

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE

**COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
MARCH 12, 2014**

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

March 12, 2014
 1:40 p.m.
 630T

- I. Adoption of the Agenda
- II. Minutes of the December 12, 2013 College Council (attachment A), **Pg. 4**
- III. Announcement of College Council Committee Members (attachment B)
 - Professor C. Jama Adams was nominated to fill the vacant position on College Council as the Africana Studies representative, **Pg. 7**
 - Professor Charles Jennings was nominated to fill the vacant position on College Council as the Security, Fire and Emergency Management representative, **Pg. 7**
 - Professor Elton Beckett was nominated to fill the vacant position on College Council as the Communication & Theater Arts representative, **Pg. 7**
 - Professor Daniel Yaverbaum, Science Department and Professor Louis Kontos, Sociology Department were nominated by the Faculty Senate to fill the vacant positions on College Council as Faculty at-large members, **Pg. 8**
 - Alisa Matuskevych was nominated to fill the vacant position on College Council as a Senior class representative, **Pg. 9**
 - Professor Raul Rubio was nominated to fill the vacant faculty position on the Executive Committee to the College Council, **Pg. 11**
 - Sanjida Meem and Artem Gurkivskyi were nominated to fill the vacant positions on the Committee on Student Interests as the Student representatives, **Pg. 13**
 - Professor Louis Kontos was nominated to fill the vacant position on the Faculty-Student Disciplinary Committee as the Faculty representative, **Pg. 14**
 - Joshua Medas, Johnny Derogene, Alisa Matuskevych, Joon Won Yoon, Jared Remig, and Imatashal Tariq were nominated to fill the vacant positions on the Faculty-Student Disciplinary Committee as the Student representatives, **Pg. 14**
 - Sandrine Dikambi was nominated by the HEO Council to fill the vacant position on the Budget and Planning Committee as a HEO representative, **Pg. 18**
 - Sabrina De Los Santos was nominated to fill the vacant position on the Budget and Planning Committee as the Student representative, **Pg. 18**

-Thamanna Hussain and Sanjida Meem were nominated to fill the vacant positions on the Committee on Honors, Prizes and Awards as the Student representatives, **Pg. 24**

-Professor Anissa Helie was nominated to fill the vacant position on the College-Wide Grade Appeals Committee as a Faculty representative, **Pg. 24**

IV. Report from the Committee on Honors, Prizes and Awards (attachment C) – Vice President Lynette Cook-Francis

C. Proposal to Establish Veteran Awards for Undergraduate and Graduate Students, **Pg. 26**

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D21) – Interim Dean Allison Pease

New Courses

D1.	AFR 1XX (132)	Arts & Culture in the African Diaspora (CE), Pg. 28
D2.	AFR 3XX	Perspectives on Justice in the Africana World (JCII), Pg. 43
D3.	ANT 2XX	Language and Culture, Pg. 56
D4.	ANT 3XX	Anthropology of Development, Pg. 69
D5.	ANT 3XX	Anthropology of Global Health, Pg. 80
D6.	ANT 3XX	Structural Violence & Social Suffering, Pg. 92
D7.	ANT 3XX	Theory in Anthropology, Pg. 102
D8.	ANT 4XX	Senior Seminar in Anthropology, Pg. 112
D9.	BIO 2XX (205)	Eukaryotic Cell Biology, Pg. 125
D10.	CSCI 3YY	Cryptography and Cryptanalysis, Pg. 135
D11.	CSCI 4XX	Computer Security and Forensics, Pg. 144
D12.	PAD 3XX	Administration of International Intergovernmental Organizations, Pg. 154
D13.	SOC 2XX	Environmental Sociology, Pg. 179
D14.	SOC 3XX	Global Social Movements, Pg. 192
D15.	ISP 3XX	Sex, Gender and Justice in Global Perspective (JCII), Pg. 203
D16.	PHI 2XX	Environmental Ethics, Pg. 215

Course revisions

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Programs

D20.	Proposal for a New BA with a Major in Sociology, Pg. 239
D21.	Proposal to add Honors Option to BA in Gender Studies

Academic Standards

D21.	Policy on Dean's List Standards for Part-time Students, Pg. 314
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VI. Report from the Committee on Graduate Studies (attachment E1-E3) – Dean Anne Lopes

Academic Standards

E1. Proposal for an Addition to the Graduate Studies Master's Thesis Guidelines, **Pg. 315**

Course Revision

E2. CRJ 772 Proseminar in Terrorism Studies, **Pg. 318**

Programs

E3. Proposal for an Advanced Certificate in Criminal Investigation, **Pg. 321**

VII. Report from the Department of Foreign Languages and Literatures (attachment F) – Provost Bowers

F. Request for Name Change, **Pg. 339**

VIII. New Business

IX. Administrative Announcements – President Jeremy Travis

X. Announcements from the Faculty Senate – President Karen Kaplowitz

XI. 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

Thursday, December 12, 2013

The College Council held its fourth meeting of the 2013-2014 academic year on Thursday, December 12, 2013. The meeting was called to order at 1:50 p.m. and the following members were present: Schevaletta Alford, Andrea Balis, Dale Bareleben, Warren Benton, Adam Berlin, Jane P. Bowers, Claudia Calirman, Anthony Carpi, James Cauthen, Katarzyna Celinska, Frantzy Clement, Lynette Cook-Francis, Geert Dhondt, Janice Dunham, Clinton Dyer, Jennifer Dysart, Margaret Escher, Diana Falkenbach, Lior Gideon, Norman Groner, John Gutierrez, Maki Haberfeld, Shereef Hassan, Karen Kaplowitz, Katherine Killoran, Maria Kiriakova, Tom Kucharski, Anru Lee, Anne Lopes, Vincent Maiorino, Nancy Marshall, Joshua Medas, Gabriella Mungalsingh, David Munns, Hyunhee Park, Jay Pastrana, Allison Pease, Robert Pignatello, Carina Quintian, Dainius Remeza, Raul Romero, Raul Rubio, Caridad Sanchez, Richard Saulnier, Francis Sheehan, Charles Stone, Nadia Taskeen, Julio Torres, Jeremy Travis, Janet Winter, and Kathryn Wylie-Marques.

Absent were: Veronica Acevedo, Benedicta Darteh, Anthony Deda, Robert Terry Furst, Stanley Ingber, Nancy Jeeuth, Joanne Jeung, Kwando Kinshasa, Charles McKenzie, Nicole Ponzio, Tanya Rodriguez, Rosann Santos-Elliott, Carmen Solis, Richard Stripp, Staci Strobl, 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 November 26, 2013 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 –B10)

A motion was made to adopt the academic standard marked “B1. Proposal on the Overlapping of Major/Minor Courses”. The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “B2. Proposal for a BA in Latin American and Latina/o Studies”. The motion seconded and approved unanimously.

A motion was made to adopt the new program marked “B3. Proposal to Revise the BA in Criminology”. The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “B4. Proposal to Revise the BA in English”. The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “B5. Proposal to Revise the BA in Global History”. The motion was seconded and approved unanimously.

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

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

A motion was made to adopt the new course marked “B8. ENG 2XX Grammar, Syntax, & Style: Writing for All Disciplines”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “B9. LWS 3XX Law and Society Internship”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course revision marked “B10. POL 270 Political Philosophy.” The motion was seconded and approved unanimously.

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

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College Council Membership

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

Administration:

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

Faculty:

- | | |
|---|------------------|
| a. Full-time faculty elected from each academic department: | |
| 9. Africana Studies | C. Jama Adams |
| 10. Anthropology | Robert Furst |
| 11. Art and Music | Claudia Calirman |
| 12. Communication & Theater Arts | Elton Beckett |
| 13. Counseling | Caridad Sanchez |
| 14. Criminal Justice | Stanley Ingber |
| 15. Economics | Geert Dhondt |
| 16. English | Dale Barleben |
| 17. Foreign Languages and Literature | Raul Romero |
| 18. Health and Physical Education | Vincent Maiorino |
| 19. History | David Munns |
| 20. Interdisciplinary Studies Program | Andrea Balis |
| 21. Latin America and Latina/o Studies | John Gutierrez |
| 22. Law, Police Science and CJA | Lior Gideon |
| 23. Library | Maria Kiriakova |
| 24. Mathematics and Computer Science | Shaobai Kan |
| 25. Philosophy | Tanya Rodriguez |
| 26. Political Science | James Cauthen |
| 27. Psychology | Tom Kucharski |
| 28. Public Management | Warren Benton |
| 29. Security, Fire and Emergency Management | Charles Jennings |
| 30. Sciences | Richard Stripp |
| 31. SEEK | Carmen Solis |
| 32. Sociology | Jay Pastrana |

b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Library	Janice Dunham
34. English	Karen Kaplowitz
35. Psychology	Charles Stone
36. History	Fritz Umbach
37. Science	Daniel Yaverbaum
38. Science	Francis Sheehan
39. Anthropology	Anru Lee
40. SEEK	Schevaletta Alford
41. Law & Police Science	Maki Haberfeld
42. Psychology	Jennifer Dysart
43. Psychology	Diana Falkenbach
44. History	Hyunhee Park
45. English	Danius Remeza
46. English	Margaret Escher
47. Sociology	Louis Kontos
48. Foreign Language & Literature	Raul Rubio
49. Law & Police Science	Katarzyna Celinska
50. English	Adam Berlin

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

Melinda Powers - English	Vacant
Vacant	Vacant
Vacant	Vacant
Vacant	Vacant

Higher Education Officers elected by Higher Education Officers Council:

51. Rosann Santos-Elliott
52. Katherine Killoran
53. Janet Winter
54. Nancy Marshall
55. Carina Quintian

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

Students:

- 56. President of the Student Council
- 57. Vice President of the Student Council
- 58. Treasurer of the Student Council
- 59. Secretary of the Student Council
- 60. Elected At-Large Representative
- 61. Elected graduate student representative
- 62. Elected graduate student representative
- 63. Elected senior class representative
- 64. Elected senior class representative
- 65. Elected junior class representative
- 66. Elected junior class representative
- 67. Elected sophomore class representative
- 68. Elected sophomore class representative
- 69. Freshman representative designated according to a method duly adopted by the Student Council.

- Clinton Dyer
- Julio Torres
- Shereef Hassan
- Nadia Taskeen
- Gabriella Mungalsingh
- Frantzy Clement
- Nicole Ponzio
- Ivonne Torres
- Alisa Matusevych
- Benedicta Darteh
- Joshua Medas
- Nancy Jeeuth
- Veronica Acevedo
- Joanne Jeung

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

1. VACANT	2. Dev Sharma
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College Council Interim Executive Committee

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

- | | |
|---|----------------------|
| • President (chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Senior Vice President for Finance and Administration | Robert Pignatello |
| • Vice President for Student Affairs | Lynette Cook-Francis |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice-President of the Faculty Senate | Fritz Umbach |
| • Two (2) other members of the Faculty Senate | |
| 1. Andrea Balis | |
| 2. Janice Dunham | |
| • President of the Higher Education Officers Council | Carina Quintian |
| • Vice-President of the Higher Education Officers Council | Sandrine Dikambi |
| • President of the Student Council | Clinton Dyer |
| • Vice-President of the Student Council | Julio Torres |

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

College Council Executive Committee

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

The Executive Committee shall consist of the following members:

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

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Schevaletta Alford
 2. Warren Benton
 3. Jennifer Dysart
 4. Karen Kaplowitz
 5. Tom Kucharski
 6. Francis Sheehan
 7. Raul Rubio

- Two (2) higher education officers
 1. Rosann Santos-Elliott
 2. Janet Winter

- Three (3) students
 1. Clinton Dyer
 2. Julio Torres
 3. Gabriella Mungalsingh

Undergraduate Curriculum and Academic Standards Committee

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

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

- Interim Dean of Undergraduate Studies (Chairperson) Allison Pease
- Vice President for Enrollment Management Robert Troy
- Executive Academic Director of Undergraduate Studies Kathy Killoran

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

1. Africana Studies	C. Jama Adams
2. Anthropology	Ric Curtis
3. Art and Music	Ben Bierman
4. Communication & Theater Arts	Marty Wallenstein
5. Counseling	Lynette Cook-Francis
6. Criminal Justice	Violet Yu
7. Economics	Jay Hamilton
8. English	Al Coppola
9. Foreign Languages and Literature	Silvia Dapia
10. Health and Physical Education	Jane Katz
11. History	Andrea Balis
12. Interdisciplinary Studies Program	Sondra Leftoff
13. Latin American and Latina/o Studies	Luis Barrios
14. Law, Police Science and CJA	Katarzyna Celinska
15. Library	Marta Bladek
16. Mathematics and Computer Science	Hunter Johnson
17. Philosophy	Hernando Estevez
18. Political Science	Brian Arbour
19. Psychology	Peggilee Wupperman
20. Public Management	Judy-Lynne Peters
21. Sciences	Sandra Swenson
22. Security, Fire & Emergency Management	Glenn Corbett
23. SEEK	Monika Son
24. Sociology	Richard Ocejo

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.

- 1. VACANT**
2. Alana Albert
3. Anthony Persaud

Committee on Student Interests

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

- Dean of Students (chairperson) Kenneth Holmes
- Director of Athletics Carol Kashow
- Director of Student Life Danielle Officer
- Two (2) members of the faculty
- 1. Alexa Capeloto
- 2. Sheeba Johnson
- Six (6) students
- 1. Sanjida Meem
- 2. Carika Dixon
- 3. Artem Gurkivskyi
- 4. Joanne Jeung
- 5. Nandanie Jeeuth
- 6. Benedicta Darteh

Faculty-Student Disciplinary Committee

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

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

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Margaret Escher
 2. Ali Kocak
 3. Jeffrey Kroessler
 4. Barry Latzer
 5. Roger McDonald
 6. Louis Kontos

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Joshua Medas
 2. Johnny Derogene
 3. Alisa Matusevych
 4. Joon Won Yoon
 5. Jared Remig
 6. Imatashal Tariq

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

Committee on Faculty Personnel

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

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

- | | |
|---|----------------------|
| • President (Chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane Bowers |
| • Associate Provost for Strategic Initiatives /
Dean of Graduate Studies | Anne Lopes |
| • Interim Dean of Undergraduate Studies | Allison Pease |
| • Interim Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Roberto Visani |
| 4. Communication & Theater Arts | Seth Baumrin |
| 5. Counseling | Lynette Cook-Francis |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Valerie Allen |
| 9. Foreign Languages and Literature | Silvia Dapia |
| 10. Health and Physical Education | Davidson Umeh |
| 11. History | Allison Kavey |
| 12. Interdisciplinary Studies Program | Richard Haw |
| 13. Latin American & Latino/a Studies | Lisandro Perez |
| 14. Law, Police Science and CJA | Maki Haberfeld |
| 15. Library | Larry Sullivan |
| 16. Mathematics and Computer Science | Peter Shenkin |
| 17. Philosophy | Jonathan Jacobs |

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

James Cauthen
 Tom Kucharski
 Warren Benton
 Larry Kobilinsky
 Charles Nemeth
 Nancy Velazquez-Torres
 David Brotherton

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Nivedita Majumdar
 2. Chitra Raghavan
 3. Rosemary Barbaret

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

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

Budget and Planning Committee

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

- | | |
|---|----------------------|
| • President (chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane Bowers |
| • Senior Vice President for Finance and Administration | Robert Pignatello |
| • Vice President for Student Affairs | Lynette Cook-Francis |
| • Vice President for Enrollment Management | Robert Troy |
| • Associate Provost for Institutional Effectiveness | James Llana |
| • Executive Director for Human Resources | Kevin Hauss |
| • Associate Provost for Strategic Initiatives /
Dean of Graduate Studies | Anne Lopes |
| • Interim Dean of Undergraduate Studies | Allison Pease |
| • Interim Dean of Research | Anthony Carpi |
| • Executive Director of Finance and Business Services | Patricia Ketterer |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | Fritz Umbach |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Warren Benton |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Janice Dunham |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Roberto Visani |
| 4. Communication & Theater Arts | Seth Baumrin |
| 5. Counseling | Lynette Cook-Francis |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Valerie Allen |
| 9. Foreign Languages and Literature | Silvia Dapia |
| 10. Health and Physical Education | Davidson Umeh |
| 11. History | Allison Kavey |
| 12. Interdisciplinary Studies Program | Richard Haw |
| 13. Latin American and Latina/o Studies | Lisandro Perez |
| 14. Law, Police Science and CJA | Maki Haberfeld |
| 15. Library | Larry Sullivan |
| 16. Mathematics and Computer Science | Peter Shenkin |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | James Cauthen |
| 19. Psychology | Tom Kucharski |

- | | |
|---|------------------------|
| 20. Public Management | Warren Benton |
| 21. Sciences | Larry Kobilinsky |
| 22. Security, Fire & Emergency Management | Charles Nemeth |
| 23. SEEK | Nancy Velasquez-Torres |
| 24. Sociology | David Brotherton |
- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
 - Two (2) higher education officer representative
 1. Sandrine Dikambi
 2. Michael Scaduto
 - President of the Student Council or designee Clinton Dyer
 - Treasurer of the Student Council or designee Shereef Hassan
 - One (1) additional student representative Sabrina De Los Santos
 - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Crystal Farmer
 2. Daniel Baez

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

- | | |
|---|-------------------|
| • Senior Vice President of Finance and Administration (chairperson) | Robert Pignatello |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Warren Benton |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Janice Dunham |
| • Chair of the Council of Chairs | C. Jama Adams |
| • Vice Chair of the Council of Chairs | Tom Kucharski |
| • One (1) representative chosen by the Council of Chairs | Jay Hamilton |
| • Chair of the Higher Education Officers Council | Carina Quintian |

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost's Director for Operations, Kinya Chandler shall staff the subcommittee.

