in Global and Historical Perspectives
~~HIS 127 Microhistories: A Lens Into the Past (if topic meets appropriate time period)~~
~~HIS 131 Topics in the History of Science, Technology, and Medicine~~
 HIS 201 American Civilization - From Colonial Times through the Civil War
 HIS 202 American Civilization - From 1865 to the Present
 HIS 206/MUS 206 Orchestral Music and the World Wars
 HIS 208 Exploring Global History (if topic meets appropriate time period)
 HIS 217 History of New York City
 HIS 219 Violence and Social Change in America
 HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present
 HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America
 HIS 256 The History of Muslim Societies and Communities
 HIS 260/LLS 260 History of Contemporary Cuba
 HIS 265/LLS 265 Class, Race, and Family in Latin American History
 HIS 274 China: 1650 to Present
 HIS 277 American Legal History
 HIS 281 Imperialism in Africa, South Asia, and the Middle East
 HIS 2XX History of Genocide
 HIS 320 Topics in the History of Crime and Punishment in the United States
 HIS 323 History of Lynching and Collective Violence
 HIS 325 Criminal Justice in European Society, 1750 to the Present
 HIS 340 Modern Military History from Eighteenth Century to the Present
~~HIS 352 History of Justice in the Wider World~~
 HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies
 HIS 359 History of Islamic Law
 HIS 381 The Social History of Catholicism in the Modern World
 HIS 383 The History of Terrorism
 HIS 3XX African Diaspora History I: To 1808
 HIS 3XX African Diaspora History II: Since 1808
 MUS 310 Comparative History of African American Musics

[Rationale: The deleted courses do not need to be listed within the chronological tracks, since they occupy their own category and will not be counted as one of the four required electives from the declared chronological track. HIS 323 should also be listed as a Track A elective (as in previous

Bulletins), and both HIS 224 (A History of Crime in New York City) and HIS 2XX (History of Genocide) should be listed in Track C.]

Category D. General Electives

Note: A maximum of one course from Category D (General Electives) may be applied to the elective requirement.

HIS 100 Criminal Justice and Popular Culture

HIS 106 Historical Perspectives on Justice and Inequality

HIS 127 Microhistories: A Lens Into the Past

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 144 Reacting to the Past

HIS 208 Exploring Global History

HIS 352 History and Justice in the Wider World

Part ~~Four~~ Five. Capstone Seminar

Credits: ~~3~~ 3-6

All Global History majors will complete a capstone seminar in their fourth year, which unites students from all three chronological tracks in the study of a particular theme, complete a research paper, and present their work at a departmental colloquium.

Required

HIS 425 Senior Seminar in History

Required (Honors Track only)

HIS 489 Independent Study

Note: Students on the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.

[Rationale: The text was added to clarify the requirements for the Honors option.]

Credits Required For the Major: ~~36~~-39

Doing History: The Poor Among Us

History 1xx

Prof. Andrea Balis. abalis@jjay.cuny.edu

Room 6.65.08 Office Hours Mon/Wed 11-12 & 1:35-2:30 *and by appointment*

Course Description

This content of this course focuses on the plight of homeless and orphaned children in the late 19th and early 20th century New York. The children were frightening to many people – mobs of street children who could become violent. The children were a source of shame to well-meaning reformers. The children were evidence of a changing world that unnerved middle class people and threatened the position of people who were accustomed to running things.

The primary focus of the course however is the idea of the study of history itself. How do historians think about things? What is the difference between looking at street children as a historian instead of, for example, as an economist or as an anthropologist? What value is there in understanding the “methodology” of a particular discipline? We will consider the distinctions among various kinds of history. The difference between disciplines isn’t just in the content, obviously mathematicians and psychologists need to know different things, but they also think about problems differently. This course examines how historians look at the world.

Learning Outcome

- Students will be able to explain the historical context for specific events and describe the interaction between the context and event.
- Students will be able to identify, locate, contextualize and evaluate the usefulness of different forms of historical evidence.
- Students will be able to identify the differences among methodological processes used in the historical profession.
- Students will be able to construct a short, thesis driven paper that uses both primary and secondary documents.
-

Required Texts

Ragged Dick, by Horatio Alger (I have ordered the cheapest edition available at the JJ bookstore but you may use any edition you like)

All other readings will be available electronically

Class Norms

I will contact you using your John Jay email so make sure you check it frequently.

Notices and assignments may be posted to BlackBoard so be sure to check frequently as well.

- Attendance is important. I will take attendance each class. Much of the work of the course will be done or discussed during class hours and missing classes will effect your grade. If you are unable to attend class you are still responsible for work you may have missed. Check with a classmate to be sure that you get notes and assignments for classes you have missed.

- Respect for others is a critical value for this class. This means disagreeing with others courteously and without interrupting. It means listening to others attentively without side conversations which are distracting to everyone.
- You may leave the room during class for biological necessary reasons only. (This does not include phone calls.
- You may never text, check your mail, go on Facebook, or in any other way commune with your phone during class. That includes using your laptop for anything except taking notes. Should you be so tempted that you have to take out your phone during class you will be warned once, and then will have to put your phone on the podium until after class is over.
- All students are expected to contribute to all classes. If you do not volunteer you will be called upon. We are a community for the semester and everyone has to pull their weight.
- When speaking in class your voice must be audible and clear.
- Office hours are important and you must see me during mine before the end of the 6th week of class.

Course Requirements

- There will be 6 short papers worth 30% of the final grade
- There is a final project which will be done in stages throughout the semester worth 40% of the final grade.
- Quizzes, in-class writing and class participation worth 30% of the final grade.
- You will get extra credit for attending workshops at either the writing center or the library. Check the schedules to see what might be of interest to you.
- All reading must be done by the class in which it will be discussed
- Always bring a copy – but not on your phone – of that day’s reading.

All written work you turn in, except in class writing, must be typed. It must be grammatical and spellchecked.

You may not submit work electronically unless specifically told to do so. Otherwise all papers have to be submitted in hard copy and you should keep a draft of everything until the end of the semester.

Academic Integrity: Plagiarism is the presentation of somebody else’s ideas as your own; this includes material downloaded from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating are extremely serious violations of academic behavior and can result in course failure, and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors and/or the John Jay College Bulletin. The library also has free guides designed to help you with questions about documentation.

Course Schedule

	Readings due	Assignments due
Week 1 8/28	introductions	
Week 2	“From Mobs to Memorials” from Pricing the Priceless	Paper #1

9/9 & 9/11	Child by Viviana Zelizer, Basic Books, 1985 Document pack	
Week 3 9/16m 9/18	Leanne G. Rivlin and Manzo Lynne; "Homeless Children in New York City: A View From the 19 th Century" <i>Children's Environmental Quarterly</i> Vol 5, No 1; Spring 1988, 26-33	
Week 4	Timothy Gilfoyle, "street-rats and gutter-snipes: child pickpockets and street culture in new york city, 1850-1900"; <i>Journal of Social History</i> ; Summer 2004, Vol. 37 Issue 4, p853 "Embryo Courtezans and Felons": New York Police Chief Geroge Matsell Describes the City's Vagrant and Delinquent Children, 1849	Groups meet and are assigned orphanages to research
Week 5	D.C. Coleman, "What is Economic History?" <i>History Today</i> , Vol 35, No 5	Faculty Visit Report Due (Paper#2)
Week 6	T.P. Wiseman, "What is political history?" <i>History Today</i> , Vol 35, No 3	Groups meet and exchange research and decide what research needs to be added – provide summary for Prof. Balis
Week 7	"What is cultural History?" <i>History Today</i> , Vol 35, No.6, 1983 Document pack on cultural history.	Paper 4 Due – You will be given a primary document in class. Explain specifically how it can be used by a political historian and by an economic historian. There may be overlaps.
Week 8	"What is material culture?" <i>History Today</i> , Vol 35 No. 4, 1984	Meet in groups and assess and decide what is still needed and who will find it and develop structure for poster – provide summary to Prof. Balis
Week 9	"What is Social History?" <i>History Today</i> , Vol. 35, no. 8, 1984	Paper 5 Due – Using primary sources/material culture
Week 10	Jeanne Cook; "A history of Placing Out: The Orphan Trains", <i>Child Welfare</i> , Vol. LXXIV, & "Working for Human Happiness" from <i>Orphan Trains: The Story of Charles Loring Brace and the Children he saved and Failed.</i> (2001)	Review research and decide on responsibilities for presentation – provide summary for Prof Balis
Week 11	Selections from <i>The Care of Destitute, Neglected and Delinquent Children by Homer Folks, 1907</i>	Assemble project and present rough draft to class for comment
Week 12	Selections from Jacob Riis, <i>How the Other Half Lives</i>	Presentations
Week 13	Ragged Dick, by Horatio Alger	Paper 6 due
Week 14	Ragged Dick	
Week 15	Ragged Dick	Final paper due

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October 28, 2013

Dean Allison Pease and the Undergraduate Curriculum and Academic Standards Committee

Re: Revision of Minor in Economics

Dean Pease and Members of UCASC:

It is with great pleasure that the Economics Department has decided to revise our current minor. The department has met and agreed to the revisions outlined below.

Currently, our minors simply take six random economics and accounting classes—there is no scaffolding or consistency to the minor, which has concerned us for some time. Moreover, we do not require a 300 level class—where students get most of their critical learning skills. As the minor is arranged now, a student can graduate with a minor in economics with possibly only 2 classes in economics—and these could be at the 100 level. Thus realizing this problem we think that this is a disservice to our students. In this proposed revision we provide scaffolding with a required introductory class and a required 300 level class in the “Economics in Historical Perspectives.” We have also added learning outcomes for the major focusing on economic literacy, critical thinking and policy analysis.

We currently have 66 official minors and the numbers are increasing, particularly now that students no longer need to finish the minor before registering for one.

We propose the following:

Revised Description of the Minor as it will appear in the Undergraduate Bulletin:

Economics follows human beings as they strive to fulfill their aspirations within different social and physical environments, notably via the production of commodities, their distribution and consumption, and the elaborations of institutions to organize these three processes. Additionally, economics courses enable students to improve their writing, analytical, and research skills. John Jay economics minors will not only learn mainstream economics, but also alternative theoretical perspectives. The economics minor at John Jay will equip students to critically evaluate how society and government policies affect their daily lives.

Revised Rationale:

The Economics Minor is a highly valued compliment to any major, but particularly for those who are interested in policy analysis, activism, employment relations, and business. Moreover, an economics minor is highly regarded and recognized by potential employers, and graduate and law schools because it is a rigorous analytical and critical discipline, thus suggesting that the students will already have the skills to succeed in many career or educational paths they pursue.

Learning Outcomes:

- Students will demonstrate economic literacy by using its terminology in writing assignments, exercises, and oral presentations.
- Students will critically evaluate economic/social phenomena from multiple theoretical perspectives.
- Students will be able to analyze and critique government policies with particular attention to social injustices.

PART ONE: Required Courses**Subtotal: 6**

ECO 101: Principles of Economics

or

ECO 120: Introduction to Macroeconomics

or

ECO 125: Introduction to Microeconomics

and

ECO: 310 Economics in Historical Perspectives

PART TWO: Electives:**Subtotal: 12***Choose four courses, only two can be at the 100 level.*

ECO 105: Understanding U.S. Economic Data

ECO 120: Introduction to Macroeconomics

ECO 125: Introduction to Microeconomics

ECO 170: Crime, Class and Capitalism: The Economics of Justice

ECO 213: Political Economy

ECO 215: Economics of Regulation and the Law

ECO 220: Intermediate Macroeconomics

ECO 225: Intermediate Microeconomics

ECO 231: Global Economic Development and Crime

ECO 245: International Economics

ECO 260: Environmental Economics, Regulation and Policy

ECO 265: Introduction to Public Sector Economics

ECO 270: Urban Economics

ECO 280: Economics of Labor

ECO/PSC 315: Economic Analysis of Crime

ECO 324: Money and Banking

ECO 327: Political Economy of Gender

ECO 333: Sustainability: Preserving the Earth as a Human Habitat

ECO 360/SOC 360: Corporate and White Collar Crime

AFR 250: Political Economy of Racism

AFR 322: Inequality and Wealth

Total: 18

Thank you very much for considering our revision. Please do not hesitate to contact me for more information.

Sincerely,

Catherine P. Mulder, Ph.D., Assistant Professor/Economics Major/Minor Coordinator

Department of Economics Curriculum Committee: Jay Hamilton, Joan Hoffman, Geert Dhondt, and Mathieu Dufour.

To: Undergraduate Standards and Academic Standards Committee

From: Mathematics & CIS Department

Date: 10/18/13

Re: Proposal to Revise the Mathematics Minor

This memo, approved by the Mathematics & CIS Department Curriculum Committee on 9/24/13 outlines proposed changes to the Mathematics Minor.

Current Minor:

The existing minor is structured to provide a foundation in calculus, followed by specialization in one of three categories: Operations Research, Differential Equations, or Pure Mathematics. To this end, a student enrolled in the minor must complete the calculus sequence MAT 241, MAT 242 and MAT 243, followed by three higher level electives in one of the three possible specializations. Each specialization consists of three pre-selected courses at the 300 level or above.

Proposal:

We propose to alter the structure of the minor so as to allow students some choice in their selection of upper-level electives. In particular, we wish to eliminate the existing specializations. Further, we wish to include Learning Objectives in the minor, as required by the College-wide "Guidelines for Minors," 2007.

Rationale for Revision:

The current division of the upper level electives into specializations places unnecessary restrictions on what courses a student can select to meet the requirements of the Minor. While the specializations describe natural categories, there may be reasons to select combinations of upper-level courses besides those that are currently available. An individual student may have interests or career plans that make the current options inconvenient. Moreover, some logical course pairings (such as Linear and Abstract algebra) are not allowed under the current system.

As shown in the table in the Appendix, it is the norm in the design of a contemporary math minor to allow a level of freedom in the selection of upper level electives. Making the proposed changes would bring John Jay into alignment with the policies at comparable institutions.

It should be further noted that the department is currently developing several new courses which should be reflected in the description of the minor, and for that reason it is desirable to refresh the statement in the Bulletin. At the same time, a number of courses currently listed in the minor are no longer taught on a regular basis, and should be removed.

Current Bulletin Copy 2013-14:

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

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

Requirements. *The Mathematics minor consists of a three-course calculus sequence plus three courses in a specialization chosen from among Operations Research, Differential Equations and Pure Mathematics. All three courses in the specialization must be at the 300-level or above.*

PART ONE. REQUIRED COURSES**Subtotal: 9**

MAT 241 Calculus I
 MAT 242 Calculus II
 MAT 243 Calculus III

PART TWO. SPECIALIZATIONS**Subtotal: 9**

Select three from one category

Operations Research

MAT 310 Linear Algebra
 MAT 323 Operations Research Models I
 MAT 324 Operations Research Models II

Differential Equations

MAT 351 Introduction to Ordinary Differential Equations
 MAT 352 Applied Differential Equations
 MAT 371 Numerical Analysis

Pure Mathematics

MAT 330 Modern Geometry

MAT 361 Introduction to the Functions of a Complex Variable
 MAT 410 Abstract Algebra

Total Credits: 18

New Bulletin Info:

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

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

Requirements. The Mathematics minor consists of a three-course calculus sequence plus three advanced electives at the 300-level or above.

Learning Outcomes:

Students will:

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

PART ONE. REQUIRED COURSES

Subtotal: 9 credits

MAT 241 Calculus I
 MAT 242 Calculus II
 MAT 243 Calculus III

PART TWO. ELECTIVE COURSES

Subtotal: 9 credits

MAT 310 Linear Algebra (requires MAT 242)
 MAT 323 Operations Research Models I (requires MAT 241)
 MAT 324 Operations Research Models II (requires MAT 323)
 MAT 351 Introduction to Ordinary Differential Equations
 MAT 352 Applied Differential Equations
 MAT 371 Numerical Analysis (requires MAT 242)
 MAT 330 Modern Geometry
 MAT 361 Introduction to the Functions of a Complex Variable
 MAT 301 Probability & Statistics I (requires 241)

MAT 302 Probability & Statistics II (requires 301)

MAT 410 Abstract Algebra

MAT 3XX Cryptography and Cryptanalysis (on UCASC agenda Nov 22, 2013)

MAT 3YY Game Theory

MAT 3ZZ The Mathematics of Image Processing

Total Credits: 18

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

New Course Proposal Form

Submitted: September 30, 2013

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

1. a. **Department or program** proposing this course _____ English _____
- b. **Name** and contact information of proposer ___ Lesley Alan Hansen _____
 Email address(es) ___ lshansen1340@yahoo.com ___ lhansen@jjay.cuny.edu ___
 Phone number(s) ___ 845-825-3943 ___ 609-301-8409 _____
2. a. **Title of the course** ___ Grammar, Syntax, and Style—Writing for All Disciplines ___
- b. **Abbreviated title** (no more than 20 characters including spaces to appear on student transcripts and in SIMS) ___ Grammar and Style _____
- c. **Level** of this course ___ 100 Level ___ 200 Level ___ 300 Level ___ 400 Level

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

By focusing on the rhetorical styles, syntactical maneuvers, and grammatical conventions of writing, this upper-200-level course will build on the writing skills students learned in the 100- and 200-level English courses. Beyond those two lower levels, this course concentrates on improving students' written expression not only for English courses but also for all courses and written endeavors outside the college. Students need more intense practice to improve their sentence structure and writing skills beyond their required sequence. In this course, then, students will analyze complex writing and read what writers say about writing and style, thus increasing their knowledge of writing about writing. Since competence in editing seems to be a late-developing skill, this course gives students the opportunity to improve their revision skills and editing. At the upper-200-level, students can more resourcefully handle the complexity of learning a variety of writing skills. In this course, after writing many formal and informal pages and after completing various rhetorical exercises, students will develop more sophisticated writing skills, gaining the ability to understand sentences and to shape clear, polished, and interesting prose.