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

- | | |
|--|-------------------|
| • Associate Provost for Institutional Effectiveness (chairperson) | James Llana |
| • Senior Vice President of Finance and Administration | Robert Pignatello |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) representatives chosen by the Faculty Senate <ol style="list-style-type: none"> 1. Chair of the Faculty Senate Fiscal Affairs Committee | Warren Benton |

- 2. Vice Chair of the Faculty Senate Fiscal Affairs Committee
 - Chair of the Council of Chairs
 - Two (2) representatives chosen by the Council of Chairs
 - 1. Tom Kucharski
 - 2. Jay Hamilton
 - Chair of the Higher Education Officers Council
 - One (1) student representative
 - 1. Shereef Hassan
- Janice Dunham
C. Jama Adams

Carina Quintian

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

Committee on Graduate Studies

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

- | | |
|---|-------------------|
| • Associate Provost for Strategic Initiatives /
Dean of Graduate Studies (chairperson) | Anne Lopes |
| • Dean of Students | Kenneth Holmes |
| • Vice President for Enrollment Management | Robert Troy |
| • Chief Librarian | Larry Sullivan |
| • Graduate Program Directors | |
| 1. Criminal Justice | Avram Bornstein |
| 2. Digital Forensics and Cybersecurity | Richard Lovely |
| 3. Forensic Mental Health Counseling | Kevin Nadal |
| 4. Forensic Psychology | Diana Falkenbach |
| 5. Forensic Science | Margaret Wallace |
| 6. International Crime and Justice | Rosemary Barberet |
| 7. Protection Management | Charles Nemeth |
| 8. MPA: Public Policy & Administration | Marilyn Rubin |
| 9. MPA: Inspection & Oversight | Warren Benton |
| • BA/MA Director | Chitra Raghavan |
| • Two (2) graduate students | |
| 1. VACANT | |
| 2. Taisha Guy | |

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
 1. Joshua Clegg
 2. Keith Markus
 3. Charles McKenzie
 4. Elizabeth Nisbet
- Two (2) students
 1. Gevorg Margaryan
 2. Tyheem Parrot

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

Provost Advisory Council

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Provost and Senior Vice President for Academic Affairs (chairperson) • Director of Operations, Office of the Provost • President of the Faculty Senate • Vice President of the Faculty Senate • Chairperson of each academic department <ol style="list-style-type: none"> 1. Africana Studies 2. Anthropology 3. Art and Music 4. Communication & Theater Arts 5. Counseling 6. Criminal Justice 7. Economics 8. English 9. Foreign Languages and Literature 10. Health and Physical Education 11. History 12. Interdisciplinary Studies Program 13. Latin American & Latino/a Studies 14. Law, Police Science and CJA 15. Library 16. Mathematics and Computer Science 17. Philosophy 18. Political Science 19. Psychology 20. Public Management 21. Sciences 22. Security, Fire & Emergency Management 23. SEEK 24. Sociology | <p>Jane P. Bowers</p> <p>Kinya Chandler
Karen Kaplowitz
Fritz Umbach</p> <p>C. Jama Adams
Anthony Marcus
Roberto Visani
Seth Baumrin
Lynette Cook-Francis
Evan Mandery
Jay Hamilton
Valerie Allen
Silvia Dapia
Davidson Umeh
Allison Kavey
Richard Haw
Lisandro Perez
Maki Haberfeld
Larry Sullivan
Peter Shenkin
Jonathan Jacobs
James Cauthen
Tom Kucharski
Warren Benton
Larry Kobilinsky
Charles Nemeth
Nancy Velazquez-Torres
David Brotherton</p> |
|---|---|

Council of Undergraduate Program Coordinators

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

- | | |
|---|----------------------------|
| • Interim Dean of Undergraduate Studies (chairperson) | Allison Pease |
| • Coordinators of Undergraduate Majors | |
| 1. Computer Information Systems | Doug Salane |
| 2. Criminal Justice (B.A.) | Evan Mandery |
| 3. Criminal Justice (B.S.) | Serguei Cheloukhine |
| 4. Criminal Justice Management | Salomon Guajardo |
| 5. Criminology | David Green |
| 6. Culture and Deviance Studies | Patricia Tovar |
| 7. Dispute Resolution | Maria Volpe |
| 8. Economics | Cathy Mulder |
| 9. English | Caroline Reitz |
| 10. Fire Science | Marie Maras |
| 11. Fire and Emergency Services | Marie Maras |
| 12. Forensic Psychology | Deryn Strange |
| 13. Forensic Science | Larry Kobilinsky |
| 14. Gender Studies | Katie Gentile |
| 15. Global History | Matthew Perry |
| 16. Humanities and Justice | David Munns |
| 17. International Criminal Justice | Maki Haberfeld (Fall) |
| | Klaus Von Lampe (Spring) |
| 18. Law and Society | Maxwell Mak |
| | Monica Varsanyi (co-chair) |
| 19. Library | Karen Okamoto |
| 20. Legal Studies | Jack Jacobs (Fall) |
| | Daniel Pinello (Spring) |
| 21. Philosophy | Catherine Kemp |
| 22. Police Studies | Jon Shane |
| 23. Political Science | Andrew Sidman |
| 24. Public Administration | Maria D'Agostino |
| 25. Security Management | Robert McCrie |

Committee on Honors, Prizes and Awards

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Vice President for Student Affairs (chairperson) • Dean of Students • Director of Student Life • Three (3) full-time members of the faculty <ol style="list-style-type: none"> 1. Mangai Natarajan 2. Sanjair Nair 3. Charles McKenzie • Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors <ol style="list-style-type: none"> 1. Thamanna Hussain 2. Sanjida Meem 3. Vacant | <p>Lynette Cook-Francis
Kenneth Holmes
Danielle Officer</p> |
|---|---|

Special Committee of the College Council

Committee on Faculty Elections

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

1. Schevaletta Alford
2. Katarzyna Celinska
3. Ekaterina Korobkova
4. Samantha Majic
5. Hyunhee Park

College-Wide Grade Appeals Committee

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

1. Leona Lee
2. Lorraine Moller
3. Anissa Helie
4. Toy-Fung Tung
5. Glenn Corbett

College-Wide Assessment Committee

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

- Political Science
(Chair) Jennifer Rutledge
- Director of Assessment
(ex officio) Virginia Moreno
- Associate Provost for Institutional Effectiveness
(ex officio) James Llana
- Seven (7) Full-time Faculty Members
 1. James De Lorenzo
 2. Elizabeth Jeglic
 3. Marie-Helen Mares
 4. Bonnie Nelson
 5. Belinda Rincon
 6. Denise Thompson
 7. Jennifer Rutledge
- Three(3) Higher Education Officers
 1. Danielle Officer
 2. Kelly Greene
 3. Maureen Coyle

LYNETTE COOK-FRANCIS, VP OF STUDENT AFFAIRS

MEMORANDUM

TO: The College Council

FROM: Lynette Cook-Francis
Vice President of Student Affairs
Chair, Committee on Honors, Prizes and Awards

DATE: January 29, 2014

RE: Proposal to Establish Veteran Awards for Undergraduate and Graduate students

The Committee on Honors, Prizes and Awards met on January 28, 2014. The Committee would like the College Council to approve the addition of two new Commencement Awards to the agenda. Below are descriptions of each award.

Undergraduate Veterans Award

This monetary award and plaque is given to an undergraduate student who has made a considerable impact on the John Jay College community during his/her service or after being honorably discharged from the military. To be eligible for this award, you must be in good academic standing (including no findings of misconduct or academic integrity violations and no stops on your record). To apply, you must complete the Commencement Awards Application Form, submit a 400-word personal statement and provide a copy of your DD-214 form. In your personal statement, please discuss:

- Your military to civilian transition to John Jay College?
- How have you personally benefited from volunteering your time and talent?
- What are your continuing educational goals and career aspirations?

The Honors, Prizes and Awards Committee selects the award recipient and then recommends the recipient to the College Council for final approval.

Graduate Veterans Award

This monetary award and plaque is given to a graduate student who has made a considerable impact on the John Jay College community during his/her service or after being honorably discharged from the military. To be eligible for this award, you must be in good academic standing (including no findings of misconduct or academic integrity violations and no stops on your record). To apply, you must complete the Commencement Awards Application Form, submit a 400-word personal statement and provide a copy of your DD-214 form. In your personal statement, please discuss:

- Your military to civilian transition to John Jay College?

- How have you personally benefited from volunteering your time and talent?
- What are your continuing educational goals and career aspirations?

The Honors, Prizes and Awards Committee selects the award recipient and then recommends the recipient to the College Council for final approval.

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

Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: October 10, 2013

1. a. **Department(s) or program(s)** proposing this course Africana Studies

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

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

Phone number(s) 212-393-6402

a. **Title of the course:** **AFR 1XX (132) Arts & Culture in the African Diaspora**

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ARTS & CUL AFR DIASP

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

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

This course is focused on cultural production within the field of Africana Studies. Students will be introduced to broad concepts of race and gender and how they influence the production and interpretation of arts and culture. Some of the readings introduce theoretical underpinnings that analyze arts and culture of the Diaspora, designed as an interdisciplinary course for entry-level students, no previous background of Africana Studies history, theory or cultural studies is required.

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

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

This course offers interdisciplinary perspectives on creative expressions within and related to the African Diaspora. Each section offered will explore a genre of cultural production with a particularly focused theme, topic, or line of inquiry as related to people of African descent throughout the world. Students will be able to articulate and interpret artworks utilizing Africana Studies theories of cultural production. Course activities will invite students to engage

deeply with the interpretations, analysis and production of creative expression, and to practice their communication and research skills. Some of these assignments include delivering oral presentations and performances, summarizing and evaluating critiques of artworks, developing research questions and producing scholarly work on a form of creative expression.

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

This course examines the arts and cultural production in social justice movements across the African Diaspora. Course sections examine different genres of cultural production, focusing on the ways in which the arts both impact and are influenced by social and political happenings. Possible topics include dance, oral tradition, spoken word poetry, hip hop, theater, and visual arts. Special attention will be paid to the intersections of creative expression and performance and how these practices shape our concepts of the African Diaspora.

4. **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): None

5. Number of:

- | | |
|----------------|---------------|
| a. Class hours | <u> 3 </u> |
| b. Lab hours | <u> </u> |
| c. Credits | <u> 3 </u> |

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

No Yes. If yes, then please provide:

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

By the end of the course, students will be able to:

- Gather, interpret, and assess information about arts and culture in the African Diaspora from a variety of sources and points of view
- Evaluate evidence that situates arts and culture as a form of activism
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Identify and apply the fundamental concepts and methods of Africana Studies and other related disciplines and how they may be used to explore creative expression, including but not limited to, arts, communications, creative writing, media arts, music, and theater

- Analyze how arts from the African Diaspora of the past serve as a foundation for those of the present, and describe the significance of these works of art
- Demonstrate knowledge of the skills involved in the creative process

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)

Course will count as an elective for the Africana Studies 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 X If yes, please indicate the area:

Flexible Core:

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

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

This course will allow students to construct their own knowledge base through practices and critical analysis of various forms of creative expression. The topic of culture and the arts is broadly defined to include various genres of creative expression and its connection to social justice. Students will explore these themes through experiential activities, scholarly readings, films, and performances. These sources will provide the background and context for the course's exploration creative arts expressions and social in/justices.

Careful examination of arts practices asks that students not only identify diverse genres of art but be able to clearly articulate their components. Students will not only summarize and respond to arts performances, but will compare and contrast various them in relation to the historical context of the work of art. Weekly reflection papers will provide an opportunity for students to relate to the artworks based on content. Students will also exercise oral and written communication skills through conducting research and analyzing scholarship and selecting examples of artworks that address a pertinent social issue in a final presentation at the conclusion of the semester. In addition to reading and presenting on outside

performances, students will compose their own artworks, demonstrating a thorough grasp of the techniques and methods of the field. The performances by the students in class will demonstrate their knowledge of the particular skill sets involved in the creative process.

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

Every semester x Number of sections: 1

Fall semesters only Number of sections:

Spring semesters only Number of sections:

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

- Written reflections based on weekly readings
- Critique papers based on attendance at dance performances outside of class
- Performances/Presentations twice over the semester
- Final oral research presentation
- Final research paper
- Hot Topics, class attendance and participation, and short writing assignments

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

Yes x No

If yes, please state the librarian's name Marta Bledek

- Are there adequate resources in the library to support students' work in the course
Yes x No
- Will your students be expected to use any of the following library resources? Check all that apply.
 - The library catalog, CUNY+ X
 - EBSCOhost Academic Search Complete X
 - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X
 - LexisNexis Universe
 - Criminal Justice Abstracts
 - PsycINFO
 - Sociological Abstracts
 - JSTOR x
 - SCOPUS
 - Other (please name)

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval 10/30/2013
15. **Faculty** - Who will be assigned to teach this course? all Africana Studies faculty with area studies expertise
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: Jama Adams, Chair Africana Studies

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	John Jay College of Criminal Justice
Course Number	AFR 1XX
Course Title	Arts & Culture in the African Diaspora
Department(s)	Africana Studies
Discipline	Africana Studies
Subject Area	
Credits	3
Contact Hours	3
Pre-requisites	n/a
Mode of Instruction	Select only one: <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
Course Attribute	Select from the following: <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Honors College <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Writing Intensive <input type="checkbox"/> Other (specify): _____

Catalogue Description	This course offers a study of arts and cultural production in social justice movements across the African Diaspora. Course sections examine different genres of cultural production, focusing on the ways in which the arts both impact and are influenced by social and political happenings. Possible topics include dance, oral tradition, spoken word poetry, hip hop, theater, and visual arts. Special attention will be paid to the intersections of creative expression and performance and how these practices shape our concepts of the African Diaspora.
Syllabus	Syllabus must be included with submission, 5 pages max

<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p>US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input checked="" type="checkbox"/> Creative Expression</p>

Learning Outcomes

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

C. Creative Expression

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

Students will complete weekly assignments summarizing and responding to written scholarly texts, as well as videos of dance performances, and will relate these readings to their own experiences in at least two ways. These weekly reflections will allow students to articulate their thought processes and will provide the basis for in class discussions on the themes and readings.

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

Students will prepare and submit written reflection papers on class readings that require them to synthesize a variety of arguments and theories. Students will compare and contrast approaches to engaging social issues using the arts and will assess the effectiveness and impact of these examples based on class readings and discussion.

- Evaluate evidence and arguments critically or analytically.

Students will conduct research, collaborate and give a final oral presentation on a project focused on a topic related to the course. This project will also serve as the topic for their final paper and will highlight the use of arts in addressing a particular social issue.

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

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

Students will complete a final paper that will require the use of John Jay's library as they conduct research. A minimum of five sources will be used. The final paper will ask the students to reflect upon the larger impact of their topic for the field of Africana Studies and the implications of that particular form of creative expression in the fight for social justice.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

Students will attend two outside performances over the course of the semester and will analyze and critique them in

- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of

writing supported by readings from class. Students will make a minimum of two connections to assigned readings for class.	works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
Students will compose, choreograph and perform two original mini-performances over the course of the semester. These performances will be presented in class on the assigned date and will pull from examples as highlighted through in class discussions, readings, and attendance at outside performances.	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
CITY UNIVERSITY OF NEW YORK**

Topics: Arts & Culture in the African Diaspora: Dance Section 01

Contact Information:

Prof. XXXXXX

Office Hour:

Tel.:

Email:

Room:

Bulletin Course Description

This course examines the arts and cultural production in social justice movements across the African Diaspora. Course sections examine different genres of cultural production, focusing on the ways in which the arts both impact and are influenced by social and political happenings. Possible topics include dance, oral tradition, spoken word poetry, hip hop, theater, and visual arts. Special attention will be paid to the intersections of creative expression and performance and how these practices shape our concepts of the African Diaspora.

Section Course Description:

Arts & Culture in the African Diaspora: Dance is designed to offer students an interdisciplinary approach to the study of arts and cultural production in social justice movements across the African Diaspora. In this class, we will examine different genres of dance focusing on the ways in which the arts both impact and are influenced by social and political happenings. Special attention will be paid to the intersections of creative expression through dance and performance and how these practices shape our concepts of social justice. The course combines lecture and performance to offer a broad understanding of cultural literacy, language and practices. We will analyze many forms of dance by considering the interplay between historical traditions and representations, and the larger American culture. In addition, students will compose their own dance performances and will share them in class.

Required Readings:

- Blackboard articles: these are marked in the syllabus with **(BB)**

If you bring a laptop to class, you are not allowed to use media/email communications during class including Facebook. You must silence your cell phones during class. Your laptop must be used solely to take notes. Also, we will actively be dancing in class, so appropriate clothing for comfortable movement is required.

LEARNING OUTCOMES

Students in this course are expected to:

- Gather, interpret, and assess information about arts and culture in the African Diaspora from a variety of sources and points of view
- Evaluate evidence that situates arts and culture as a form of activism
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Identify and apply the fundamental concepts and methods of Africana Studies and other related disciplines and how they may be used to explore creative expression, including but not limited to, arts, communications, creative writing, media arts, music, and theater
- Analyze how arts from the African Diaspora of the past serve as a foundation for those of the present, and describe the significance of these works of art
- Demonstrate knowledge of the skills involved in the creative process.

COURSE REQUIREMENTS AND GRADING: This course will require extensive writing and reading assignments. Failure to complete assignments will impact your grade in this course. Students who do not attend class regularly typically do not earn high grades and miss important information. Lateness, early departures, absences, and any other form of disruptive behavior will negatively affect your **final** grade.

1. Reflection Assignments: 20%

As marked on the course schedule, students will be asked to respond to class readings by writing a two page reflection paper. Guided questions will be shared in class for some of the reflections. Reflections must pull at least one direct quote (properly cited) from course readings/sources. Rubrics for reflections will be posted on Blackboard. All Reflections are to be turned in on the due date, no late homework assignments accepted.

2. Performance Critique paper: 15%

All students will be required to attend one FREE dance performance as approved by the instructor. Students will complete a two page critique of the performance and will turn it in by the due date marked in the course schedule. Each performance critique paper must reference and properly cite a minimum of two sources from class readings. These papers must also be accompanied by a ticket stub, program, or other form of proof of attendance at the performance. Several free or low-cost options will be discussed in class and must be approved by the instructor.

3. Choreography and Dance Showcases: 25%

Students will develop and perform their own choreography based on techniques discussed in class. There will be a total of two mini-performance presentations that students will complete over the course of the semester. Each student will assess their own strengths, participation and a reflection on the technique they have chosen to develop in a two page reflection. I will provide a list of suggestions in class and further detailed instructions will be given. Some questions to consider for your reflection include: what new skills did you develop while planning, rehearsing, practicing, and performing this dance technique? How might you apply these skills in other areas of your life? Where do you recognize them in other art forms?

4. Final paper and presentation: 30%

Students will select and compile research on a particular genre of dance. The professor must approve your selection before you begin your research! Each student will write a proposal and compose a final research paper—both of these will also be approved by the professor. Further details will be given in class.

The class presentation/performance will incorporate one of the dance practices we have learned about over the course of the semester and will effectively utilize that method as a component of the presentation. Groups will give oral presentations focusing on particular issues related to concepts learned in class. A self-assessment rubric will be completed as part of the evaluation for this project.

Class presentation: 15%

Final paper and self-assessment: 15%

5. Quizzes & class participation: 10%

Pop quizzes will be given on course content at the professor's discretion. As this is a dance course, students should come prepared to move in each class period. Participation in learning new dance techniques during in class assignments and workshops will count towards your class participation grade. Coming prepared to discuss the readings due for class will also count towards your class participation grade. Be prepared to engage with one another and with the instructor!

Format: The minimum word limit on weekly reflections and in-class assignments is 500 words or more if you choose. Times New Roman font size 12 is required for typed papers. Your page number on your final paper will be explained in class.

NO EXCUSE POLICY: A hard copy of all assignments must be turned in on the due date. *No late assignments will be accepted.* Unprepared students or absent students selected to present will receive an "F" grade for the assignment. You cannot pass on your turn, so please be present and be prepared. **NO EXCUSES OR MAKEUPS ALLOWED.** Lateness, early departures, absences, and any other form of disruptive behavior will negatively affect your **final** grade.

Academic Integrity: For the complete policy on Academic Integrity, see

www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf

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. The library also has free guides designed to help students with problems of documentation.

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 your professor 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.

Extra Credit: As extra credit opportunities arise, they will be shared with the class. All extra credit assignments will be made available to the entire class and will be chosen at the discretion of the professor.

REFLECTION ASSIGNMENTS

All Reflections are to be turned in on the due date, no late homework assignments accepted. Each reflection paper *must* include and reference at minimum ONE outside source that is related to the theme. Acceptable examples will be given in the first day of class.

Course Outline and Reading Assignments

Week	Theme	Readings	Assignment Due
1.1	Introductions	Syllabus	
1.2	Dance, Self, and Community	(BB) Gordon, K. H. (1996). "Dancing Under the Lash: Sociocultural Disruption, Continuity, and Synthesis." <i>African Dance: An Artistic, Historical, and Philosophical Inquiry</i> . Ed. Kariamu Welsh-Asante, (Trenton, NJ: Africa World).	Reflection #1
2.1	Dance in Society	(BB) Kassing, G. (2007). <i>History of Dance: An Interactive Arts Approach</i> . pp. 1-19.	
2.2		(BB) Hannah, J. L. (1979). <i>To Dance is Human: A Theory of Nonverbal Communication</i> . pp. 83-95. (BB) Better, S. <i>Institutional Racism: a Primer on Theory and Strategies for Social Change</i> . pp. 23-30.	Reflection #2
3.1	Dance in Society: Power & Stereotypes	(BB) Albright, A. C. (2001). "Embodying History: Epic Narrative and Cultural Identity in African American Dance" in <i>Moving History/Dancing Cultures: A Dance History Reader</i> Ed. Ann Dills & Ann Cooper Albright, pp. 455-493.	
3.2		(BB) Phillips, C. (2005). <i>Dancing in the Dark</i> , Knopf: New York. pp. x-20.	Reflection #3
4.1	Dance as Methodology	(BB) Perpener, J.O. (1999). "Dance as Research" in <i>Researching Dance: Evolving Modes of Inquiry</i> Eds. Sondra Horton Fraleigh and Penelope Ianstein. University of Pittsburgh Press: Pennsylvania. pp. 334-352.	
4.2		(OL) www.slideshare.net/danzitout/dance-newperspective	Reflection #4

5.1	Protest and Social Justice in Dance	(BB) Phillips, C. (2005). <i>Dancing in the Dark</i> , Knopf: New York, pp. 21-40.	Performance Critique #1 due
5.2		(BB) Dunham, K. "Southland": read about and take notes on protest and modern dance http://blogs.denverpost.com/artmosphere/2012/09/15/katherine-dunhams0long-lost-southland-revived-spirit-denvers-cleo-parker-robinson-dance/6869	
6.1	Protest and Social Justice in Dance	(BB) DeFrantz, T. (1999). "To Make Black Bodies Strange: Social Critique in Concert Dance of the Black Arts Movement" in <i>A Sourcebook on African-American Performance: Plays, People, Movements</i> Ed. Annemarie Bean, Routledge: New York. pp. 83-97.	Reflection #5
6.2		View and take notes on <i>Blues for the Jungle</i> by Eleo Pomare.	
7.1	Embodying Activism	(BB) Martin, C. and Anna Deavere Smith "The Word Becomes You," <i>TDR</i> , Vol. 37, No. 4 (Winter, 1993), pp. 45-62.	Reflection #6
7.2		View and take notes on <i>Shelter</i> by Urban Bush Women.	
8.1	Embodying Activism	(BB) Shay, A. (2008). "Dance and Human Rights in the Middle East, North Africa and Central Asia" in <i>Dance, Human Rights, and Social Justice: Dignity in Motion</i> Eds. Naomi Jackson and Toni Shapiro-Phim. pp. 67-86.	Proposal Due
8.2		Due in class: Choreography for Dance 1	
9.1	Africana Aesthetic	(BB) Patraaka, V. and Robbie McCauley "Obsessing in Public. An Interview" <i>TDR (1988-)</i> , Vol. 37, No. 2 (Summer, 1993), pp. 25-55.	Reflection #7
9.2		(BB) Patraaka, V. "Performing the body, Constructing the Audience"	
10.1	Dance as Social Critique: Race	(BB) Banes, S. (1994). "Power and the Dancing Body" in <i>Writing Dancing in the Age of Postmodernism</i> . Wesleyan University Press: New Haven. pp. 43-51.	Reflection #8
10.2		(BB) Brooks, D. (2006). <i>Bodies in Dissent: Spectacular Performances of Race and Freedom, 1850-1910</i> . Duke University Press: Durham. pp. 281-301.	
11.1	Critical Choreography	(BB) Kraut, A. (2008). <i>Choreographing the Folk: The Dance Stagings of Zora Neale Hurston</i> . University of Minnesota Press. pp. xi-20.	
11.2		View, take notes, and analyze according to the criteria for socially responsible art: South African <i>Amandla</i> , <i>Toyi-Toyi</i> , the Boot Dance	
12.1	Dance as Social Critique: Gender	(BB) Hanna, J. L. (1988). <i>Dance, Sex, and Gender: Signs of Identity, Dominance, Defiance and Desire</i> . University of Chicago Press: Chicago. pp. 3-23.	Reflection #9
12.2		Familiarize yourself with the following styles of dance: Voguing, Twerking	

		Due in class: Choreography for Dance 2	
13.1	Dance as Confrontation	(BB) Stanley-Niaah, S. "Readings of 'Ritual' and Community in Dancehall Performance." <i>Wadabagei</i> 9.2 (2006): 47-73.	Reflection #10
13.2		(BB) DeFrantz, Thomas F. "The Black Beat Made Visible: Hip Hop Dance and Body Power." <i>Of the Presence of the Body</i> (2004): 64-81.	
14.1	Africana Politics in Contemporary Dance	(BB) Osumare, Halifu. <i>The Africanist aesthetic in global hip-hop: Power moves</i> . New York: Palgrave Macmillan, 2007. Introduction.	
14.2		View and take notes on documentary <i>Planet B-boy</i> .	
15.1	Rehearsal for Final Pieces	Studio work for final performances	
15.2		Final performances	Assessments and Final Papers

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

New Course Proposal Form

Date Submitted: October 9, 2013:

1. a. **Department(s) or program(s)** proposing this course _____ Africana Studies__

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

Charlotte Walker-Said cwalker-said@jjay.cuny.edu

Xerxes Malki imalki@jjay.cuny.edu

2. a. **Title of the course: Perspectives on Justice in the Africana World**

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __JUSTICE IN AFR WLD_____

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

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

This Africana Studies course will feature readings that introduce theoretical legal, historiographical, and social scientific debates in the Africana world with some complexity. Students will be asked to identify and evaluate academic arguments, and will write research papers on select topics or those of their choosing. Readings and writing assignment are suitable for a 300 level, though no background in Africana Studies is required.

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

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

This course offers perspectives on justice in Africana societies. Each section will explore a particular contemporary or historical theme, topic, or intellectual question, with special attention to Africana societies (African, Caribbean, African American, Indo-African, etc.). Students will deepen their knowledge of Africana societies, concepts of justice, customs, traditions, and applications both formal and informal. They will also expand their theoretical vocabulary, and develop their own interests by writing research

papers on assigned subjects or those of their choosing. Course activities and assignments are designed help students practice research skills with broad application including summarizing and evaluating arguments, formulating research questions, and developing academic writing skills.

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 explores questions and topics related to justice in the Africana world, and how conceptions and applications of justice are shaped by these societies. Each course section may examine different case studies both contemporary and historical, investigating the customs and traditions, policies, legal reforms, and political or social responses of Africana populations to justice issues. Possible topics include the role of violence in law and justice in Africa, post-colonial legal history in the Caribbean, justice traditions both formal and informal in the Africana world, and the history of human rights as seen from Africana perspectives. Special attention will be paid to the interplay between western and Africana conceptions of justice.

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 201

6. Number of:

- a. Class hours 3
 b. Lab hours
 c. Credits 3

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

 x No Yes. If yes, then please provide:

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course?

Learning outcomes for all “Justice in the Global Africana Perspective” courses:

Students will:

- Develop perspectives on the traditional, legal, political, judicial, and cultural contexts of struggles for justice in the Africana world through discussions, writing, and evaluating arguments
- Analyze how struggles for justice have shaped societies and cultures throughout the Africana world
- Differentiate multiple perspectives on the same subject

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

_____ No ___x___ Yes

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

Africana Studies minor

10. Will this course be part of **JJ's general education program?** (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

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

College Option, 300 Level Justice in Global Perspective

College Option:

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

Please explain why and how this course fits into the selected area:

This course fits into the "Justice in Global Perspective" in the John Jay College Option section by analyzing the importance and impact of justice conceptions, customs, traditions, practices, and laws in the Africana world. Through the lens of Africana societies, the course will help students develop a broad, interdisciplinary understanding of how different communities, societies, or nations during different periods and in different contexts have encountered and dealt with questions of justice. It will investigate how Africana societies in particular have been shaped by fundamental social, economic, or political changes and/or upheavals—often caused by global influences as much as by local responses – and how these issues that impacted the conceptualization and application of justice.

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

In-class reading quizzes, short papers, graded in-class discussions and activities, and a series of scaffolded assignments related to research projects.

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

No ___ Yes If yes, please state the librarian's name ___ Kathleen Collins ___

Are there adequate resources in the library to support students' work in the course

Yes No _____

Will your students be expected to use any of the following library resources? Check all that apply.