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

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.)

Since the 1966 Dartmouth Conference on College Writing, research in composition and rhetoric has consistently maintained that college students need writing or writing-based courses beyond freshman-year composition (FYE) courses. Supplementing their 100- and 200-level writing courses, Writing Across the Curriculum (WAC) courses, and Writing in the Disciplines (WID), this course will enrich students’ understanding of the skills of composing, an enhancement beyond the 200-level writing courses. When students can reflect about their writing skills, they will understand better how to navigate the writing process themselves. In this course, students work on the rhetorical aspects of grammar, syntax, and style, thus analyzing how these structural elements of composing make meaning in writing. In other words, they will understand more clearly how writers do what they do. By crafting good sentences—using transitions, subordination, and sentence combining, among many other devices—students will learn to produce writing that is clear, developed, engaging, and readable, no matter what the topic or the discipline may be. Developing a written voice suited to the material and the readers they have to work with, students focus on answering several questions: what’s the best way to say this? What do my readers expect? What do I mean? How do I make meaning through the careful crafting of language?

This course focuses on style in writing because it is style rather than content that writers find especially hard to grasp. While former writing courses have given students adequate means of inventing arguments, organizing material, researching sources, and formatting college papers, students still need the stylistic practice of crafting paragraphs and sentences. With this course, the more time students spend on fine-tuning their grammar and sentences, working with style and diction and noting their effects, the better sense they get of how to control sentences and, thus, their meaning. This course, apart from dealing with grammar in the traditional sense, with its drills and diagramming, highlights rhetorical, or stylistic, grammar, asking students to analyze the connections between syntax and grammar and their rhetorical effects.

For all disciplines, the papers many students produce often suffer from obscurity, jargon, incoherence, and ambiguity. Though most upper-level students are well versed in how to gather information, some have difficulty turning that information into a paper with a solid argument and correct grammar, syntax, and diction. The difficulty usually comes from the students’ being inattentive to sentences and diction. Without stressing discipline-specific content and many readings that have little do to with writing itself, this course takes sentences seriously—their words and grammar and syntax. The readings are of a kind most students are unfamiliar with: readings about writing and style as well as about what writers have said about writing. Spending lots of time on writing sentences and paragraphs, doing exercises, and re-shaping their prose, students can transform their writing habits, eventually writing with more confidence and clarity.

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 no more than 75 words.)

In this how-to, practical course, students will work on grammar, syntax, and style, analyzing lots of writing—the students’ own as well as professionals’—to figure out how writers shape language to make it convey clear messages to readers. Students will look at style because it is style rather than content that often directs and organizes meaning. By crafting good sentences—using transitions and

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subordination, among other things—students will be able to fashion correct, and readable prose, no matter what content they propose to convey. The more time they spend on fine-tuning their sentences, the better sense they gain of how to make language work for them. And as another benefit, they will write with more confidence and clarity, qualities needed for success in their careers or in graduate school.

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

ENG 101/201

6. Number of:

- a. Class hours ___3___
 b. Lab hours ___0___
 c. Credits ___3___

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

___ No __X__ Yes. If yes, then please provide:

- a. Semester(s) and year(s): Winter 2012, Summer 2012, Spring 2013, Fall 2013
 b. Teacher(s): Les Hansen (in Winter 2012, Spring 2013, and Fall 2013), Effie Cochran (in Summer 2012)
 c. Enrollment(s): 20-25
 d. Prerequisites(s): ENG 201

8. **Learning Outcomes** (3 to 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?

1. Students craft clear prose with grammatical correctness, transitions, and sentence modifiers to improve coherence and organization.
2. Students incorporate into their writing detailed understanding of essay structure, paragraph organization, and sentence cohesion.
3. Students develop an analysis, a point of view, or an argument that does not merely summarize a reading or recount personal experience and to include opposing points of view.
4. Students examine written works of varying length, genres, and complexity and describe them in stylistic terms and analyze their rhetorical effects.
5. Students compare and contrast several genres of writing (e.g., journalistic, legal, literary, etc.), making meaningful correlations between their stylistic choices as well as the rhetorical effects they elicit.

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)

English Major (elective)
 English Minor (elective)
 Elective in Writing Minor

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 If yes, please indicate the area:

11 . How will you assess student learning?

Though assessment may vary for each instructor, students' learning will be assessed through formal writing assignments, extensive exercises, critical readings about writing, several examinations, and peer reviews.

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

Yes No I consulted with Marta Bladek through email, sending her the course proposal and syllabus. The library, she said, has sufficient resources for this course.

- 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 _____ ➤ PsycINFO _____ ➤ Sociological Abstracts _____ ➤ JSTOR _____ ➤ SCOPUS _____ ➤ Other (please name) _____
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13. **Syllabus** --attached--

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14. Date of **Department Curriculum Committee** approval __ September 2013 _____
15. **Faculty** - Who will be assigned to teach this course? Les Hansen, Mark McBeth,
Effie Cochran
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
- No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?
- No
 Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals:

Valerie Allen

Name of Chair giving approval, Proposer's Department

John Jay College of Criminal Justice
 524 W. 59th St., New York, NY 10019

English 290: Grammar, Syntax, and Style—Writing for All Disciplines

Spring 2013, Sec. 01 (2880)
 TuTh 9:25-10:40, NB 1.119

Dr. Les Hansen
 Office: TuTh 3-4:30, NB 7.65.12
 (212) 237-8504
 leshansen1340 @yahoo.com
 lhansen @jjay.cuny.edu

Syllabus

Description:

In this how-to, practical course, students will work on grammar, syntax, and style, analyzing lots of writing—the students' own as well as professionals'—to figure out how writers shape language to make it convey clear messages to readers. Students will look at style because it is style rather than content that often directs and organizes meaning. By crafting good sentences—using transitions and subordination, among other things—students will be able to fashion correct, and readable prose, no matter what content they propose to convey. The more time they spend on fine-tuning their sentences, the better sense they gain of how to make language work for them. And as another benefit, they will write with more confidence and clarity, qualities needed for success in their careers or in graduate school.

To describe this course a bit more: You will develop a written voice suited to the material and the readers you have to work with. This class focuses on style in writing because it is style rather than content that writers find especially hard to master. With this course, the more time you spend on fine-tuning your grammar and sentences, working with style and diction and noting their effects, the better sense you will get of how to make sentences and language behave the way you want them to. Though not a grammar course in the traditional sense—it does not rely upon dozens of terms (it has only about ten) and does not focus on labeling errors. Instead, it asks you to understand the connection between syntax and grammar and their rhetorical effects and to practice specific ways of shaping ideas, e.g., by using appositives, participles, parallelism, and absolute phrases. Without stressing content and a lot of readings that have nothing to do with writing itself, this course takes the crafting of sentences seriously: their words, grammar, and syntax.

You must be prepared to do lots of reading about writing, lots of writing, and lots of revising. The readings are of a kind that you are probably unfamiliar with; you will be reading about writing. You must also be prepared to spend lots of time doing exercises and rewriting sentences. By persistent practice, you will transform your written authority and style.

Books and Essays—Required:

Bacon, Nora. *The Well-Crafted Sentence: A Writer's Guide to Style*. 2nd ed. New York: Bedford/St. Martin's, 2013.

Casagrande, June. *It Was the Best of Sentences, It Was the Worst of Sentences*. Berkeley: Ten Speed Press, 2010.

Glaser, Joe. *Understanding Style: Practical ways to Improve Your Writing*, 2nd ed. New York: Oxford University Press, 2010.

Graff, Gerard. *They Say/I Say: The Moves That Matter in Academic Writing*. Short ed. New York: Norton, 2010.

Connors, Robert J. from *Statement and Style*, “Composition of the Sentences” (handout)

Lucas, F. L. “On the Fascination with Style.” 1960 (handout)

Orwell, George. “Politics and the English Language” (on-line)

Waddell, Robert. “Formal Prose and Jargon.” In *Contemporary Essays on Style*, eds. Glen Love and Michael Payne. New York: Scott, Foresman, 1969: 63-81. (handout)

Wallace, David Foster. “Tense Present: Democracy, English, and the Wars Over Usage.” *Harper’s Magazine*, April 2001: 39-58 (on-line); or at *Harper’s* website; or reprinted in *Consider the Lobster, and Other Essays*, “Authority and American Usage,” pp. 66-127. (on-line)

Supplemental:

Corbett P.J. and Robert Connors, *Style and Statement*. New York: Oxford University Press, 1998.

Kolln, Martha. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 5th ed. Needham Heights, MA: Allyn and Bacon, 1999.

Landon, Brooks. *Building Great Sentences: How to Write the Kinds of Sentences You Love to Read*. New York: Penguin—Plume, 2013.

Prycz, Heather. *Writing with Style: Grammar in Context*. Ontario, Canada: Oxford University Press, 2010.

Sullivan, K.D. and Ann Longknife. *The Art of Styling Sentences: 20 Patterns for Success*. 5th ed. New York: Barron’s, 2012.

Tufte, Virginia. *Artful Sentences*. Cheshire, CT: Graphics Press, 2006.

Web Site: “Best Sentences” and “Notable Sentences”

Extra Reading about Craft (you must read two of these books; your choice; Amazon is fast and cheap):

Barzun, Jacques. *Simple and Direct: A Rhetoric for Writers*, 4th ed. New York: Quill, 2000.

Fish, Stanley. *How to Write a Sentence, and How to Read One*. New York: HarperCollins, 2011.

Lanham, Richard. *Style: An Anti-Textbook*. 1974. 2nd ed. Philadelphia: Paul Dry Books, 2010.

Mitchell, Richard. *Less Than Words Can Say*. Boston: Little, Brown, and Company, 1979.

O'Connor, Patricia. *Words Fail Me: What Everyone Who Writes Should Know About Writing*. New York: Houghton Mifflin Harcourt, 1999.

Quinn, Arthur. *Figures of Speech: Sixty Ways to Turn a Phrase*. 1982; New York: Rutledge, 2010.

Truss, Lynne. *Eats, Shoots, and Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham Books, 2003.

English 290 Outcomes

Prerequisite ENG 201. This course emphasizes grammar and style in writing because it is these rather than content that most students find especially hard to master. To pass this class, you must satisfy these objectives:

1. Students craft clear prose with grammatical correctness, transitions, and sentence modifiers to improve coherence and organization.
2. Students incorporate into their writing detailed understanding of essay structure, paragraph organization, and sentence cohesion.
3. Students develop an analysis, a point of view, or an argument that does not merely summarize a reading or recount personal experience and to include opposing points of view.
4. Students examine written works of varying length, genres, and complexity and describe them in stylistic terms and analyze their rhetorical effects.
5. Students compare and contrast several genres of writing (e.g., journalistic, legal, literary, etc.), making meaningful correlations between their stylistic choices as well as the rhetorical effects they elicit.

Guides for the Course

1. Attendance: Absences will sway your learning adversely and will lower your grade. Two latenesses equal one absence. If you are absent, you are responsible to find out what was covered in that class and to complete any assignment given in that class. If you are late, you must let me know at the end of the class. You have no excused absences, so use them wisely. But let me know why you might be absent. Don't miss class simply because it's sunny outside or you don't feel like going.

2. Essays: In weekly, two-page response papers, you will describe the week's lesson, find a passage that interests you, explain the style and possible contexts that inform the writer's choices, and evaluate the passage.

You will also write three 3-4 page papers. Though the topics for each will differ, generally Each asks you to pick a passage and explain the writer's particular treatment of the content and style. Submit the essays at the beginning of the class. An essay more than one week late will not be accepted and will receive a failure. No out-of-class essay with fewer than 300 words will be accepted. The length of each essay will be specified. Follow the "Guidelines for Writing Out-of-Class Essays," or have your essay returned to you unread and marked late after you revise it. I'm not responsible for papers put into my mailbox or slipped under my office door. Always make copies.

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3. Grades: based on the essays and exercises, all of which are designed to test your ability to develop and organize your ideas on a subject and to present them in clear, conventional, and correct English. I do not give extra points for attendance nor do I grade on effort. You're supposed to be in class, and you're supposed to try. Plus, I don't know how to measure effort. The world outside the classroom doesn't grade on effort but on results. If it did grade on effort, everyone in the Olympics would get a gold medal.

I grade seriously and strictly. The essays will be judged on their significance of thought, organization (how the ideas are put together), coherence, sentence structure, and mechanics (grammar: verbs, pronoun references, run-ons, punctuation, etc.).

The first three essays are not graded. On the last three essays, you should show the writing skills you've learned during the semester, and so they have more weight and are graded more strictly.

Essays: First 3 In-class and Out-of-Class Essays—ungraded
 Essays 5 - 7 – 5% each
 Essays 8 - 10 – 15% each
 Exercises — 30%
 Final – 10% One two-hour final exam in which you analyze passages, others and your own, and explain sentence structures

4. Plagiarism: a failure of the essay. The use of an outside source in any paper or report or submission for academic credit without the appropriate references is plagiarism. Students are being unethical to present as their own work the ideas or words of another without properly indicating the source. Students who fail to meet the responsibility of academic integrity accept sanctions ranging from failure of the assignment or the course to suspension or dismissal from the University. Instructors have discretion in grades and failures in their courses.

From the *John Jay College of Criminal Justice Graduate Bulletin*: Plagiarism is the act of presenting another person's ideas and words as your own. Here are some examples of plagiarism, but they do not exhaust the list: 1) copying another person's actual words without the use of quotation marks and footnotes telling the reader where you got these words, 2) presenting another's ideas or theories in your own words without acknowledging the source, 3) using information that is not common knowledge without acknowledging the source, and 4) failing to acknowledge collaborators. Internet plagiarism includes submitting downloaded papers or parts of papers, paraphrasing to copying information from the internet without citing the source and "cutting and pasting" from various sources without citing the source.

Statement of College-wide policies for undergraduate courses:

A. Incomplete Grade Policy: Undergraduate Bulletin, Chapter IV Academic Standards
 B. Extra Work During the Semester: Undergraduate Bulletin, Chapter IV Academic Standards
 C. Americans with Disabilities Act (ADA) Policies : Undergraduate Bulletin, Chapter IV Academic Standards: "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. 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." Americans with Disabilities Act (ADA) Policies Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City Univ. of New York, p.3. (www://jjay.cuny.edu/)

studentlife/Reasonable_Accommodations.pdf)

5. Conduct: Mature and responsible behavior: no eating in class; no wandering in and out of class or during class, e.g., to throw something away; no leaving class early, and if you do, you accept an absence; no cell phones or other electronic devices, including laptops. Keep all electronic gadgets out of sight, off the desk, and turned off.