- | | |
|--|--|
| ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/> | ➤ Criminal Justice Abstracts _____ |
| ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> | ➤ PsycINFO _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/> | ➤ Sociological Abstracts <input checked="" type="checkbox"/> |
| ➤ LexisNexis Universe <input checked="" type="checkbox"/> | ➤ JSTOR <input checked="" type="checkbox"/> |
| | ➤ SCOPUS _____ |
| | ➤ Other (please name) ___ Project MUSE _____ |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval ___ October 1, 2013 ___

15. **Faculty** - Who will be assigned to teach this course? All department faculty members with area studies expertise including but not limited to Charlotte Walker-Said and Xerxes Malki

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: C. Jama Adams, Chair, Africana Studies Department

John Jay General Education College Option Course Submission Form

Course Prefix & Number	AFR 3XX	
Course Title	Perspectives on Justice in the Africana World	
Department or Program	Africana Studies	
Discipline	Africana Studies	
Credits	3	
Contact Hours	3	
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201	
Co-requisites	None	
Course Description	This course explores questions and topics related to justice in the Africana world, and how conceptions and applications of justice are shaped by these societies. Each course section may examine different case studies both contemporary and historical, investigating the customs and traditions, policies, legal reforms, and political or social responses of Africana populations to justice issues. Possible topics include the role of violence in law and justice in Africa, post-colonial legal history in the Caribbean, justice traditions both formal and informal in the Africana world, and the history of human rights as seen from Africana perspectives. Special attention will be paid to the interplay between western and Africana conceptions of justice.	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed		
John Jay College Option Location		
Please check below the area of the College Option for which the course is being submitted. (Select only one.)		
Justice Core <input type="checkbox"/> Justice & the Individual (100-level) <input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level) <input checked="" type="checkbox"/> Justice in Global Perspective (300-level)	<input type="checkbox"/> Learning from the Past	<input type="checkbox"/> Communication

<p>I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes</p>	
<p>Students will read primary sources and academic literature related to justice issues in the Africana world. Ideas, actors, customs and institutions will be set in their historical, sociological, or cultural contexts to deepen students' understanding of the Africana world. For example, in the appended sample syllabus, students will develop their interests by exploring a case study in law and justice in an African country in a particular transitional moment through a research paper on a topic of their own choosing.</p>	<ul style="list-style-type: none"> • Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
<p>Particular attention will be paid to the development and impact of justice traditions, formal and informal, customary or legal, throughout Africana communities globally. Research projects will ask students to reflect upon the larger significance of their topics, and class discussions will focus on the significance of the development of individual, communal, societal, and legal conceptions of justice, in the past and present in the Africana context. For example, in the appended sample syllabus, the shorter writing assignments in Part I ask students to analyze key texts and cinematic representations of leaders of struggles for justice. They are asked to assess bias and political influence in communication in different historical moments, which allows for an understanding of the transformation and evolution of consensus on justice in the Africana world. In Parts 2 and 3, the students will write longer research papers where they will be asked to draw from evidence in the assigned texts, films, and speeches in order to make reasoned arguments about the motivations and strategies of violent leaders and participants in justice struggles. The papers in Parts 2 and 3 also ask them to think critically about justice in the Africana world by comparing and contrasting different episodes and periods when violence (or non-violence) was a strategy for combatting injustice, and determining whether it was an effective or ineffective strategy.</p>	<ul style="list-style-type: none"> • Analyze how struggles for justice have shaped societies and cultures throughout the world
<p>Readings, discussions, and writing assignments will encourage students to hone their critical thinking skills by evaluating contrasting arguments. Students may be asked to differentiate multiple perspectives on the same subject by reading primary and secondary sources from different perspectives, or by comparing different interpretations of Africana justice as demonstrated through entertainment, arts, literature, or academic discourse. For example, in the appended sample syllabus, the literature review component of the research focuses on the development of this skill. They will read both memoirs and journalistic or historical accounts by supporters and opponents of rebel movements in Africa (weeks 3, 4, 11 and 12). They will also interrogate the ways in which different disciplines explore and explicate events by reading the accounts of historians (all weeks), memoirists (week 3), politicians (week 6 and 7) and journalists (week 12).</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

**John Jay College
524 West 59th Street
New York, New York 10019**

Perspectives on Justice in the Africana World: Warlords, Rebels, and Dictators: Violence and its Effect on Law and Justice in Africa

AFR 3XX

Mon/Weds XX:00-XX:00

Room XX

Charlotte Walker-Said

Email: cwalker-said@jjay.cuny.edu

Office: 9.63.08 New Building

Phone: 212-237-8758

Office Hours: Mon and Weds 2PM to 3PM and by appt.

Bulletin Description:

This course explores questions and topics related to justice in the Africana world, and how conceptions and applications of justice are shaped by these societies. Each course section may examine different case studies both contemporary and historical, investigating the customs and traditions, policies, legal reforms, and political or social responses of Africana populations to justice issues. Possible topics include the role of violence in law and justice in Africa, post-colonial legal history in the Caribbean, justice traditions both formal and informal in the Africana world, and the history of human rights as seen from Africana perspectives. Special attention will be paid to the interplay between western and Africana conceptions of justice.

Course Description:

This course explores questions and topics related to justice in the Africana world, and how these conceptions and applications of justice are shaped by the societies in question. It will focus on the many current wars, massacres, uprisings, terrorist attacks, and genocides taking place in Africa today. It will examine how these conflicts are rooted in the tumultuous decades after independence in Africa, when warlords, rebels, and dictators fought for dominance in a continent that was newly freed from European rule. It will include different case studies both contemporary and historical, investigating the customs and traditions, policies, legal reforms, and political responses of African populations to justice issues, focusing in depth on the significance of the post-colonial period. It will examine law and justice in the African continent by analyzing the experiences of individuals and groups with justice and the law. Special attention will be paid to the interplay between western and Africana conceptions of justice.

Learning Outcomes:

General:

- Develop perspectives on the traditional, legal, political, judicial, and cultural contexts of struggles for justice in the Africana world through discussions, writing, and evaluating arguments
- Analyze how struggles for justice have shaped societies and cultures throughout the Africana world
- Differentiate multiple perspectives on the same subject

Specific:

- Develop perspectives on the traditional, legal, political, judicial, and cultural contexts of struggles for justice in the African world through reading, writing, and presentation-based analyses of formative events and intellectual developments in the second half of the twentieth century in Africa
- Analyze how struggles for justice have shaped societies and cultures throughout the African world by studying political and social violence in Africa during this period
- Differentiate multiple perspectives on the same subject, in part through their collective interaction through topical oral presentations

Course Further Information:

The course is divided into three parts: 1) a study of the violence of the African state on African law as it affects citizens and non-citizens, majority groups and ethnic minorities, and refugees and internally displaced persons; 2) a study of African individuals' and groups' violent responses to violence and violations of law and justice - particularly against the figure of the dictator; and 3) a study of how violence is negotiated and eventually, resolved (or perhaps not resolved) through processes of justice and legal remedy. Each phase of the course develops your ability to analyze historical events in which violence occurred and apply new knowledge about the motivations and resolutions to violence. As we go through the semester, you will develop an understanding of the effect of violence on justice and the rule of law. The course will also help you understand the range of practices and techniques of violence that are not commonly considered acts of physical violence against the human body, but may be forms of tyranny that violate the rule and spirit of Law and universalist understandings of justice.

By the end of this course, you will develop your knowledge of formative events and intellectual developments beginning in the 1960s through the 2000s in Africa. You'll do this by writing the short papers and presentations describing, analyzing, and assessing the roots of violent struggles in post-colonial Africa. You will be asked to identify, analyze, and articulate the significance of major historical developments during the 1960s through the 2000s where violence caused a major disturbance or transition in an African country's national history.

During each of the course's three phases, you will prepare 1) short oral presentation, and 2) a short paper reflecting on the theme of the course segment. This format is broken down in greater detail in the weekly schedule provide below.

This course will work largely with primary sources, many of which are oral testimonies of individuals or speeches, editorials, or political tracts written by individuals. This format of the course will help you work with primary texts and integrate them into your written work with secondary texts. Your writing skills will be developed through learning how to understand and critique texts and how to write about sources in a scholarly way. Through oral presentations, you'll be asked to verbally articulate the role, position, and motives of the warlord, the rebel, or the dictator in an African country, and the experience of violence of these individuals, as well as the violence they perpetrate against others. Complementing the writing assignments, you will give three short oral presentations at the completion of each of the three Parts of the course (Parts 1, 2, and 3). These oral presentations will be short summaries of your writings and will allow you to publicly articulate your understanding of the rebel, the warlord, the dictator, or the African nation at large. You should see these oral presentations as an opportunity to develop your skills in public presentation, public speaking, and oral argumentation.

Communication and Attendance Policy:

Students are required to use their John Jay email accounts. All course communications will be handled

through John Jay email accounts, often through BlackBoard. It is the students' responsibility to check both their John Jay email accounts and their BlackBoard accounts.

Class attendance counts. Note that a large percentage of your overall grade is based on in-class activities, including discussions, and both offering and attending presentations and discussions. Students are expected to attend class regularly; habitual lateness will count against the participation grade.

Required Reading

Students will need to purchase the following book:

Will Reno. *Warfare in Independent Africa*. (Cambridge: Cambridge University) Press 2011. ISBN 0521615526

All the other readings for this course are available on the course Blackboard site. These short excerpts must be printed out and brought to class on the assigned day:

Mark Mathabane, *Kaffir Boy: An Autobiography—The True Story of a Black Youth's Coming of Age in Apartheid South Africa*, Free Press, 1998, pp. 45-60.

"Manifesto of Umkhonto we Sizwe". African National Congress. 16 December 1961.

Richard Wilson, *The Politics of Truth and Reconciliation in South Africa*, Cambridge University Press 2001, Chapters 1 and 2, pp. 1-76.

Gerard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*, Oxford, 2011, pp. 37-53

Course Grading Breakdown:

Participation and class discussion: 20%

“Majority Rule” short paper assignment due during Part 1: 10%

State Violence presentation: 10%

Warlord / Rebel Paper due at the end of Part 2: 15%

Warlord / Rebel oral presentation: 10%

Peace / Reconciliation Paper due at the end of Part 3: 20%

Final Exam: 15%

Course Requirements

Responsibility for all reading and writing assignments will lie with the student. Please consult your syllabus at all times.

- 1) You must attend class having read all the assignments. You will also be expected to engage fully in class discussions. Classes will be run as discussions not lectures. The quality of your class participation will affect your final grade.
- 2) Academic Integrity: Plagiarism is an act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
 - a. Copying another person's actual words without use of quotation marks and citations attributing the words to their source.
 - b. Presenting another person's ideas or theories in your own words without acknowledging the source.
 - c. Using information that is not common knowledge without acknowledging the source.

- d. Failing to acknowledge collaborators on homework assignments.

Internet Plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (From the John Jay College of Criminal Justice bulletin, p. 89)

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

- 3) Writing Tutors: Students are encouraged to consult the interdisciplinary Studies writing tutor if they are experiencing difficulties planning or writing their assignments, or if they would simply like to improve their writing.
- 4) Problems: if you have difficulties with the course, big or small, please talk with either Professor Haw or Professor Markowitz. In addition, you can see Ms. Bertha Peralta-Rodriguez, the program counselor, in Room 06.65.02 NB or make an appointment with her at 212-237-8304. Remember that ISP's staff and faculty are here to help you succeed.
- 5) Notice for students with disabilities:
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

SCHEDULE

PART 1: A STUDY OF THE VIOLENCE OF STATE REPRESSION ON THE BLACK INDIVIDUAL IN AFRICA: THE STATE AND THE DICTATOR

Week 1: Introduction: The Promise of National Liberation in Africa

Week 2: The Cold War in Africa: Post-War South Africa, the Soviet Union, and the United States

Discussion: State building, Communism, African state violence, majority rule in Africa

Reading: Will Reno, *Warfare in Independent Africa*, “Majority Rule Rebels,” pp. 79-99.

Profiles: Dwight D. Eisenhower, John Foster Dulles, Kwame Nkrumah, Gamal Abdel Nasser

****First Assignment Due:** Summarize the main thesis and supporting evidence in excerpt from the Reno chapter, “Majority Rule Rebels.” Conclude with an analysis of what you believe “majority rule” means. (500 words/1 page)

Week 3: Apartheid in South Africa: White Minority Rule in Africa and Relations with Post-Civil Rights Act America

Discussion: White Nationalism and minority rule in South Africa and comparison to US Jim Crow

Reading: Excerpt from *Kaffir Boy: An Autobiography—The True Story of a Black Youth's Coming of Age in Apartheid South Africa*, Free Press, 1998, pp. 45-60.

Listen: Miriam Makeba's performance of “Khawuleza”(1966)

Profiles: Hendrik Verwoerd, Nelson Mandela

Week 4: The Cold War in the Congo: The Dictators vs the Warlords in a US vs. USSR Proxy War

Discussion: Dictatorship and the threat of majority rule: who is the majority in the multiethnic state?

Reading: Will Reno, *Warfare in Independent Africa*, “Majority Rule Rebels,” pp. 99-119.

Watch: film “**Watch: Lumumba, by Raoul Peck.** Film about the African socialist Patrice Lumumba and his assassination during the Cold War

Profiles: Patrice Lumumba, Moise Tshombe

**** “Majority Rule” short paper assignment due:** Summarize how the “Capitalist West” viewed Patrice Lumumba according to Peck’s film. Contrast this with how the film depicted Lumumba’s popularity among the majority. Conclude with an analysis of how your concept of “majority rule” has evolved through the first three weeks of the course—now that you have learned about the Cold War in Africa, South Africa, and Congo’s experiences with majority and minority rule. (500 words/1 page)

Week 5: ORAL PRESENTATIONS ON STATE VIOLENCE

Monday

Oral presentations: First half of class roster (A-M)

Wednesday

Oral presentations: Second half of class roster (N-Z)

Instructions for the oral presentation

Your State Violence oral presentation is a 5 minute short presentation on an example of state violence in Africa. You may choose to present on any aspect of the violent African states we have discussed: The “Cold War allies” of the United States, South Africa, or Congo. You may choose to discuss either an individual person such as a dictator or a person who suffered at the hands of a dictator, such as Patrice Lumumba, or you may choose to discuss the experience of a group such as urban black Africans in Soweto in Johannesburg, South Africa. You will integrate the themes of discussion for the first part of this course, which develops the concept of majority rule, minority rule, and the possibilities for violence in all possible configurations of minority/majority rule. You may use any of the assigned readings, songs, or videos to reference your thoughts about the relationship between majority and minority groups in a violent state system.

PART 2: A STUDY OF THE VIOLENT RESPONSE OF THE AFRICAN INDIVIDUAL TO STATE VIOLENCE IN AFRICA: REBELS AND WARLORDS

Week 6: The End of the Cold War in Africa and the Emergence of New Rebels: Angola and the US

Discussion: Angola, the MPLA and UNITA, and US oil interests

Reading: Will Reno, *Warfare in Independent Africa*, “Reform Rebels,” pp. 119-140.

Listen: President Ronald Reagan 1986 speech, “Angola is a client regime of the Soviet Union”

Profiles: Ronald Reagan, Jonas Savimbi

Week 7: South Africa: The Rebels Who Ended Apartheid and the Global Rugby Boycott

Discussion: Nelson Mandela, rugby and international sport

Reading: “Manifesto of Umkhonto we Sizwe”. African National Congress. 16 December 1961.

Watch: film: *RFK in the Land of Apartheid*, documentary by Larry Shore 2009.

Profiles: Nelson Mandela and Chief Albert Lutuli—imprisoned black rebels

Week 8: Warlords in Congo: Mobutu Sese Seko, Muhammad Ali, and the American CIA

Discussion: Ethnicity in Congo, ethnic partisan warlords, land, power

Reading: Will Reno, *Warfare in Independent Africa*, “Warlord Rebels,” pp. 163-183

Profiles: Mobutu Sese Seko, John F. Kennedy, Richard Nixon, Ronald Reagan

Week 9: Warlords in Rwanda: the Rwandan Genocide and the Role of Belgium and the US

Discussion: Ethnicity in Rwanda, Tutsi/Hutu history, cyclical violence

Reading: Will Reno, *Warfare in Independent Africa*, “Parochial Rebels,” pp. 206-230

Watch: film: *Beyond the Gates*, 2005. Profile of the Rwandan genocide of Tutsi

Profiles: Gregoire Kayibanda and the Catholic Church of Belgium

Week 10: WARLORD / REBEL PAPER DUE ON PART 2 OF COURSE

This paper is to be roughly 3 pages or 1500 words in length. This paper will analyze the concept of the “rebel” or the “warlord” in Africa. Choose a term to analyze. In the first part of your paper describe what this term means now that you have studied the history of “rebels” and “warlords” in Africa. Give at least two examples of either a “warlord” or a “rebel” that you have studied in either the assigned readings or the films and speeches we have viewed and listened to in class—and discuss what characterizes a “warlord” or a “rebel” (i.e. how do scholars or filmmakers or politicians use the term?) In the second part of the paper, determine whether you believe these terms are accurate or if they are too general to be useful. If you believe they are not accurate, come up with at least one alternative term for the individuals and groups who struggle violently against a violent state. Be creative. In the third part of your paper, discuss these individuals or groups’ violence. Since these individuals and groups are defined by their violent struggle, explain why these individuals and groups choose violence as the pathway to achieving their goals. In your conclusion, describe whether you believe that violence is an appropriate response to state violence. Use any of the assigned historical readings, books, speeches, or films to provide examples of your ideas of violence and the experiences of individuals or groups as they respond with violence to the state system.

Week 10: ORAL PRESENTATIONS ON WARLORD / REBEL PAPER

Monday

Oral presentations: First half of class

Wednesday

Oral presentations: Second half of class

Instructions for the oral presentation

Your oral presentation is a 5-minute overview of your Warlord / Rebel paper followed by a brief class discussion, which will fit into the “rebels and warlords” section of the course, which characterizes PART 2 of this course segment. This second segment has covered the themes of individual and group response to state violence, terrorism, rebellion, and genocide.

PART 3: A STUDY OF PATHWAYS TO PEACE: SUCCESSES AND FAILURES OF REBELS, WARLORDS, AND DICTATORS**Week 11: Making Peace with Rebels: South Africa and the Truth and Reconciliation**

Discussion: South African Truth and Reconciliation Commission, end of Apartheid

Watch: *Video hearings from the Truth & Reconciliation Commission, “The Craddock Four”*

Reading: Richard Wilson, *The Politics of Truth and Reconciliation in South Africa*, Cambridge University Press 2001, Chapters 1 and 2

Profiles: Bishop Desmond Tutu, Mangosuthu Buthelezi

Week 12: Failure to Make Peace with Rebels: Rwanda and American Foreign Policy with Tutsi Leadership

Discussion: Africa’s “World War” in Rwanda, eastern Congo, Burundi, and Uganda

Reading: Gerard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*, Oxford, 2011, pp. 37-53

Profiles: Paul Kagame and Who is Joseph Kony?