Guidelines for Writing Out-of-Class Essays:

1. must be typewritten in Times New Roman, #12 point. Illegible, sloppy, or unconscientiously written papers will be read and graded with the same care with which they were written. One of the writer's many jobs is to make the reading effortless and smooth.
2. must double-space all papers. Double-space also between paragraphs; do not have extra space between paragraphs.
3. must have the pages numbered, after the first, in the upper right-hand corner. Do not circle the page numbers; do not put a period after them, and do not put the word "page" or the abbreviation "p." in front of them. Fasten the pages with a staple or a paperclip; do not mutilate the essay.
4. must use white paper the size of this sheet, the standard 8½ by 11 inches. Pages torn from a spiral notebook or pages smaller or larger than this sheet will not be accepted.
5. must have margins of one inch on all edges.
6. must have a cover sheet with the following on it:

title (not underlined or enclosed in quotation marks)
a thesis statement

student's name
course name and number
teacher's name
date the paper is due

English 290: Schedule

- Jan. 29, Tu: Intro., Guides, Books
Four Components: Audience, Content, Subject, Writer (image, persona)
Cup and Content Analogy
Assign diagnostic essay ("Love in Brooklyn")
- Jan. 31, Th: "What's Grammar Got to Do With It?"—pick one of the quotations and comment on the writer's view of the role of grammar in writing (**Essay 1**)
Four Levels of diction
Hit List (Index Verborum Prohibitorum) and correction symbols
- Feb. 5, Tu: Assign essay: Who started the fight in "Nobody Knows"?
Pronoun reference (handout)
Four types of sentences

- Feb. 7, Th: Clauses and phrases
Four Comma rules (handout)
Essay about “Nobody Knows”: Who started the fight? (**Essay 2**, one page)
- Feb. 14, Th: Subordination, coordination
Handout of subjects and verbs; main clauses
How sentences are a way to organize ideas and set relationships in the world
- Feb. 1, Tu: subordination sentences (handout)
Comma rules again
Assign essay (“I Don’t Like Any of You”). What is your reaction to the first-day’s speech? (**Essay 3; one-and-a-half pages**)
- Feb. 21, Th: Subordination and coherence and logic
Self-reflective writing: comment on the essays you’ve written so far; comment on the English comp courses you’ve taken
- Feb. 26, Tu: Introduction to diction: 1) h, m, l, 2) denotation, connotation, 3) abstract/concrete, general/specific
Graff, Ch. 1
Casagrande, Ch. 1, 2, 3
Usage and Grammar: Bacon,” Glossary of Grammatical Terms,” 273-82
Essay 4 draft due
- Feb. 28, Th: Casagrande, Ch. 3, 8 (“that,” “which”), relative clauses
Subordination and sentence combining to show relationships (handout)
Revise Essay 4
- March 5, Tu: Bacon, Ch. 1, pp. 9-24, **Ex. 1D**
Subordination handout; restrictive (necessary) and nonrestrictive (additional) clauses
Explain Graff’s notion of “Conversation” and its outright relevance to college (**Essay 5**)
- March 7, Th: Bacon, Ch. 2, pp. 25-45, **Ex. 2A, 2C (write), 2G, 2H (“there”), 2J, 2K**
Graff, Entering the Conversation, Ch. 1, 7
Write out paragraphs from the exercises
- March 12, Tu: Glaser, Ch. 2, 3: professional terror, sleepwalker, clunker; jargon, doublespeak, euphemism, deadwood, verbal filler, unneeded transitions
Glaser: **Ex. 1, p. 42, Ex. 3, p. 44, Ex. 5, p. 48, Ex. 8, p. 52**
David Foster Wallace, “Authority and American Usage” in *Consider the Lobster* (Boston: Little, Brown and Company, Back Bay Books): 66-127, or “Tense Present: Democracy, English, and the Wars over Usage,” *Harper’s Magazine*, April 2001: 39-58 (on-line)
Explain Wallace’s Snoot: should we be snoots and what do you think of them? (**Essay 6 draft due**)
- March 14, Th: appositives (handout)
Sample paragraphs from Charles Dickens’ *Bleak House*
Glaser, Ch. 4: informal, colloquial, standard, commonplace, connotation, denotation,
Ex. 5, p. 65, Ex. 8, p.70
Plain Writing Act—Federal Government (handout)

- March 19, Tu: abstract/concrete, general/specific
Levels of diction: Latinate and Anglo-Saxon diction
King, “Letter from Birmingham Jail” (excerpts; handout); imitate King’s style
Examine King’s style and diction through the lens of Waddell’s and Wallace’s article
(**Essay 7 draft due**; 3-4 pages)
- March 21, Th: Casagrande, Ch. 5, 6, 19: Trimming the Fat
George Orwell, “Politics and the English Language” (on-line)
- (Break)
- April 4, Th **Essay 7 due**
Waddell, “Formal Prose and Jargon” (handout)
Review of diction in light of Waddell
Punctuation Review: Casagrande, punctuation, 191-203; Looking Illiterate, 204-07
- April 9, Tu: Coordination, parallelism
Casagrande, Ch. 4, 15 (pronoun reference), 17 (semi-colons)
Bacon, Ch. 3, pp. 46-60, **Ex. 3A, 3B, 3C, 3D, 3F (imitate)**
Participles and absolute phrases (handout)
Look at your own writing in relation to Orwell’s essay (**Essay 8 draft due**; 3 pages;
follow the Guidelines, see May 7)
- April 11, Th: Casagrande, Ch. 4 (long and short sentences), 11 (passive voice)
Bacon, Ch. 4, pp. 61-73, **Ex. 4A, 4C**
Paragraphs to analyze (s-v, subordinate clauses, comma rules, appositives, participial
phrases, types of sentences, and its rhetorical effects)
- April 16, Tu “What is Style?” Writers on Style (handout)
Cumulative, periodic, and loose sentences
Extra book for outside reading: Choose and prepare to report
Essay 8 due
- April 18, Th: Connors, “The Study of Style” (beginnings of sentences; handout)
Graff, Ch. 8, 10
Glaser, Ch. 8, Making Connections, **Ex. 1, p. 127, Ex. 2, p. 128, Ex. 4, p. 134,
Ex. 5, p. 136**
Picking several passages from the supplemental book you are reading, analyze them by
referring to the handout “What is Style?” and Connors’ “The Study of Style”
(**Essay 9 draft due**; 3-4 pages; follow the Guidelines, see May 7)
- April 23, Tu: appositives (again) and other modifiers
Bacon, Ch. 5, pp. 75-88, **Ex. 5B, 5C (write), 5D, 5E**
punctuation review: Casagrande, 191-203
Glaser, Appendix B, pp. 231-45
- April 25, Th: F.L. Lucas, “On the Fascination with Style” (handout)
Participles and absolutes: Casagrande, Ch. 10
Bacon, Ch. 6, pp. 89-101, **Ex. 6A, 6B, 6D, 6F, 6G**
- April 30, Tu: Quoting, Casagrande, Ch. 18

Glaser, *On Quoting*, pp. 80-83, 234, 238-45
 Graff, Ch. 3, "The Art of Quoting"
 Essay 9 due
 Usage: Glaser, Appendix A, *A Dictionary of Usage*, 247-63

- May 2, Th: More modifiers—subordinate and adjectival
 Coherence, connection, and meta-communication
 Bacon, Ch. 7, pp. 105-118, **Ex. 7A, 7B, 7D, 7E**
 Glaser, Ch. 12, "Rules of Thumb," **All Ex.**
 Write a bunch of sentence using appositives, participles, absolute phrases, and meta-communication; mark the various techniques
- May 7, Tu: Seven-minute presentation on the book you chose for outside reading
 What is interesting and helpful and provocative and indispensable about the book you picked? (**Essay 10**; follow these guidelines)

- Guidelines:**
1. Avoid the words on the Hit List
 2. In two paragraphs, underline the subject and verb of the main clauses
 3. Beware of PR—it, this, that, which (write the noun above the pronoun)
 4. Mark the topic sentences with t.s. →
 5. Use at least five **important** appositives and mark them #
 6. Use at least seven participial phrases and mark them *
 7. Begin very few sentences with S-V, main clauses
 8. Use the present tense and simple verbs when writing about literature
 9. Mark several meta-communicative devices +
 10. Develop paragraphs —about 120 words for each body paragraph
 11. Use many quotations to support your ideas; use the sandwich technique
 12. Use APA or MLA format

- May 9, Th: Casagrande, Ch. 21, *Breaking the Rules*
 Bacon, Ch. 8 (we'll discuss)
 The Freight-Train sentence
 Five-minute presentation about the book you chose for outside reading
- May 14, Tu: (Catch up)
 Finish presentations about the chosen book
- May 16, Th: Stylistic look at students' paragraphs; peer review
 Review for final
- May 23, Th **Final**, 10:15-12:15

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

New Course Proposal Form

Date Submitted ___ May 29, 2012 _____

1.
 - a. **Department(s) or program(s)** proposing this course _Law and Society_____
 - b. **Name** and contact information of proposer(s) _Maxwell Mak_____

Email address(es) _mmak@jjay.cuny.edu_____

Phone number(s) _646-557-4662_____

2.
 - a. **Title of the course** _Law and Society Internship_____
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _LAW & SOCIETY INTERN_____
 - c. **Level** of this course ___100 Level ___200 Level _xx_300 Level ___400 Level

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

Through this internship course, students will gain real-world experience at a placement site, and enhance their professional experiences with academic concepts and skills related to their professional placements. Each of the placement sites requires excellent writing and interpersonal skills as well as the ability to work independently. As the sample syllabus illustrates, the course readings for the academic portion of this course are from law reviews and peer-reviewed journals, and the course requires students to summarize, engage and critically assess these materials. The internships and academic components are designed to build on introductory and foundational concepts covered at the 100- and 200-levels, preparing students for the work in 400-level courses. Therefore, this course is appropriate to be at the 300-level.