Week 13: Rebels and Warlords and Sub-State Rule in Africa: The Failure of Global Diplomacy in Africa

Discussion: Warfare in contemporary Africa

Reading: Will Reno, *Warfare in Independent Africa*, "The Past and Future of Warfare in Africa," pp. 242-256.

Watch: *War Witch* by Kim Nguyen, about wartime child abductions and rebellion in Africa

Profiles: Laurent Kabila and Laurent Nkunda

Week 14: PEACE / RECONCILIATION PAPER DUE ON PART 3 OF COURSE

This paper is to be roughly 3 pages or 2000 words in length. This paper will analyze the concept of "peace" or "reconciliation" in Africa. Choose either a peace accord or treaty, or, alternatively, an example of a failure of peace in Africa. At this point we will have discussed South Africa, Rwanda, and Congo in serious depth. You can pick an example of a war or conflict in these countries in which the conflict either ended or shifted, depending on the actors or circumstances. In the first part of your paper describe who the principal "agents" were in either the peace or the conflict. Who was acting as "the state"? Who was acting as "the rebels" or "the warlord"? In the second part of the paper, discuss who made the first peace offer? Was it the state or the opposing side(s)? In the third part of your paper, discuss these individuals or groups' violence – what kind of methods was each "side" using? Did these methods come to a stop as soon as there was peace? If there was no peace, did the violence stop, transform, or shift in any way? In your conclusion, describe whether you believe that peace is an appropriate response to extreme violence or if you believe there are better ways of achieving justice. You may use any of the assigned historical readings, books, speeches, or films to provide examples of your ideas of violence and the experiences of individuals or groups as they respond with violence to the state system.

Week 14: The Future of Rebels and Warlords in Africa: The Arab Spring, China in Africa, and Africa's Emerging Economies

Discussion: the overthrow of Muammar Gaddafi, Hosni Mubarak, and Zine El Abidine Ben Ali

Reading: Robert F. Worth, "Jihadists' Surge in North Africa Reveals Grim Side of Arab Spring," *New York Times*, 19 January 2013; Mark Leftly, "Chinese Investors Rush Into Africa After the Arab Spring," *The Independent*, 27 October 2013.

Profiles: Al Qaeda in the Islamic Maghreb, Xi Jinping

Week 15: Conclusion of the Course

Concluding discussions and exam review.

Final Examination:

The final will be an in-class blue book examination given at the allotted finals schedule period. It will be cumulative for the semester, and may include identification questions (1 sentence answers or phrases), short answer questions (5-8 sentence answers each), short essay questions (1-2 paragraphs) and longer essay questions (1 page). It will cover all topics and readings assigned and/or discussed during lectures. The final will particularly test your ability to draw out the larger themes related to violence, law, and justice in Africa.

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

New Course Proposal Form

Date Submitted: September 25, 2013

1. a. **Department(s) or program(s)** proposing this course Anthropology
- b. **Name** and contact information of proposer(s): Shonna Trinch
- Email address(es) strinch@jjay.cuny.edu
- Phone number(s) 664 557 4403

2. a. **Title of the course** Language and Culture

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Language&Culture

c. **Level** of this course ____100 Level X 200 Level ____300 Level ____400 Level

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

This course is set at the 200-level because it builds on student knowledge of basic anthropological concepts to engage in a more focused study of two interrelated aspects of humankind that is also a central field of study in anthropology: language and culture. This course is one of the core courses of the new major in Anthropology. The course will enable students to build their reading, writing, and critical thinking skills, and to deepen their knowledge of anthropology by engaging in cross-cultural examination of the relationship between language, thought, cultural meaning, social identity and political-legal processes. The course will prepare students for the more challenging theoretical and ethnographic material in Anthropology courses at the 300 and 400 levels.

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

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.)

Language is arguably the most important resource humans possess to carry out social life; thus, the concepts and topics covered in the course are as much central to the field of Anthropology as to the nature of humankind. As one of the core courses of the new major in Anthropology, this course examines the relationship between language and culture, thought, social identity

and political-legal processes, offering a comparative evaluation of language at the intersection of social organization. Students will engage the study of language in historical, cross-cultural and contemporary contexts.

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 explores ways of thinking about the relationship between language, culture, and society. With a focus on the relationship between language, thought, cultural meanings, social identity and political-legal processes, the course offers a comparative evaluation of language at the intersection of social organization. Students will gain new insights into processes of social identity formation, linguistic change, and power dynamics in various domains, including law, medicine, education, the family, and commercial enterprises.

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 201, ANT 101

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

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

 X No Yes. If yes, then please provide:

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?

Learning Outcomes:

- 1) Students will use and explain linguistic anthropological concepts in discussions.
- 2) Students will articulate how language is both reflective and constitutive of social life by examining how it is used to represent and create divisions along race, class, gender and ethnic lines.
- 3) Students will observe and document sociolinguistic data.
- 4) Students will analyze social life by examining how linguistic meaning gets created in context.
- 5) Students will give informative oral and written presentations on the relationship between language and culture in specific, cross-cultural, ethnographic settings.

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)

Proposed Anthropology Major
Required course in the core sequence.

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

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

Student learning will be assessed through participation and discussion (30%), midterm exam (35%), a proposal for original research (5%), and an individual research project and presentation (30%).

Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

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

Yes ___X___ No _____

- If yes, please state the librarian's name ___Ellen Belcher_____
- Are there adequate resources in the library to support students' work in the course
Yes ___X___ No _____

- Will your students be expected to use any of the following library resources? Check all that apply.

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ X ➤ EBSCOhost Academic Search Complete X ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ ➤ LexisNexis Universe _____ ➤ Criminal Justice Abstracts _____ 	<ul style="list-style-type: none"> ➤ PsycINFO _____ ➤ Sociological Abstracts X ➤ JSTOR X ➤ SCOPUS ___X___ ➤ Other (please name) AnthroSource and Wiley Online Library ➤ ___U.S. Census Tracts_____
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13. **Syllabus – See attached**
14. Date of **Department curriculum committee** approval May 15, 2012
15. **Faculty** - Who will be assigned to teach this course?
Shonna Trinch
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:
Anthony Marcus

Chair, Proposer's Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Department of Anthropology
524 West 59th Street
New York, NY 10019

Language and Culture

ANT 2XX
Semester:
Days and Times:
Room:

Course information:

Professor: Shonna Trinch, Ph.D.

Location:

Office hours:

Office Telephone: 664 557 4403

E-mail: strinch@jjay.cuny.edu

Course Description:

This course explores ways of thinking about the relationship between language, culture, and society. The complicated system of language that we will study cross-culturally is both universally and uniquely human. Indeed, language is arguably the most important resource humans possess to carry out social life—it enables us to create and define our worlds. With a focus on the relationship between language, thought, cultural meanings, social identity and political-legal processes, the course offers a comparative evaluation of language at the intersection of social organization. Students will gain new insights into processes of social identity formation, linguistic change, and power dynamics in various domains, including law, medicine, education, the family, and commercial enterprises.

Course Objectives

- 1) Students will use and explain linguistic anthropological concepts in discussions.
- 2) Students will articulate how language is both reflective and constitutive of social life by examining how it is used to represent and create divisions along race, class, gender and ethnic lines.
- 3) Students will observe and document sociolinguistic data
- 4) Students will analyze social life by examining how linguistic meaning gets created in context.
- 5) Students will give informative oral and written presentations on the relationship between language and culture in specific, cross-cultural, ethnographic settings.

Required Textbooks and Readings

- 1) [B] Blount, Benjamin. 1995. *Language Culture, and Society: A Book of Readings*. Long Grove, IL: Waveland Press.
- 2) [G] Giglioli, Paolo, (ed.), 1972. *Language and Social Context*. New York: Penguin Books. ISBN:0140133038 or 0140802444 (any edition).
- 3) [Bb] Some required reading, namely various articles and book chapters, will be available on Blackboard.
- 4) [EJ] Some required reading will be available in the Electronic Journals of John Jay College Library.

The following text is recommended as a reference book:

- 5) Finegan, Edward. 2004. *Language: Its Structure and Use*, 4th Ed. Fort Worth: Harcourt Brace. ISBN 08384.

Course Format and Requirements: This class will combine lecture, discussion and student preparation and presentation of assigned readings. Students are expected to come to class having read the required readings with an ability to discuss, compare, contrast and synthesize them.

Assignments and Course Grades:

Each student will present two **10-minute presentations** of an article in class and assist in leading the class discussion for the day. Articles will be assigned the second week of class so there will be ongoing student presentations. The ten-minute time constraint is to be honored.

In addition, the student presenter will submit a **three-page summary paper & critical review** to be handed in the day of the presentation (see footnote #1 below).

Midterm exam: (take home). A midterm, take-home essay exam will cover material from the beginning to the middle of the course. 1 Essays should be typed, spell-checked and complete with appropriate documentation and citation. You will be given the exam questions on _____, and you will be expected to turn it in on _____.

Proposal for research paper: 5% Two-page proposal due _____.

Individual research project and presentation: 30% To be presented and handed in during the last two weeks of class. There will be opportunities to scaffold the final project elements, paper, and presentation. More information about this will follow.

Class Participation/Attendance.

¹ All writing assignments in this course (from individual projects to take home exams and these short reaction papers) must be accompanied by a bibliography. In other words, whenever you write up an assignment, you should be interacting with the reading list in order to develop your own thoughts and to base your analysis in that which has been done before you. Properly cite the authors and researchers to whom you refer in either direct (with quotations) or indirect ways. Please consult the style of both in-text citations and bibliographic works cited, as they appear in the flagship journals in the field such as the *American Ethnologist*, the *Journal of Linguistic Anthropology*, and *Language in Society*. As a general rule, proper citations should be formatted in the following way when you use them in a text:

Indirect citation: Berk-Seligson (1986), who shows how code-switching occurs among bilingual speakers of Judeo-Spanish and Hebrew, finds...

Direct quotation: Paulston (1994:10) states, "The main point is simply that ethnic groups within a modern-nation state, given opportunity and incentive, typically shift to the language of the dominant group."

Course grades will be determined as follows:

Assignment	Value
Presentation 1 and 3-page Summary Paper/Critical Review	10%
Presentation 2 and 3-page Summary Paper/Critical Review	10%
Midterm Exam	30%
Paper Proposal	5%
Research Project and Presentation	30%
Class Participation/Attendance	15%
Total	100%

Contacting me:

You should come to see me whenever you have a question or a problem related to the course. If my regularly scheduled office hours are inconvenient for you, we can arrange a mutually convenient appointment.

Email is the best way to contact me. I usually check my email several times a day. You can also call my John Jay College office at (646) 557 4403.

Academic Honor System: CUNY has an academic honor system and all students should be familiar with it.

Semester outline: The following is a tentative schedule of topics to be covered, the required readings for each unit and assignments. NOTE: **Some readings listed below will be required; others will be recommended.** Dates and topics may change. The letter in the brackets below represent the textual or electronic location of the readings.

[B] Blount (ed.)

[G] Giglioli (ed)

[EJ] Electronic Journals

[Bb] Blackboard

Week 1: Social and Linguistic Perspectives on Language

Welcome to the course and an introduction to Linguistic Anthropology.

Week 2: Language

- 1) [B] Sapir, Edward. 1933. Language. In *Encyclopedia of the Social Sciences*, edited by E. A. Seligman, vol. 9, pp. 155-169. Reprinted in Blount (ed.), 43-63.
- 2) [EJ] Haugan, Einar. 1966. Dialect, language, nation. *American Anthropologist*, 68(4):922-935.

Recommended reading:

- 3) [B] Lévi-Strauss, Claude. Language and the analysis of social laws.

Week 3: Language Development, Communicative Competence and Language as a resource

Student Presenter/s; 3-page Summary: NAME/S

- 1). [EJ] Falk, Dean. 2004. Prelinguistic evolution in early hominins: Whence motherese? *Behavioral and Brain Sciences* 27, 491-541.
- 2). [B] Ochs, Elinor and Bambi B. Schiefflin. 1984. Language acquisition and socialization: Three developmental stories and their implications. In *Culture Theory: Essays on Mind, Self, and Emotion*, edited by R.A. Shweder and R.A. LeVine, pp. 276-320. Reprinted in Blount (ed.), pp. 470-512.

Recommended reading:

- 3). [B] Ervin-Tripp, Susan. 1969. Sociolinguistics. From *Advances in Experimental Social Psychology*, edited by Leonard Berkowitz, ed., vol. 4, pp. 93-107. Academic Press. Reprinted in Blount, pp. 300-366.

Week 4: Ethnography of Speaking and Language in Sociocultural Contexts

Student Presenter/s; 3-page Summary: NAME/S

- 1) [B] Hymes, Dell. 1962. The Ethnography of speaking. In *Anthropology and Human Behavior*, edited by T. Gladwin and W. Sturtevant, pp. 13-53. Reprinted in Blount (ed.) pp. 248-282.
- 2) [EJ] Heath, Shirley Brice. 1982. What no bedtime story means: Narrative skills at home and at school. *Language in Society*. 11:49-76.

Recommended reading:

- 3) [EJ] Abu-Lughod, Lila. 1985. Honor and the sentiments of loss in a Bedouin society. *American Ethnologist*. 12(2): 245-261.
- 4) [EJ] Cavanaugh, Jillian R. 2004. Remembering and forgetting: Ideologies of language loss in a northern Italian Town. *Journal of Linguistic Anthropology*, 14(1): 24-38.

Week 5: The study of Language (narrative) in Sociocultural Contexts and the Politics of Representation

Student Presenter/s; 3-page Summary: NAME/S

- 1) [EJ] Nelson, Diane M. 2001. Indian giver or Nobel savage: Duping, assumptions of identity and other double entendres in Rigoberta Menchú Tum's *Stoll/en past*. *American Ethnologist* 28: 303-31.
- 2) [EJ] Arias, Arturo. 2001. Authoring ethnicized subjects: Rigoberta Menchú and the performative production of the subaltern self." *PMLA*: 116:75-88.

Recommended reading:

- 3) [EJ] Briggs, Charles. 2007. Mediating infanticide: Theorizing relations between narrative and violence. *Cultural Anthropology*, 22: 315-356.
- 4) [EJ] Briggs, Charles. 2007. Anthropology, interviewing and communicability in contemporary society. *Current Anthropology*, 48(4):551-581.

Week 6: Power, Language Variation and Social Settings

Student Presenter/s; 3-page Summary: NAME/S

- 1) [G] Brown, R. and A. Gilman. 1960. The pronouns of power and solidarity. In *Style in Language*, edited by T.A. Sebeok, pp. 253-276. Reprinted in Giglioli (ed.), pp. 252-281.
- 2) [G] Ferguson, Charles. 1959. Diglossia. Reprinted in Giglioli (ed.), pp. 232-251.

Recommended reading:

- 3) [B] Hill, Jane. 1985. The grammar of consciousness and the consciousness of grammar. From *American Ethnologist*, 12(4). Reprinted in Blount.

Week 7: Language Variation and Change; Sociolinguistic Variationist Studies and Social, Regional and Ethnic Dialects

Student Presenter/s; 3-page Summary: NAME/S

- 1) [G] Labov, William. 1970. [Excerpts from] *The study of language in its social context, Studium Generale*, 23:66-84. Reprinted in Giglioli, 283-307.
- 2) [G] Labov, William. 1969. [Excerpts from] *The logic of non-standard English. Georgetown Monographs on Language and Linguistics*, 22, pp. 1-22, 26-31. Reprinted in Giglioli (ed.), pp. 172-215.
- 3) [EJ] Rickford, John R. 1999. The Ebonics controversy in my backyard: A sociolinguist's experiences and reflections. *Journal of Sociolinguistics* 3(2):267-275.

Recommended reading:

- 4) [EJ] Ronkin, Maggie and Helen E. Karn. 1999. Mock Ebonics: Linguistic racism in parodies of Ebonics on the Internet. *Journal of Sociolinguistics*, 360-380.
- 5) [EJ] McElhinny, Bonnie. 1999. More on the third dialect of English: Linguistic constraints on the use of three phonological variables in Pittsburgh. In *Language Variation and Change*, 11:171-195.
- 6) [EJ] Poplack, Shana. 1980. Deletion and disambiguation in Puerto Rican Spanish, *Language*, 56:371-85.

Questions for Essay Exam handed out in class.

Week 8: Essay Exam DUE in class.

Week 9: Interaction, Conversation Analysis, Speech Acts and PolitenessStudent Presenter/s; 3-page Summary: NAME/S

- 1) [G] Searle, John. 1965. What is a speech act? From, M. Black (ed,) *Philosophy in America*, Allen & Unwin and Cornell University Press, 221-239. Reprinted in Giglioli.
- 2) [EJ] Trinch, Shonna L. 2007. Deconstructing the “stakes” of high stakes gatekeeping interviews: Battered women and narration. *Journal of Pragmatics*, 39: 1895-1918.

Recommended reading:

- 3) [EJ] Eades, Diana. 2000. “I don’t think it’s an answer to the question”: Silencing aboriginal witnesses in court. *Language in Society* 29: 161-195.
- 4) [Bb] Placencia, María Elena. 1997. Opening up closings—the Ecuadorian way. *Text* 17(1):53-81. (Not on reserve, check shelf).
- 5) [EJ] Billig, Michael. 1999. Whose terms? Whose ordinariness? Rhetoric and ideology in Conversation Analysis. *Discourse & Society* 10(4):543-582.

Week 10: Language and GenderStudent Presenter/s; 3-page Summary: NAME/S

- 1) [Bb] Schulz, Muriel R. 2000 [1975]. The semantic degradation of woman. In *The Routledge Language and Cultural Theory Reader*, Lucy Burke, Tony Crowley and Alan Girvin (eds.), New York: Routledge, pp. 82-91.
- 2) [Bb] Fishman, Pamela. 1983. Interaction: The work women do. In *Language, Gender & Society: Opening a Second Decade of Research*. Barrie Thorne, Cheri Kramarae and Nancy Henley (eds.), Rowley, MA: Newbury, pp. 89-102.
- 3) [Bb] Trinch, Shonna L. 2001. Managing euphemism and transcending taboos: Negotiating the meaning of sexual assault in Latinas’ narratives of domestic violence. *Text* 21(4) 567-610.

Recommended reading:

- 4) [EJ] Collier, Jane F. 1986. From Mary to modern women: The material basis of marianismo and its transition in a Spanish village. *American Ethnologist*, 13(1): 100-107.
- 5) [Bb] West, Candace and Don H. Zimmerman. 1983. Small insults: A study of interruptions in cross-sex conversations between unacquainted persons. In *Language, Gender and Society*, Thorne, Kramarae, and Henley (eds.), Rowley, MA: Newbury.

Week 11: Language and Gender continuedStudent Presenter/s; 3-page Summary: NAME/S

- 1) [Bb] Butler, Judith 1997. Performative acts and gender constitution: An essay on phenomenology and feminist theory. *Writing on the body: female embodiment and*

feminist theory, Katie Conboy, Nadia Medina and Sarah Standbury (eds.), 401-417. New York: Columbia University Press.

- 2) [EJ] Kiesling, Scott Fabius. 1998. Men's identities and sociolinguistic variation: The case of fraternity men." *Journal of Sociolinguistics* 2:69-99.

Recommended reading:

- 3) [EJ] Kulick, Don. 2003. No. *Language & Communication*. 23: 139-151.
- 4) [EJ] Ehrlich, Susan. 2007. (2007) "Legal discourse and the cultural intelligibility of gendered meanings." *Journal of Sociolinguistics* 11: 452-477.

Week 12: Readings: Ideologies, Local Orders and Contexts

Student Presenter/s; 3-page Summary: NAME/S

- 1) [EJ] Hill, Jane. 1998. Language, race and white public space. *American Anthropologist*, 100(3):680-689.
- 2) [EJ] Snajdr, Edward. 2007. Ethnicizing the subject: Domestic violence and the politics of primordialism in Kazakhstan. *Journal of Royal Anthropological Institute* 13: 603-620.

Recommended reading:

- 3) [EJ] Gal, Susan. 2005. Language ideologies compared: Metaphors of public/private. *Journal of Linguistic Anthropology* 15(1):23-37.
- 4) [EJ] Kiesling, Scout Fabius. 2001. Stances of Whiteness and hegemony in fraternity men's discourse. *Journal of Linguistic Anthropology*, 11:101-15.

Week 13: Globalization and the Commodification of Language, Linguistic Landscapes and Multilingualism

Student Presenter/s; 3-page Summary: NAME/S

- 1). [EJ] Coupland, Nikolas. 2003. Introduction: Sociolinguistics and globalization. *Journal of Sociolinguistics*, 7(4):465-472.
- 2). [EJ] Heller, Monica. 2003. Globalization, the new economy, and the commodification of language and identity. *Journal of Sociolinguistics* 7(4): 473-492.

Recommended reading:

- 3).[EJ] Gorter, Durk. 2006. The study of linguistic landscape as a new approach to multilingualism. *International Journal of Multilingualism*, 3, 1-6. Ben-Rafeal, Eliezer,
- 4) [EJ] Elana Shohomy, Muhammad Amara Hasan and Nira Trumper-Hecht. Linguistic lanscape as symbolic construction of the public space: The case of Isreal. *International Journal of Multilingualism*, 3, 7-30.
- 5). (all three readings to be presented together as they are very short)
- *) [EJ] Mendoza-Denton, Norma. 2000. Style. *Journal of Linguistic Anthropology*, 9(1-2):238-240.
- *) [EJ] Rampton, Ben. 1999. Crossing. *Journal of Linguistic Anthropology*. 9(1-2):54.
- *) [EJ] Bucholtz, Mary. 1999. You da man: Narrating the racial other in the production of white masculinity. *Journal of Sociolinguistics*, 3(4): 443-460.

8) [EJ] Hill, Jane. 1999. Styling locally, styling globally What does it mean? *Journal of Sociolinguistics*, 3(4): 542-556.

Week 14: Student presentations

Week 15: Student presentations

Course Policies:

Attendance/Punctuality/Participation

- 1) Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student's grade will be dropped one letter grade.
- 2) Each three instances of arriving late for class will count as an absence.
- 3) In-class exercises cannot be made up outside of class or at a later date for credit.
- 4) You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

*** See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.**

Appendix**Classroom Conduct**

- a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
- b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
- c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: 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. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. The procedure to officially withdraw from a course may be found on Inside John Jay:
<http://inside.jjay.cuny.edu/compendium/index.asp?category=16>

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

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

New Course Proposal Form

Date Submitted ___September 25, 2013___

1. a. **Department(s) or program(s)** proposing this course Anthropology
- b. **Name** and contact information of proposer(s): Anthony Marcus
- Email address(es) amarcus@jjay.cuny.edu
Phone number(s) 646-557-4782

2. a. **Title of the course** Anthropology of Development
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Anthro of Developmnt
- c. **Level** of this course ___100 Level ___200 Level __X__300 Level ___400 Level

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

This course is set at the 300-level due to the integrative, comparative and rigorous nature of the course content. This course is an elective offered in Global Cultural Forms and Social Inequalities, a concentration of the new major in anthropology. It engages both scholarly and industry-based research and the best practices of contemporary practitioners in NGOs and international organization to explore central issues and key themes in the anthropological engagement with international development.

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

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

As one of the electives courses offered in the concentration of the new major in anthropology (Global Cultural Forms and Social Inequalities), this course examines principles, methods, and approaches to the anthropology of international development – the global industry that creates, implements and assesses the policies and practices meant to improve the social conditions for countries of the former colonial world, typically referred to as “developing nations.”

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.)

In this course, we will examine principles, methods, and approaches to the anthropology of international development—the global industry that creates, implements and assesses the policies and practices meant to improve the social conditions for countries of the former colonial world, typically referred to as “developing nations.” Students will examine some key questions: what are development and underdevelopment? What is the third world, and how was it created? What problems does it face and how is it changing? What factors influence the success or failure of development and aid programs? The relationship between anthropology and the development industry will be considered, as well as a assessing anthropological engagement with international development.

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 201, ANT 101

6. Number of:
- | | |
|----------------|--------------|
| a. Class hours | <u> 3 </u> |
| b. Lab hours | <u> 0 </u> |
| c. Credits | <u> 3 </u> |

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

 X No Yes. If yes, then please provide:

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?

Learning Outcomes:

- 1) Students will demonstrate in written and oral form knowledge of the key theories and practices of the international development policy apparatus, both historically and contemporarily.
- 2) Students will discuss and write about contemporary anthropological engagements with international development policy and practice.
- 3) Students will formulate theoretically informed and practically applicable anthropological research questions on international development policy and practice.
- 4) Students will use the professional vocabulary and demonstrate the necessary anthropological grounding in discussion and in writing, to directly engage International Development practitioners and scholars in their professional environment, as either researchers or practitioners.

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)

Proposed Anthropology Major:

The course will be an elective in the Global Cultural Forms and Social Inequalities Concentration of the new major in Anthropology

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

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

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

Student learning will be assessed through written assignments (80% of course grade) and class participation (20% of course grade). Throughout the semester, there will be four 500 word assignments that are written summaries and analytical reflections of specific readings. There will also be a final, 2000 word paper. The final paper will be in the format of a research proposal for a theoretically informed and analytically rigorous anthropological inquiry into development policy, practice, or management application.

Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

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

Yes X No _____

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

- | | |
|--|---|
| ➤ The library catalog, CUNY+ <u> X </u> | ➤ PsycINFO _____ |
| ➤ EBSCOhost Academic Search Complete <u> X </u> | ➤ Sociological Abstracts <u> X </u> |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ JSTOR <u> X </u> |
| ➤ LexisNexis Universe _____ | ➤ SCOPUS _____ |
| ➤ Criminal Justice Abstracts _____ | ➤ Other (please name) <u> X </u>
<u> AnthroSource; Wiley Online Library </u> |
| | ➤ U.S. Census Tracts _____ |

13. **Syllabus – See attached**

14. Date of **Department curriculum committee** approval May 15, 2012

15. **Faculty** - Who will be assigned to teach this course?
Anthony Marcus, Replacement for Kirk Dombrowski

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:

Ric Curtis

Past-Chair, Proposer's Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Department of Anthropology
524 West 59th Street
New York, NY 10019

Course title and section: ANT 3XX Anthropology of Development

Prof: Anthony Marcus

Office: 9.63.22

Office Hours: TBA

Phone: 646-557-4782

Email: amarcus@jjay.cuny.edu

ANT 3XX Anthropology and Development

In this course, we will examine principles, methods, and approaches to the anthropology of international development—the global industry that creates, implements and assesses the policies and practices meant to improve the social conditions for countries of the former colonial world, typically referred to as “developing nations.” We will examine some key questions: what are development and underdevelopment? What is the third world, and how was it made? What problems does it face and how is it changing? What are the causes of failure and success in development and aid programs? In doing so, we will also consider the relationship between anthropology and the development industry, and will critically assess anthropological engagement with international development.

Learning Outcomes:

- 1) Students will demonstrate in written and oral form knowledge of the key theories and practices of the international development policy apparatus, both historically and contemporarily.
- 2) Students will discuss and write about contemporary anthropological engagements with international development policy and practice.
- 3) Students will formulate theoretically informed and practically applicable anthropological research questions on international development policy and practice.
- 4) Students will use the professional vocabulary and demonstrate the necessary anthropological grounding in discussion and in writing, to directly engage International Development practitioners and scholars in their professional environment, as either researchers or practitioners.

Course Requirements:

Attendance/Punctuality/Participation

- Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
- Each two instances of arriving late for class will count as an absence.
- In-class exercises cannot be made up outside of class or at a later date for credit.

* See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.

Required Readings:

All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

Course Assignments:

Throughout the semester, there will be four 500-word assignments that are written summaries and analytical reflections of specific readings. There will also be a final, 2000 word paper. The final paper will be in the format of a research proposal for a theoretically informed and analytically rigorous anthropological inquiry into development policy, practice, or management application.

The 2000-word proposal will include the following components: 1) an introduction to the development project/practice being studied; 2) a statement of the problem and research question that will be addressed; 3) an argument for its significance, based on a summary of anthropological approaches to the problem, including the ways in which anthropologists' studies have differed from development industry approaches and led to increased understanding of the problem; and 4) a description of projected research methods that distinguishes between the monitoring and evaluation practices typically used by NGOs and other development organizations and those that would be more appropriate to an anthropological/scholarly inquiry.

Grading Policy

The assignments account for approximately 80% of your final grade. Active class participation and attentiveness account for approximately 20%. Your final grade for this course will be based upon performance on the written assignments, the final paper, and your class participation. The written assignments are extremely important since they reflect the students' academic seriousness and rigor.

Grading details:

Assignment	Value
Paper 1 (500 words)	15%
Paper 2 (500 words)	15%
Paper 3 (500 words)	15%
Paper 4 (500 words)	15%
Final Paper (2000 words)	20%
Class Participation	20%

COURSE SCHEDULE**Weekly Topics and Reading Assignments****1. Introduction to the Anthropology of Development**

Overview of course and requirements

UNIT I – THEORY AND HISTORY**2. What is this Thing Called Development?**

United Nations Development Program. 2009. Overview. *Human Development Report*

Frank, Leonard. 1997. The Development Game. In *The Post- Development Reader*, Majid Rahnema and Victoria Bawtree, eds.: 263-273.

Petras, James. 1997. Imperialism and NGOs in Latin America. *Monthly Review*. 49(7): 10-27.

3. A Brief History of Anthropology and Development

Ferguson, James. 2005. Anthropology and Its Evil Twin: “Development” in the Constitution of a Discipline. In *The Anthropology of Development: From Classical Political Economy to Contemporary Neo-Liberalism*. Marc Edelman and Angelique Haugerude, eds.: 140-154.

Lees, Colin. 2005. The Rise and Fall of Development Theory. . In *The Anthropology of Development: From Classical Political Economy to Contemporary Neo-Liberalism*. Marc Edelman and Angelique Haugerude, eds.: 109-125.

Kothari, Uma. 2005. A Radical History of Development Studies: Individuals, Institutions, and Ideologies. In *A Radical History of Development Studies*, Uma Kothari: 1-13.

4. Classical Discourses of Development

Rostow, W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*.; Introduction, 4-16.

Frank, Andre G. 1966. The Development of Underdevelopment. *Monthly Review*, 18(4): 23-28.

Marcus, Anthony. 2005. "World Systems Theory" in Tim Forsyth (ed.) *Encyclopedia of International Development*, London: Routledge Press.

5. Classical Case Studies

Geertz, Clifford. 1963. Peddlers and Princes: Social Development and Economic Change in Two Indonesian Towns. 1-27.

or

Geertz, Clifford. 1973. Notes on the Balinese Cockfight. In *The Interpretation of Cultures*. 412-454.

Galeano, Eduardo. 1973. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, New York: Monthly Review Press: 11-18, 38-49, 145-148.

Wolf, Eric. 1982. The Fur Trade. *Europe and the People Without History*. 158-194.

6. Post-Colonial Challenges to the Development Discourse

Said, Edward W. 1979. *Orientalism*. 1-30.

Escobar, Arturo. 1995. *Encountering Development: The making and unmaking of the Third World*. 3-20.

Inoguchi, T. and E. Newman. 1997. "Introduction: 'Asian Values' and Democracy in Asia" in *Proceedings of a Conference Held on 28 March 1997 at Hamamatsu, Shizuoka, Japan, as Part of the First Shizuoka Asia-Pacific Forum: The Future of the Asia-Pacific Region* <http://www.unu.edu/unupress/asian-values.html>

7. Case Studies in Post-Development

Gupta, Akhil. 1995. Blurred boundaries: The discourse of corruption, the culture of politics, and the imagined state. *American Ethnologist* 22:375-402.

Shrestha, Nanda. 2002. Becoming a Development Category. In *Development. A Cultural Studies Reader*. Susanne Schech and Jane Haggis, eds.: 103-114.

8. Development and Culture

Warren, D.M. 1993. "Using Indigenous Knowledge in Agricultural Development", *World Bank Discussion Papers*. 127.

Dombrowski, Kirk, 2001. *Against Culture: Development, Politics, and Religion in Indian Alaska*. Lincoln, NE: University of Nebraska Press. pp. 1-19, 181-197.

Snajdr, E. 2007. "Ethnicizing the Subject: Domestic Violence and the Politics of Primordialism in Kazakhstan." *The Journal of the Royal Anthropological Institute*. 13:603-620.