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

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

There is a growing need and demand for alternative learning environments that provide John Jay students with professional opportunities as well as rich academic experiences. This course presents students with an alternative to the traditional classroom environment. This internship will meet requirements in both the Law and Society and Political Science majors. The Law and Society governance committee believes that an internship experience will enhance learning opportunities for its majors. In 2009-10, the Political Science Department undertook a self-evaluation of the Political Science Major preparatory to an external examination. The department's response to the external reviewers' recommendations included increasing the number of internships in particular concentrations. Currently, the Political Science major has a successful internship program in American and Urban Politics and Policy, but other concentrations have no similar opportunity for students. The new internship is intended to extend this experience to both Law and Society majors as well as Political Science majors concentrating in Law, Courts, and Politics.

Internships that include strong academic components provide students with several opportunities that cannot be provided in traditional classroom environments: (1) working experience in a placement relevant to their future occupational or academic careers; (2) challenging demands in professional as well as academic settings; and (3) academically rigorous work tied closely to the professional tasks and goals of the placement site. This internship will create a synergistic relationship and learning environment for our students, developing skills and gaining experience necessary for John Jay students to be competitive in a global economy.

This course will have both 3- and 6-credit options. Students taking the course for 3 credits will work approximately 96 hours at their placement sites and 6-credit students will work approximately 200 hours in addition to class hours and assignments.

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 focuses specifically on the legal field's capacity for social and political change. Students will make connections between academic concepts and the professional experiences learned at their internships, understanding and engaging with the possibility and limits of legal change. The emphasis of the course is a synthesis of the students' classwork and guided observations in the placement site, reflecting a dual focus on academic and professional development. Students work at their assigned placement sites, attend class regularly, and must complete regular writing assignments as well as a final research paper.

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 102/201, POL 101, upper sophomore standing, and permission of the instructor.

6. Number of:
- a. Class hours 3 or 6 (depending on student choice)
 - b. Lab hours
 - c. Credits 3 or 6 (depending on student choice)

Please note: This course will have both 3- and 6-credit options. Students taking the course for 3 credits will work approximately 96 hours at their placement sites and 6-credit students will work approximately 200 hours. Each option will have a separate course number, i.e. LWS 376/377 (3 cr.) and LWS 378/379 (6 cr.)

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

No

Yes. If yes, then please provide:

- a. Semester(s) and year(s): Fall 2012, Spring 2013, Fall 2013
- b. Teacher(s): Maxwell Mak
- c. Enrollment(s): 6, 10, 11
- d. Prerequisites(s): POL 101, ENG 102/201

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

Students will be able to do the following:

- 1) Summarize, analyze and critique academic readings in law and society;
- 2) Understand and explain the organization and structure of the placement site;
- 3) Apply academic concepts and skills in professional settings; and
- 4) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.

These outcomes will be accomplished through working at the placement site, scheduled meetings with the instructors, course assignments and readings, as well as a final paper.

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

Yes

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

Law and Society major, Part V (Societal and Political Change)

Political Science major, Part IV, Concentration A (Law, Courts and Politics)

Political Science minor (only six credits of internships allowed)

For both majors, students will be able to take this option to fulfill major requirements, but this is not a required course for completion of either major.

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

As the sample syllabus illustrates, these outcomes will be assessed through four course metrics: (1) placement site evaluations; (2) précis, which are intended to be 2 to 4 pages in length; (3) a final paper, which is 10 to 12 pages in length; (4) attendance and participation (including an exercise in Week 12).

First, the placement site evaluations are designed to assess learning outcomes two, three and four. Second, for the précis, students will be asked to summarize and assess the readings for the given meeting, integrating aspects of their internship experiences and relating them to the academic literature; this is designed to assess learning outcomes one, two and four. Third, the final paper will be used to assess learning outcomes one, two and four. Although the topic is open, students will be required to fully integrate their internship experiences into the paper and will be guided to relate those experiences to some theoretical or key concept raised in the readings. Fourth, there will be a homework assignment (designed specifically for assessing learning outcome three) in preparation for a workshop to be held at Week 9. There, students will craft new paragraphs regarding their internship experiences for inclusion in personal statements for graduate and law school applications and cover letters for job applications and other communications. These workshops will also be assisted by the Pre-Law Institute (and potentially, Career Services) to offer one-on-one consultations regarding the student's future goals and endeavors.

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

Yes xx No

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

- X The library catalog, CUNY+ (***particularly, the collection of career books for criminal justice, law and law enforcement***)
- X EBSCOhost Academic Search Complete
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- X LexisNexis Universe
- X Criminal Justice Abstracts
- PsycINFO
- X Sociological Abstracts
- X JSTOR
- SCOPUS

12. **Syllabus – see attached**
13. Date of **Department curriculum committee** approval 5/18/2012
14. **Faculty** - Who will be assigned to teach this course? Maxwell Mak, James Cauthen
15. 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.

Although many different programs and majors offer internship courses, this course will serve an additional option for Law and Society and Political Science majors. Given the approach (see below) and the course format, we believe it is an additional, unique experience for John Jay students who want to participate in internships. Please see Q16 for more details.

16. 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.

Although this course does not overlap with existing offerings, I have consulted extensively with faculty colleagues and administrators that oversee internship programs. I consulted with Janice Bockmeyer and Harold Sullivan of the Political Science Department, separately. Professor Bockmeyer was able to explain the internship model of POL 406/7/8, share with me her evaluation tools (as well as placement site evaluations), provide me with insights regarding faculty and placement site interactions, and convey her pedagogical approach to the internship course. She stressed the importance of the learning outcomes and the tools of assessment in order to ensure that students had a rich academic and professional experience. Harold Sullivan and I discussed how this internship course could meet the Part IV requirements for students focusing in Law, Courts and Politics (Concentration A) in the Political Science major.

I, along with James Cauthen, met with Dean Lopes regarding the structure of the course. We were made aware of the requirements for internship courses (e.g., student and faculty obligations) and the need for flexibility (among the placement site and the supervising faculty) in order accommodate future changes in the internship requirements. Thus, we adopted placement site evaluations similar to POL 407: New York State Assembly/Senate Session Program, which conforms to the John Jay Internship guidelines approved by UCASC. Of course, we made some modifications in

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order to balance the needs for solid student evaluations and the demanding schedules of placement site supervisors (e.g., judges and/or their staff).

I also met with Kathy Killoran, discussing the requirements and pedagogical goals of the internships. We also discussed accessing the resources available to our students at the Office of Career and Professional Development. The sample syllabus now reflects this addition.

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

No

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

18. Name of Chairperson or Program Coordinator

James Cauthen, Chair, Political Science

LWS 3xx: Law and Society Internship (6 credit option)
[Instructor Name]

Section 1
Days and Time
Room Assignment

Phone: [instructor phone number]
Email: [instructor email]

Office: [instructor office]
Office Hours: TBA
Or by Appointment

Course Description

This course focuses specifically on the legal field's capacity for social and political change. Students will make connections between academic concepts and the professional experiences learned at their internships, understanding and engaging with the possibility and limits of legal change. The emphasis of the course is a synthesis of the students' classwork and guided observations in the placement site, reflecting a dual focus on academic and professional development. Students work at their assigned placement sites, attend class regularly, and must complete regular writing assignments as well as a final research paper.

Learning Outcomes

Students will be able to do the following: (1) summarize, analyze and critique academic readings in law and society; (2) understand and explain the organization and structure of the placement site; (3) apply academic concepts and skills in professional settings; and (4) form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation. These outcomes will be accomplished through working at the placement site, scheduled meetings with the instructors, course readings and a final paper.

Course Policies

Students are to complete the assigned readings before class, where we will engage in discussions of the theoretical and academic literature. Through a series of weekly online, supplemental assignments, students will continue to apply concepts and ideas (from the readings and class) to their internship experiences as well as other real-world settings. These online activities include discussion forums, journaling and blogging. Please note that both components (face-to-face and online) are equally important for a successful course experience.

This class will be a seminar, where student preparation and answers will drive the discussion. Participation—answers and comments from you—will be expected in discussion of all readings, which again are to be read prior to the class for which they are assigned. Questions or comments are welcomed during class. Feel free to ask for clarification if you do not understand something said in class. Similarly, you should feel free to comment if you disagree or agree with something said. You may also want to ask questions about text material even if it is not directly touched on in class. In general, questions are very useful, so do not hesitate to raise them.