UNIT II CONTEMPORARY THEMES AND PRACTICES

9. Structural Adjustment Policies: "The Washington Consensus"

Williamson, John. 2004. "A Short History of the Washington Consensus". Paper commissioned by Fundación CIDOB for a conference "From the Washington Consensus towards a new Global Governance,"

<http://www.iie.com/publications/papers/williamson0904-2.pdf>

Moser, Caroline. 1992. "Adjustment from Below: Low-Income Women, Time and the Triple Role in Guayaquil, Ecuador" in Haleh Afshar and Carolyne Dennis (eds) *Women and Adjustment Policies in the Third World*, London: Macmillan.

Sanson, J. 2006. "Does Liberalization Work: A discussion paper on how economists know what they know" *University of Melbourne Working Papers in Development*.

<http://www.pasi.unimelb.edu.au/research/papers/uom-development/wp2006.html>

10. Famine

Sen, A. 1982. *Poverty and Famines : An Essay on Entitlements and Deprivation*. Chapters 1 and 2.

11. What Went Wrong With Traditional Development Projects

The Fate of the Forest, Hecht and Cockburn, 1989. Pp. 1-15, 32-37, chapters 6,7, and 9.

12. Sustainability

Schumacher, E.F. 1973. "The Problem of Production" in *Small is Beautiful: A Study of Economics as if People Mattered*.

Brundtland, Gro Harlem. 1989. Sustainable Development: An Overview. *Development*. 2(3):13-14.

McCabe, Terrence. 2003. Toward an Anthropological Understanding of Sustainability. *Human Organization*. 62(2):91-92.

Stone, Prescilla. 2003. Is Sustainability for Development Anthropologists? *Human Organization*. 62(2):93-99.

13. Participatory Development

Chambers, Robert. 1994. "The Origins and Practice of Participatory Rural Appraisal", *World Development*. 22(7):953-969.

Cooke, B. and Uma Kothari. 2001. "The Case for Participation as Tyranny", In *Participation: The New Tyranny*.

Mohan, Giles and Kristian Stokke. 2000. Participatory Development and Empowerment: the Dangers of Localism. *Third World Quarterly*. 247-268.

14. Governance, Corruption and Civil Society

McGaffey, Janet. 1991. The Real Economy of Zaire. 7-39.

Llosa, Mario Vargas. 1989. Forward. In Hernando de Soto *The Other Path: The Invisible Revolution in the Third World*, New York: Harper and Row.

Malik, Nadeem Mohammed. 2009. The Modern face of traditional agrarian rule: the Local government in Pakistan, *Development in Practice, Vol 19, No 8*.

15. Gender and Development

Moser, C. 1992. Third World Policy Approaches to Women in Development. In C. Moser, *Gender Planning and Development: Theory, Practice and Training*. London: Routledge Pp. 55-79.

Shiva, Vandana. 1988. Women in Nature. In Vandana Shiva, *Staying Alive: Women, Ecology and Development*. London: Zed Books. Pp. 38-48.

Jackson, Cecile. 1993. Doing What Comes Naturally? Women and Environment in Development. *World Development*, v.21 #12 Pp. 1947-1959.

16. Microfinance

Rahman, Aminur (1999). *Women and Microcredit in Rural Bangladesh: An Anthropological Study of the Rhetoric and Realities of Grameen Bank Lending*. Boulder, CO: Westview Press. Pp. 1-21.

Morduch, J. (2000). The Microfinance Schism. *World Development*, Vol. 28, No 4. Pp. 618.

Kabeer, Naila. 2000. Conflicts Over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh, *World Development*, 29(1):63-84.

Appendix

Classroom Conduct

- a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
- b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.

c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: 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.

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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.

(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. The procedure to officially withdraw from a course may be found on Inside John Jay:
<http://inside.jjay.cuny.edu/compendium/index.asp?category=16>

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

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

New Course Proposal Form

Date Submitted: September 25 2013

1.
 - a. **Department(s) or program(s)** proposing this course Anthropology
 - b. **Name** and contact information of proposer(s): Alisse Waterston

Email address(es)	awaterston@jjay.cuny.edu
Phone number(s)	212 237-8956
 - c. **Title of the course** **Anthropology of Global Health**
 - d. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) AnthroGlobalHealth
 - e. **Level** of this course ____100 Level ____200 Level X 300 Level ____400 Level

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

This course is set at the 300-level due to the complexity of the course content—the historical, cross-cultural and theoretically informed topics and the depth of analysis considered in readings, lectures and assignments. This course is an elective offered in Global Cultural Forms and Social Inequalities, a concentration of the new major in anthropology. It engages anthropological concerns with global health problems in cultural, historical, ecological, and political-economic contexts.

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

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

As one of the electives courses offered in the concentration of the new major in anthropology (Global Cultural Forms and Social Inequalities), this course examines the ways in which anthropologists approach the study of global health, and the role of indigenous health culture and solutions to local public health problems, issues of critical importance today and in the foreseeable future.

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.)

In this course, students will examine the principles, methods, and approaches of applied medical anthropology in national and international health settings, where anthropologists attempt to develop effective public health education and disease control programs. Students will explore central issues and key questions in the anthropology of global health. How do social forces become embodied as pathologies? How do political, economic, and historic trends influence the distribution of disease among different populations? How will new trends in the organization of healthcare affect the most vulnerable members of society? Drawing on medical anthropology work in South Asia, the Philippines, Mozambique, Rwanda, Haiti, and the U.S., students will examine ways in which anthropologists understand global health problems in a larger cultural, historical, ecological, and political-economic context, and the role of indigenous health culture and solutions to local public health problems.

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 201, ANT 101

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

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

 X No Yes. If yes, then please provide:

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?

Learning Outcomes:

1. Students will demonstrate knowledge of medical anthropological methods of inquiry and fieldwork in written and oral form.
2. Students will gather, interpret, and critically assess information related to global health.
3. Students will discuss and write about anthropological contributions to global health policy and practice.
4. Students will prepare theoretically informed research questions on health, illness, syndemics, and harm reduction.
5. Students will use the professional vocabulary and demonstrate the necessary anthropological grounding in discussion and in writing to analyze the relationships between disease, illness, health(care) and social, cultural and political-economic systems.

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)

The course is an elective in the Global Cultural Forms and Social Inequalities Concentration of the new major in anthropology.

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

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

Student learning will be assessed through written assignments (80% of course grade) and class participation (20% of course grade). Students will write 6 two-page written assignments and one final, 5-page paper. Papers will assess student knowledge of theory and empirical data in the anthropology of global health, including epidemiology, anthropological approaches to identifying and addressing particular global health problems.

Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

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

Yes X No _____

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <u> X </u> ➤ EBSCOhost Academic Search Complete <u> X </u> 	<ul style="list-style-type: none"> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ ➤ LexisNexis Universe _____ ➤ Criminal Justice Abstracts _____
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- PsycINFO _____
- Sociological Abstracts X
- JSTOR X
- SCOPUS _____
- Other (please name)
AnthroSource X
- U.S. Census Tracts _____

13. **Syllabus – See attached**

14. Date of **Department curriculum committee** approval May 15, 2012

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

Alisse Waterston, Ric Curtis

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

X No
____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

X Not applicable
____ No
____ Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

Anthony Marcus

Chair, Proposer's Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Department of Anthropology
524 West 59th Street
New York, NY 10019

Course title and section: ANT 3XX Anthropology of Global Health

Prof: Alisse Waterston

Office: 9.63.20

Office Hours: TBA

Phone: 212 237-8956

Email: awaterston@jjay.cuny.edu

In this course, students will examine the principles, methods, and approaches of applied medical anthropology in national and international health settings, where anthropologists attempt to develop effective public health education and disease control programs. Students will explore central issues and key questions in the anthropology of global health. How do social forces become embodied as pathologies? How do political, economic, and historic trends influence the distribution of disease among different populations? How will new trends in the organization of healthcare affect the most vulnerable members of society? Drawing on medical anthropology work in South Asia, the Philippines, Mozambique, Rwanda, Haiti, and the U.S., students will examine ways in which anthropologists understand global health problems in a larger cultural, historical, ecological, and political-economic context, and the role of indigenous health culture and solutions to local public health problems.

Learning Objectives of this course include gaining knowledge of social science concepts and analytic tools in an Anthropology of Global Health including “syndemics,” “disease distribution,” “health disparity,” and “harm reduction.” You will also gain skills in policy report writing, and assessing epidemiological and policy data and analysis. Your information literary skills will be enhanced by exploring and using information from a variety of online sources, including the Society for Medical Anthropology (<http://www.medanthro.net/index.html>), The World Health Organization (for example, the Global Health Atlas: <http://apps.who.int/globalatlas/>), Global Health Facts (<http://www.globalhealthfacts.org/>), and Partners In Health (<http://www.pih.org/what/PIHmodel.html>).

Learning Outcomes

1. Students will demonstrate knowledge of medical anthropological methods of inquiry and fieldwork in written and oral form.
2. Students will gather, interpret, and critically assess information related to global health.
3. Students will discuss and write about anthropological contributions to global health policy and practice.
4. Students will prepare theoretically informed research questions on health, illness, syndemics, and harm reduction.
5. Students will use the professional vocabulary and demonstrate the necessary anthropological grounding in discussion and in writing to analyze the relationships between disease, illness, health(care) and social, cultural and political-economic systems.

Required Texts:

Baer, Hans A., Merrill Singer, and Ida Susser. 2003. *Medical Anthropology and the World System. A Critical Perspective*. Bergin & Garvey.

All other readings will be available on e-reserve.

Course Policies:***Attendance/Punctuality/Participation**

- Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be given a grade of F.
- Each two instances of arriving late for class will count as an absence.
- In-class exercises cannot be made up outside of class or at a later date for credit.

Grading Policy

The in-class exercises and papers account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments, the final paper, and your class participation. The written assignments are extremely important since they reflect the students' academic seriousness and rigor.

Grading details:

Assignment	Value
Paper 1 (2 page)	10%
Paper 2 (2 page)	10%
Paper 3 (2 page)	10%
Paper 4 (2 page)	10%
Paper 5 (2 page)	10%
Paper 6 (2 page)	10%
Final Paper (2000 words)	20%
Class Participation	20%

Course Assignments:

Throughout the semester, there will be 6 two-page assignments that are written summaries and analytical reflections of specific readings. There will also be a final, 5-page paper. The final paper will be in the format of a policy report, and will be based on the work of a medical anthropologist with significant anthropological involvement in a global health problem. The 5-page policy report will include the following components: 1) an introduction to the epidemiology of the health problem and/or why this is a significant global health issue; 2) a summary of anthropological approaches to the problem, including the ways in which anthropologists' studies have led to increased understanding of the problem; and 3) a concluding section that outlines the recommendations put forth by anthropologists to address the global health problem.

* See **Appendix** for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.

Weekly Topics and Reading Assignments

1. Introduction to an Anthropology of Global Health

Overview of course and requirements

2. Theoretical Perspectives in Medical Anthropology

Frameworks of Medical Anthropology

Baer, Hans A., Merrill Singer, and Ida Susser. 2003. What Is Medical Anthropology About? Medical Anthropology: Central Concepts and Development; Theoretical Perspectives in Medical Anthropology. In *Medical Anthropology and the World System. A Critical Perspective*. Bergin & Garvey: 1-31

Pfeiffer, James and Mark Nichter. 2008. What Can Critical Medical Anthropology Contribute to Global Health? *Medical Anthropology Quarterly* Volume 22. Issue 4. December 2008: 410 – 415.

3. Anthropology and Global Health

Contributions from anthropology to global health

Janes, Craig R. and Kitty K. Corbett. 2009. Anthropology and Global Health. *Annual Review of Anthropology* Volume 38: 167 – 183.

Paper 1 due end of week 3: In a two-page essay, discuss the ways in which a critical anthropological approach offers a particular understanding of medicine and global health.

4. Measuring Health I: Morbidity, Mortality, and Epidemiology

How anthropologists assess health, disease, illness; epidemiology and its limits

William R. True. 1996. Epidemiology and Medical Anthropology. In *Medical Anthropology: Contemporary Theory and Method*, Carolyn F. Sargent and Thomas M. Johnson, eds.: 325-346.

Krieger, Nancy. 1999. Questioning Epidemiology: Objectivity, Advocacy, and Socially Responsible Science. *AJPH* 89(8): 1151-1152.

Inhorn, Marcia C. 1995. Medical Anthropology and Epidemiology: Divergences or Convergences? *Social Science and Medicine* 40(3): 285-290.

5. Measuring Health II: Morbidity, Mortality, and Epidemiology

Exploring CDC and WHO data; Assessing United Nations global-health related Millennium Development Goals

Centers for Disease Control and Prevention, Data and Statistics:
<http://www.cdc.gov/datastatistics/>

World Health Organization, Data and Statistics: <http://www.who.int/research/en/>

United Nations Development Program, Millennium Development Goals:

<http://www.undp.org/mdg/>

World Health Organization, The Global Health Atlas: <http://apps.who.int/globalatlas/>

Global Health Facts <http://www.globalhealthfacts.org/>

6. **Health: Social and Historical Roots**

The social origins of disease and suffering

Baer, Hans A., Merrill Singer, and Ida Susser. 2003. The Social Origins of Disease and Suffering; Health and the Environment: From Foraging Societies to the Capitalist World System. In *Medical Anthropology and the World System. A Critical Perspective*. Bergin & Garvey: 55-82.

Singer Merrill and Clair Sterk. 2003. Syndemics and Public Health: Reconceptualizing Disease in Bio-Social Context. *Medical Anthropology Quarterly*: 17(4): 423-441.

Paper 2 due end of week 6: In a two-page essay, explain the social and historical roots of disease and suffering. Include in your essay the specific measures by which health and illness are measured, and the ways in which health indicators reveal or mask the social origins of disease.

7. **Syndemics**

Syndemics: inequity as a co-factor in disease; health consequences of social disparities

Singer, Merrill. 2009. Introducing Key Concepts in Syndemics. *Introduction to Syndemics A Critical Systems Approach to Public and Community Health*. Wiley-Blackwell: 1-24.

Singer Merrill. 2009. Desperate Measures: A Syndemic Approach to the Anthropology of Health in a Violent City. In *Global Health in Times of Crisis*. Barbara Rylko-Bauer, Linda Whiteford and Paul Farmer, eds. SAR Press: 137-156.

Syndemic Prevention Network, CDC: <http://www.cdc.gov/syndemics/definition.htm>

8. **Studies in the U.S. I, II & III: Drugs, Poverty and Inequality**

From theory to data to policy: anthropological studies of drug-related social problems

I. Theory

Baer, Hans A., Merrill Singer, and Ida Susser. 2003. Illicit Drugs: Self-Medicating the Hidden Injuries of Oppression. In *Medical Anthropology and the World System. A Critical Perspective*. Bergin & Garvey: 169-226.

Waterston, Alisse. 1997. Toward a Political Economy of Drugs. *Street Addicts in the Political Economy*. Temple University Press: 1-37.

Paper 3 due end of week 8: In a two-page essay, discuss the strengths and weaknesses of the concept of “syndemics.” Include in your discussion the ways in which syndemics may be applied to understanding the nexus of drugs, poverty, and inequality, using specific examples from readings in weeks 7 & 8.

9. Studies in the U.S. I & II: Drugs, Poverty and Inequality

From theory to data to policy: anthropological studies of drugs, continued

II. Data & Policy

Curtis, Ric. 2003. Crack, Cocaine and Heroin: Drug Eras in Williamsburg, Brooklyn. *Addiction Research and Theory*. Vol. 11, No. 1: 47-63.

Curtis Ric. 2004. Report on Queens Drug Injector Interviews for the Drew Center, Queens Hospital. Study commissioned by the Harm Reduction Coalition, Inc., and funded by the New York City Department of Health and Mental Hygiene.

Curtis Ric. 2004. Report on Syringe Exchange Sites Operated by the Foundation for Research on Sexually Transmitted Diseases, Inc. (FROST'D). Study commissioned by FROST'D, and funded by the New York City Department of Health and Mental Hygiene.

10. Studies in the U.S. III: AIDS, Poverty and Inequality

From theory to data to policy: anthropological approaches to the AIDS pandemic

Baer, Hans A., Merrill Singer, and Ida Susser. 2003. AIDS: A Disease of the Global System. In *Medical Anthropology and the World System. A Critical Perspective*. Bergin & Garvey: 227-282.

Waterston, Alisse. 1997. Anthropological Research and the Politics of HIV Prevention: Towards a Critique of Policy and Priorities in the Age of AIDS. *Social Science and Medicine* Volume 44:9: 1381-1391.

Curtis, Ric, Alix Conde, Maria Irizarry and Christina Wolf. 2007. Responding to the AIDS Crisis in Newark, New Jersey. In *When Communities Assess their AIDS Epidemics: Results of Rapid Assessment of HIV/AIDS in Eleven U.S. Cities*. Benjamin P. Bowser, Ernest Quimby and Merrill Singer, eds. Lexington Books: 29-46.