Regarding class attendance, you are expected to attend every class. These classes are required and are a vital component to this course. If a student for whatever reason cannot make a scheduled class, it is upon them to contact the instructor as soon as possible and schedule a make-up individual meeting. Please be respectful in class, which includes silencing any electronic devices (cell phones, etc.) and paying attention to class discussions.

All assignments are to be completed using APA citation. Please see the individual assignment instructions for additional formatting guidelines. Incompletes and extensions will only be given in the most extreme of circumstances and, of course, requires proper and appropriate documentation.

All assignments turned in on-time will be graded within one week of submission. Also, the instructor will be accessing Blackboard once a day Mondays through Fridays (except as noted or if the college is closed). If something pressing requires a quicker response time from the instructor, please use email or come to office hours.

If students are having difficulty with the course materials, assignments or attendance, I encourage them to please come see me during office hours or schedule an appointment as soon as possible. My office hours are there to answer any questions and offer any assistance or guidance that I can. *Moreover, students are held responsible for checking their college email and the course's Blackboard site daily.*

Grading

Placement Site Evaluation	30%
Assignments/Précis (5), due at the beginning of each class session	20%
Final Paper, due on the scheduled date of final examination	20%
Online Assignments (Journals, Response Papers, Discussion Board Replies)	20%
In-Class and Online Participation	10%

Please note that this course is letter graded. Although the majority of the grade will be determined by the evaluation from placement site and the final paper, you will be graded on *all* aspects of this internship.

The grading rubric for the course is as follows:

- A 100.0-93.0
- A- 92.9-90.0
- B+ 89.9-87.1
- B 87.0-83.0
- B- 82.9-80.0
- C+ 79.9-77.1
- C 77.0-73.0
- C- 72.9-70.0
- D+ 69.9-67.1
- D 67.0-63.0
- D- 62.9-60.0
- F 59.9-0.0

Course Requirements

1. Work at the assigned placement site as agreed upon with your placement site supervisor and as scheduled (generally, two-full days per week) for a minimum of 200 hours for the semester. Requirements and duties are to be determined by the placement site supervisor to which you are assigned. ***Failure to meet these requirements will result in a failing grade for the course.***
2. Read assigned articles in preparation for each class meeting. Copies will be sent to you by e-mail or posted on Blackboard for you to download. If you want additional readings or supplemental readings regarding different aspects of your internship, please feel free to contact me.
3. **Assignments/Précis** are due at the beginning of every class with substantive readings. You will be asked to summarize and assess the readings for the given meeting, integrating aspects of your internship experiences and relating them to the academic literature. Specific instructions and potential questions you may want to consider for your précis are posted on Blackboard.

4. Online **response papers** are due at 5pm every Wednesday (except weeks when the college is closed). These response papers will ask you to apply the theoretical concepts discussed in the readings and class to real-world settings (e.g., internship experiences, current events, etc.). You will be asked to take an aspect of the readings or class and discuss its relevance and applicability to the week's discussion topic (see course schedule and assignment instructions).
5. Online **discussion board replies** are due at 5pm on Fridays. The replies are designed to enhance discussion and debate regarding the week's assigned topic. Rubrics and templates for all online participation are posted on Blackboard.
6. **Journal entries** are due at 5pm every Wednesday (except when the college is closed). The journal entries are meant to be self-reflections on your internship experiences and the tasks you have completed thus far at your placement sites.
7. The **final paper** (due the day and time of the scheduled final examination) should be approximately fifteen to twenty pages (excluding title page and references). The final paper topic is open, but should be a discussion of a theoretical or key concept regarding legal innovations and society. You can (and should) incorporate all the relevant readings in your paper and should provide specific examples of your work at your placement site to support your conclusions. Instructions (and potential questions to ask yourself and ponder over to develop paper topics) for this paper have been posted on Blackboard.

Statement of the College Policy on Plagiarism

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore *answers must be completed by the student alone*. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. Also note that plagiarism is taken very seriously both in this class and by the College. *There is a handout regarding plagiarism posted on the course's Blackboard site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a zero for the course.*

The following is from the John Jay College Undergraduate Bulletin:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

Please also note that the final paper will be submitted to turnitin.com and students found in violation of the plagiarism/academic honesty policy will be subject to appropriate remedies.

College Services

First, there is a writing requirement. If you feel you need help in this area, please visit the Writing Center in Room 1.69 in the New Building. If you need help with writing because English is not your native language, please visit the Center for English Language Support (CELS) in Room 1201 North Hall. Please note that CELS may be moving to the New Building in the middle of the semester.

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2. Journal Entry #1 to be posted on Blackboard Blog Tool (see assignment instructions)

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3. ** Sammon, Kathryn C. 2004. "Therapeutic Jurisprudence: An Examination of Problem-Solving Justice in New York." *St. John's Journal of Legal Commentary* 23: 923-969.

4. ** Baldez, Lisa, Lee Epstein and Andrew D. Martin. 2006. "Does the U.S. Constitution Need an Equal Rights Amendment?" *Journal of Legal Studies* 35: 243-283.

Assignment 3 Due at the Beginning of Class

Week 5: Discussion on Approaches to Justice, Restorative versus Retributive

Online Assignments Due by Wednesday

1. Response Papers to be posted on Blackboard Discussion Forums (see assignment instructions)
2. Journal Entry #2 to be posted on Blackboard Blog Tool (see assignment instructions)

Online Assignments Due by Friday

1. Discussion Board Replies (see assignment instructions)

Week 6 (Face-to-Face Class): Litigants, Lawyers and Litigation

1. ** Felstiner, William L.F., Richard L. Abel, and Austin Sarat. 1980. "The Emergence and Transformation of Disputes: Naming, Blaming, Claiming..." *Law and Society Review* 23: 631-654.
2. ** Galanter, Marc. 1974. "Why the 'Haves' Come Out Ahead: Speculations on the Limits of Legal Change." *Law and Society Review* 9: 95-160.
3. ** Kluger, Judy H. 2002. "The Impact of Problem Solving on the Lawyer's Role and Ethics." *Fordham Urban Law Journal* 29: 1892-1896.
4. ** Heydebrand, Wolf. 1990. "Government Litigation and National Policymaking: From Roosevelt to Reagan." *Law and Society Review* 24: 477-496.

Assignment 4 Due at the Beginning of Class

Week 7: Discussion on Money and Resources in the Courts

Online Assignments Due by Wednesday

1. Response Papers to be posted on Blackboard Discussion Forums (see assignment instructions)
2. Journal Entry #3 to be posted on Blackboard Blog Tool (see assignment instructions)

Online Assignments Due by Friday

1. Discussion Board Replies (see assignment instructions)

Week 8: Discussion on Race in the Courts

Online Assignments Due by Wednesday

1. Response Papers to be posted on Blackboard Discussion Forums (see assignment instructions)
2. Journal Entry #4 to be posted on Blackboard Blog Tool (see assignment instructions)

Online Assignments Due by Friday

1. Discussion Board Replies (see assignment instructions)

Week 9 (Face-to-Face Class): The Legal Field's Ability to Affect Change

1. ** Ginsburg, Ruth Bader. 1992. "Speaking in a Judicial Voice." *New York University Law Review* 67: 1185-1209.
2. ** Tomaskovic-Devey, Donald, and Kevin Stainback. 2007. "Discrimination and Desegregation: Equal Opportunity in U.S. Private Sector Workplaces since the Civil Rights Act." *Annals of the American Academy of Political and Social Science* 609: 49-84.

Paper Topics and Revisions to Resume and Cover Letter Due at the Beginning of Class

Week 10: Discussion on Gender in the Courts

Online Assignments Due by Wednesday

1. Response Papers to be posted on Blackboard Discussion Forums (see assignment instructions)

2. Journal Entry #5 to be posted on Blackboard Blog Tool (see assignment instructions)

Online Assignments Due by Friday

1. Discussion Board Replies (see assignment instructions)

Week 11 (Face-to-Face Class): The Legal Field's Responses to Changes

1. ** Kuklinski, James H. and John E. Stanga. 1979. "Political Participation and Government Responsiveness: The Behavior of the California Superior Courts." *American Political Science Review* 73: 1090
2. ** Hall, Melinda Gann. 1987. "Constituent Influence in State Supreme Courts: Conceptual Notes and a Case Study." *Journal of Politics* 49: 1117
3. ** Moustafa, Tamir. 2003. "Law versus the State: The Judicialization of Politics in Egypt." *Law & Social Inquiry* 28: 883-930.

Assignment 5 Due at the Beginning of Class

Week 12: Discussion on the Politics of Change, Theory versus Practice

Online Assignments Due by Wednesday

1. Response Papers to be posted on Blackboard Discussion Forums (see assignment instructions)
2. Journal Entry #6 to be posted on Blackboard Blog Tool (see assignment instructions)

Online Assignments Due by Friday

1. Discussion Board Replies (see assignment instructions)

Week 13: Synthesis of Internship Experiences and Theory

Online Assignments Due by Wednesday

1. Posting of rough draft to the Wiki Tool for Peer-Review by your assigned group (see assignment instructions)

Online Assignments Due by Friday

1. Review of classmates' rough drafts and comments (see assignment instructions)

Week 14 (Face-to-Face Class): Final Thoughts and Discussions

Online Assignments Due by Wednesday

1. Journal Update and Summary (see assignment instructions)
2. Assessment of Internship Experiences (see assignment instructions)
3. Final Discussion Board Thoughts and Ideas (see assignment instructions)

Online Assignments Due by Friday

1. Final Discussion Board Replies (see assignment instructions)

Week 15: Finals

Final Paper Due at date and time of scheduled Final Examination

LWS 3xx: Law and Society Internship (3 credit option)
[Instructor Name]

Section 1
Days and Time
Room Assignment

Phone: [instructor phone number]
Email: [instructor email]

Office: [instructor office]
Office Hours: TBA
Or by Appointment

Course Description

This course focuses specifically on the legal field's capacity for social and political change. Students will make connections between academic concepts and the professional experiences learned at their internships, understanding and engaging with the possibility and limits of legal change. The emphasis of the course is a synthesis of the students' classwork and guided observations in the placement site, reflecting a dual focus on academic and professional development. Students work at their assigned placement sites, attend class regularly, and must complete regular writing assignments as well as a final research paper.

Learning Outcomes

Students will be able to do the following: (1) summarize, analyze and critique academic readings in law and society; (2) understand and explain the organization and structure of the placement site; (3) apply academic concepts and skills in professional settings; and (4) form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation. These outcomes will be accomplished through working at the placement site, scheduled meetings with the instructors, course readings and a final paper.

Course Policies

Students are to complete the assigned readings before class, where we will engage in discussions of the theoretical and academic literature. Through a series of weekly online, supplemental assignments, students will continue to apply concepts and ideas (from the readings and class) to their internship experiences as well as other real-world settings. These online activities include discussion forums, journaling and blogging. Please note that both components (face-to-face and online) are equally important for a successful course experience.

This class will be a seminar, where student preparation and answers will drive the discussion. Participation—answers and comments from you—will be expected in discussion of all readings, which again are to be read prior to the class for which they are assigned. Questions or comments are welcomed during class. Feel free to ask for clarification if you do not understand something said in class. Similarly, you should feel free to comment if you disagree or agree with something said. You may also want to ask questions about text material even if it is not directly touched on in class. In general, questions are very useful, so do not hesitate to raise them.

Regarding class attendance, you are expected to attend every class. These classes are required and are a vital component to this course. If a student for whatever reason cannot make a scheduled class, it is upon them to contact the instructor as soon as possible and schedule a make-up individual meeting. Please be respectful in class, which includes silencing any electronic devices (cell phones, etc.) and paying attention to class discussions.

B9

All assignments are to be completed using APA citation. Please see the individual assignment instructions for additional formatting guidelines. Incompletes and extensions will only be given in the most extreme of circumstances and, of course, requires proper and appropriate documentation.

All assignments turned in on-time will be graded within one week of submission. Also, the instructor will be accessing Blackboard once a day Mondays through Fridays (except as noted or if the college is closed). If something pressing requires a quicker response time from the instructor, please use email or come to office hours.

If students are having difficulty with the course materials, assignments or attendance, I encourage them to please come see me during office hours or schedule an appointment as soon as possible. My office hours are there to answer any questions and offer any assistance or guidance that I can. *Moreover, students are held responsible for checking their college email and the course's Blackboard site daily.*

Grading

Placement Site Evaluation	30%
Assignments/Précis (5), due at the beginning of each class session	20%
Final Paper, due on the scheduled date of final examination	20%
Online Assignments (Discussion Board Replies)	20%
In-Class and Online Participation	10%

Please note that this course is letter graded. Although the majority of the grade will be determined by the evaluation from placement site and the final paper, you will be graded on *all* aspects of this internship.

The grading rubric for the course is as follows:

- A 100.0-93.0
- A- 92.9-90.0
- B+ 89.9-87.1
- B 87.0-83.0
- B- 82.9-80.0
- C+ 79.9-77.1
- C 77.0-73.0
- C- 72.9-70.0
- D+ 69.9-67.1
- D 67.0-63.0
- D- 62.9-60.0
- F 59.9-0.0

Course Requirements

1. Work at the assigned placement site as agreed upon with your placement site supervisor and as scheduled for a minimum of 96 hours for the semester. Requirements and duties are to be determined by the placement site supervisor to which you are assigned. ***Failure to meet these requirements will result in a failing grade for the course.***
2. Read assigned articles in preparation for each class meeting. Copies will be sent to you by e-mail or posted on Blackboard for you to download. If you want additional readings or supplemental readings regarding different aspects of your internship, please feel free to contact me.
3. **Assignments/Précis** are due at the beginning of every class with substantive readings. You will be asked to summarize and assess the readings for the given meeting, integrating aspects of your internship experiences and relating them to the academic literature. Specific instructions and potential questions you may want to consider for your précis are posted on Blackboard.

4. Online **discussion board replies** are due at 5pm on Fridays as scheduled below. The replies are designed to enhance discussion and debate regarding the week's assigned topic. Rubrics and templates for all online participation are posted on Blackboard.
5. The **final paper** (due the day and time of the scheduled final examination) should be approximately fifteen to twenty pages (excluding title page and references). The final paper topic is open, but should be a discussion of a theoretical or key concept regarding legal innovations and society. You can (and should) incorporate all the relevant readings in your paper and should provide specific examples of your work at your placement site to support your conclusions. Instructions (and potential questions to ask yourself and ponder over to develop paper topics) for this paper have been posted on Blackboard.

Statement of the College Policy on Plagiarism

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore *answers must be completed by the student alone*. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. Also note that plagiarism is taken very seriously both in this class and by the College. *There is a handout regarding plagiarism posted on the course's Blackboard site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a zero for the course.*

The following is from the John Jay College Undergraduate Bulletin:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

Please also note that the final paper will be submitted to turnitin.com and students found in violation of the plagiarism/academic honesty policy will be subject to appropriate remedies.

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

Course Revision Form

Date Submitted: November 7, 2013

1. Name of Department or Program: POLITICAL SCIENCE

2. Contact information of proposer(s):

Name(s): Jack Jacobs

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

Phone number(s): 1 212 237 8191

3. Current number, title, and abbreviated title of course: POL 270 POLITICAL PHILOSOPHY
 (Abbreviated title can be found on SIMS) Political Philosophy

4. Current course description:

Analysis of political thought throughout history, with particular attention to such values as liberty, democracy, equality, security, stability, law. Comparison of traditional and contemporary political theories in terms of priorities of values and political culture. Systematic examination of underlying assumptions and logical coherence of normative political thought.

a. Number of credits: 3

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

c. Current prerequisites: **ENG 101 and sophomore standing or above.**

5. Describe the nature of the revision: **Revision of course description.**

6. Rationale for the proposed change(s): The current course description:

A. Does not appropriately reflect the material currently covered in the course.

B. Does not adequately differentiate between POL 273 [which covers Western Political Thought as it has developed over time, and which compares modern thinkers with thinkers of the past] and POL 270.

C. Does not underscore that POL 270 is a foundational course, covering fundamental ideas.

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

a. Revised course description:

This course analyzes fundamental ideas used in reasoning about politics, such as liberty,

justice, equality, and political obligation. Perspectives of a range of theorists will be compared, and the underlying assumptions and logical coherence of their thought examined.

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

8. Enrollment in past semesters: Fall 270: Section 01: 36.
Section 02: 32.

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

POL 270 [Political Philosophy] has been offered by the Dept. of Political Science, previously known as the Government Dept., for many years.

11. Date of Department or Program Curriculum Committee approval: October 23, 2013

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

James Cauthen, Chair, Dept. of Political Science