Paper 4 due end of week 10: In a two-page essay, explain the ways theoretical concepts in medical anthropology apply to on-the-ground data, referring to specific readings in weeks 9 & 10.

11. The Case of Haiti: History, Oppression and Infectious Disease

A case study in “infections and inequalities”

Farmer Paul. 1992. AIDS, History, Political Economy. In *AIDS and Accusation: Haiti and the Geography of Blame*. University of California Press: 151-189.

Farmer Paul. 1996. Haiti's lost years: lessons for the Americas. *Current Issues in Public Health* 2(3): 143-151.

Partners In Health: <http://www.pih.org/what/PIHmodel.html>

Films: *Saving Lives in Rural Haiti; Haitian Hope*

12. Asian Case Studies: South India and the Philippines

Anthropologists confront pneumonia and dysentery in their full force and contexts

Nichter, Mark and Mimi Nichter. 1996. Health Social Science Research on the Study of Diarrheal Disease: A Focus on Dysentery. *Anthropology and International Health*. Routledge: 111-171.

Nichter, Mark and Mimi Nichter. 1996. Acute Respiratory Illness: Popular Health Culture and Mother's Knowledge in the Philippines. *Anthropology and International Health*. Routledge: 173-200.

Paper 5 due end of week 12: In a two page essay, synthesize the diverse, cross-cultural case studies presented by the authors of readings in Weeks 11 & 12 to answer these questions: What are the common features that cut across the differences in the two settings and the different disease manifestations? In what ways have anthropologists contributed to ameliorating the health problems in the specific locales?

13. Global Health in Times of Violence

Stories from Rwanda and Mozambique

Farmer, Paul. 2009. "Landmine Boy" and the Tomorrow of Violence. In *Global Health in Times of Crisis*. Barbara Rylko-Bauer, Linda Whiteford and Paul Farmer, eds. SAR Press: 41-62.

Nordstrom, Carolyn. 2009. Fault Lines. In *Global Health in Times of Crisis*. Barbara Rylko-Bauer, Linda Whiteford and Paul Farmer, eds. SAR Press: 63-88.

14. Market-Based Medicine

Health care as commodity

Rylko-Bauer, Barbara and Paul Farmer. 2002. Managed Care or Managed Inequality? A Call for Critiques of Market-Based Medicine. *Medical Anthropology Quarterly*. Volume 16. Issue 4. December: 476 – 502.

Gloyd, Stephen. 2004. Sapping the Poor: The Impact of Structural Adjustment Programs. In *Sickness and Wealth: the Corporate Assault on Global Health*. Meredith Fort, Mary Anne Mercer and Oscar Gish, eds. South End Press: Chapter 4 (20 pages).

Amy Goodman interviews Paul Farmer: Dr. Paul Farmer Challenges Profit-Driven Medical System While Bringing Healthcare to Poor Communities Worldwide.

http://www.democracynow.org/2008/5/28/dr_paul_farmer_challenges_profit_driven

Paper 6 due end of week 14: In a two-page essay, discuss the obstacles people face in their efforts to get quality health care in resource-poor settings. Using the readings from weeks 13 & 14, give specific examples of what they are up against.

15. **Health Care as a Human Right**

Anthropological proposals; “What Works” models from anthropology

Baer, Hans A., Merrill Singer, and Ida Susser. 2003. Toward an Equitable and Healthy Global System. In *Medical Anthropology and the World System. A Critical Perspective*. Bergin & Garvey: 353-382.

Farmer Paul. 2006. From “Marvelous Momentum” to Health Care for All. Success is possible with the right programs. *Foreign Affairs*. July/August: 155-59.

Pfeiffer James. 2003. International NGOs and Primary Health Care in Mozambique: The Need for a New Model of Collaboration. *Social Science and Medicine*. February. Volume 56, Number 4: 725-38.

Pfeiffer James et al. 2008. Strengthening Health Systems in Poor Countries: a Code of Conduct for Nongovernmental Organizations,” *American Journal of Public Health*. Volume 98, Number 12: 2134-2140.

The NGO Code of Conduct for Health Systems Strengthening

<http://ngocodeofconduct.org/>

Paper 7 due end of week 15: Prepare a 5-page policy report based on the work of a medical anthropologist with significant anthropological involvement in a global health problem. The policy paper contains the following components: 1) an introduction to the epidemiology of the health problem and/or why this is a significant global health issue; 2) a summary of anthropological approaches to the problem, including the ways in which anthropologists’ studies have led to increased understanding of the problem; and 3) a concluding section that outlines the recommendations put forth by anthropologists to address the global health problem.

Appendix

Classroom Conduct

- a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
- b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
- c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: 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. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. The procedure to officially withdraw from a course may be found on Inside John Jay:
<http://inside.jjay.cuny.edu/compendium/index.asp?category=16>

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

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

New Course Proposal Form

Date Submitted: September 25, 2013

1. a. **Department(s) or program(s)** proposing this course Anthropology
- b. **Name** and contact information of proposer(s): Alisse Waterston
- Email address(es) awaterston@jjay.cuny.edu
- Phone number(s) 212-237-8956
2. a. **Title of the course** **Structural Violence and Social Suffering**
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) StrucViolenSocSuffer
- c. **Level** of this course ____100 Level ____200 Level X 300 Level ____400 Level

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

This course is set at the 300-level due to the theoretically sophisticated and intensive nature of the course content, and the expectations that students engage challenging critique and analysis considered in readings lectures and assignments. This course is one of the electives offered in both concentrations of the new major in anthropology (Global Cultural Forms and Social Inequalities; Anthropology of Law, Power and Politics). It focuses on three key concepts that have occupied major theoretical orientations in the discipline of cultural anthropology and that are important descriptors of historically constituted socio-cultural dynamics and social relations that mark the contemporary world.

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

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

As one of the electives courses offered in both concentrations of the new major in anthropology (Global Cultural Forms and Social Inequalities; Anthropology of Law, Power and Politics), this course focuses on three key concepts that are important descriptors of historically constituted socio-cultural dynamics and social relations that mark the contemporary world. These concepts have occupied major theoretical orientations in the discipline of cultural

anthropology. Students will engage theoretically sophisticated themes and topics in historical, cross-cultural and contemporary contexts.

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.)

In this course, students examine the roots of the terms “structural violence” and “social suffering,” and what they seek to explain and describe: the various forms of violence exerted systematically and their consequences for human lives. Students will explore multiple forms of structural violence that are found in everyday life—in peacetime and in its most extreme form—in war, massacre, and genocide. The course will also explore social suffering experienced by human beings that result from structural violence: death, injury, illness, subjugation, stigmatization and psychological trauma. Students also examine social spaces of resistance and consider principles and processes for social change and the alleviation of social suffering.

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 201, ANT 101

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

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

 X No Yes. If yes, then please provide:

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?

Learning Outcomes:

- 1) Students will define, identify and critically reflect on structural violence and social suffering as analytic categories of social analysis.
- 2) Students will locate, understand, and critically review theories of violence in Anthropology and related disciplines.
- 3) Students will analyze relevant socio-cultural, historical and contemporary violence-related phenomena through a complex approach using given key concepts.
- 4) Students will demonstrate in written and oral form knowledge of concepts, topics and issues related to structural violence and social suffering.

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)

The course is an elective in both concentrations of the new major in Anthropology: Concentration1: Global Cultural Forms and Social Inequalities; Concentration 2: Anthropology of Law, Power and Politics.

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

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

Student learning will be assessed through written assignments (80% of course grade) and class participation (20% of course grade). Students will write 7 two-page written assignments. Papers will assess student knowledge and ability to synthesize the theoretical concepts and the evidence in support of these concepts. Assignment topics are listed in the weekly course schedule.

Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

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

Yes ___X___ No _____

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ X ➤ EBSCOhost Academic Search Complete X 	<ul style="list-style-type: none"> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
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- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts X
- JSTOR X
- SCOPUS _____
- Other (please name)
**AnthroSource X & Wiley Online
Library X**
- U.S. Census Tracts _____

13. **Syllabus – See attached**

14. Date of **Department curriculum committee** approval ___May 15, 2012_____

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

Alisse Waterston, Avram Bornstein, Ed Snajdr, Shonna Trinch, Patricia Tovar

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

X No

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

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

X Not applicable

____ No

____ Yes. If yes, give a short summary of the consultation process and results.

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

X No

____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Anthony Marcus

Chair, Proposer's Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Department of Anthropology
524 West 59th Street
New York, NY 10019

Course title and section: ANT 3XX Structural Violence and Social Suffering

Prof: Alisse Waterston

Office: 9.16.20

Office Hours: TBA

Phone: 212 237-8956

Email: awaterston@jjay.cuny.edu

*The violence is built into the structure and shows up as unequal power
and consequently as un-equal life chances.*

-- Johan Galtung in "Violence, Peace, and Peace Research"¹

*The headlong stream is termed violent
But the riverbed hemming it in is
Termed violent by no one.*

-- Bertolt Brecht, "On Violence"²

Course Description

Structural violence is a term, a theoretical concept and a descriptor of historically constituted social structures characterized by institutionalized social inequality. In this course on the anthropology of structural violence and social suffering, students examine the roots of the term and what it seeks to explain and describe: the various forms of violence exerted systematically and their consequences for human lives. Students will explore multiple forms of structural violence that are found in everyday life—in peacetime and in its most extreme forms—in war, massacre and genocide. The course will also explore social suffering experienced by human beings that result from structural violence: death, injury, illness, subjugation, stigmatization and psychological trauma. Students will also examine social spaces of resistance and consider principles and processes for social change and the alleviation of social suffering.

Learning Objectives of this course include gaining knowledge of social science concepts and analytic tools including "violence," "embodiment," "dehumanization," and "human rights" as these relate to the anthropology of structural violence and social suffering. Students will also develop skills in comparative analysis, integrating multidisciplinary information and techniques for writing about culture and power. Information literacy skills will be enhanced by exploring and using data from a variety of online sources, including [Amnesty International Annual Reports](#); [Amnesty International Country Reports](#) (available at the John Jay College library; in conjunction with the Amnesty International Student Club at John Jay <http://www.facebook.com/?ref=home#!/group.php?gid=336614063248&ref=ts>), and Democracy Now, a daily TV, radio and Internet news program <http://www.democracynow.org/>.

¹ Galtung, Johan. 1969. Violence, Peace, and Peace Research. *Journal of Peace Research* Vol. 6, No. 3: 167–191.

² Brecht, Bertolt, John Willett and Ralph Mannheim, eds. 1997. *Bertolt Brecht: Poems 1913-1956*. New York: Routledge.

Learning Outcomes:

- 1) Students will define, identify and critically reflect on structural violence and social suffering as analytic categories of social analysis.
- 2) Students will locate, understand, and critically review theories of violence in Anthropology and related disciplines.
- 3) Students will analyze relevant socio-cultural, historical and contemporary violence-related phenomena through a complex approach using given key concepts.
- 4) Students will demonstrate in written and oral form knowledge of concepts, topics and issues related to structural violence and social suffering.

Course Policies: Attendance/Punctuality/Participation

- 1) Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be given a grade of F.
- 2) Each two instances of arriving late for class will count as an absence.
- 3) In-class exercises cannot be made up outside of class or at a later date for credit.
- 4) You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

*** See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.**

Required Readings:

All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

Course Assignments:

Throughout the semester, there will be 7 two-page written assignments that directly address specific concepts and issues raised in the readings. The assignment questions are listed in the weekly course schedule. Assignments are due on the dates indicated. There will also be in-class writing exercises.

Grading:

The written assignments and in-class writing exercises account for 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments and your class participation. The written assignments are extremely important since they reflect the students' academic seriousness and rigor. Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.

Grading details:

Assignment	Value
Paper 1	10%
Paper 2	10%
Paper 3 (10%
Paper 4)	10%
Paper 5	10%
Paper 6	10%
Paper 7	10%
In-class writing exercises	10%
Class Participation	20%

Course Schedule

Week 1 Introductions; Course Overview

Rylko-Bauer, Barbara and Paul Farmer. 2014. "Structural Violence, Poverty, and Social Suffering," in *The Oxford Handbook of Poverty and Society*, edited by David Brady and Linda M. Burton. New York: Oxford University Press: 1-20.

Week 2 Roots of Structural Violence: Definitions and Socio-Historical Conditions

Galtung, Johan. 1969. Violence, Peace, and Peace Research. *Journal of Peace Research* Vol. 6, No. 3: 167–191.

Farmer, Paul. 2004. Introduction. In *Pathologies of Power: Health, Human Rights and the New War on the Poor*. University of California Press: 1-22.

Week 3 Roots of Structural Violence: Definitions and Socio-Historical Conditions, cont.

Farmer, Paul. 2004. An Anthropology of Structural Violence, with commentaries (see esp. Loic Wacquant). *Current Anthropology* Volume 45, Number 3, June: 305-325.

Paper 1 due end of week 3: In a two-page essay, discuss the strengths and weaknesses of the concept of “structural violence.” Include in your discussion Galtung’s contrast between “personal” and “structural” violence.

Week 4 Roots of Social Suffering: Definitions and Descriptions

Kleinman, Arthur and Margaret Lock. 1997. Introduction. In *Social Suffering*, Kleinman, A., V. Das, and M. Lock, eds. University of California Press: ix-xxvii.

Farmer, Paul. 1997. On Suffering and Structural Violence: A View from Below. In *Social Suffering*, Kleinman, A., V. Das, and M. Lock, eds. University of California Press: 261-284.

Week 5 Forms of Structural Violence and Social Suffering: Conquest

Zinn, Howard. 2003. Columbus, the Indians and Human Progress. In *A People’s History of the United States*. HarperCollins: 1-22.

Newcomb, Steve. 2008. The Conqueror Model. In *Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery*. Fulcrum Publishing: 23-36.

Week 6 Forms of Structural Violence and Social Suffering: Aftermaths of Conquest

Brave Heart, Maria Yellow Horse and Lemyra M DeBruyn. 1998. The American Indian Holocaust: Healing Historical Unresolved Grief. *American Indian and Alaskan Native Mental Health Research* 8:60-82.

Whitbeck, Les B., Gary W. Adams, Dan R. Hoyt, and Xiaojin Chen. 2004. Conceptualizing and Measuring Historical Trauma Among American Indian People. *American Journal of Community Psychology* 33:119-130.

Paper 2 due end of week 6: In a two-page essay, explain the ways in which violence is an inherent feature of conquest and the “conqueror model.” Include in your essay, the specific indicators of social suffering (as defined by Kleinman et al) for individuals and the groups to which they belong.

Week 7 Colonialism and Its Aftermaths

Fanon, Franz. 2004 (1961). Preface by Sartre; and Colonial War and Mental Disorders. In *The Wretched of the Earth*. Grove Press: xliii-lxii; 181-218.

Bhabha, Homi K. 1995. In a Spirit of Calm Violence. In *After Colonialism: Imperial Histories and Postcolonial Displacements*, Gyan Prakash, ed. Princeton University Press: 326-343.

Suggested reading: Khanna, Ranjana. 2003. Colonial Melancholy. In *Dark Continents: Psychoanalysis and Colonialism*. Duke University Press. Read 145-206.

Week 8 Peacetime Violence: Everyday Violence

Kleinman, Arthur. 2000. The Violences of Everyday Life: Multiple Forms and Dynamics of Social Violence. In *Violence and Subjectivity*. Veena Das et al, eds. University of California Press: 226-241.

Green, Linda. 1998. Lived Lives and Social Suffering: Problems and Concerns in Medical Anthropology. *Medical Anthropology Quarterly* 12(1): 3-7 (see also Green's comments in Farmer 1997).

Paper 3 due end of week 8: In a two-page essay, compare and contrast the traumatic outcomes of "the multiple forms" of social violence using specific examples from readings in weeks 7 & 8.

Week 9 Peacetime Violence: Everyday Violence, cont.

Biehl, João. 2005. *Vita: Life in a Zone of Social Abandonment*. Berkeley: University of California Press. *excerpts*

Waterston, Alisse. 1999. *Love, Sorrow and Rage: Destitute Women in a Manhattan Residence*. Temple University Press. *excerpts*

Week 10 Peacetime Violence: Neoliberal Economics as Structural Violence

Klein, Naomi. 2008. Blank is Beautiful: Three Decades of Erasing and Remaking the World; and The Packaging of Shock Therapy. In *The Shock Doctrine: The Rise of Disaster Capitalism*. Random House: 3-24; 185-202.

Kim, Jim Yong et al. 2000. Sickness Amidst Recovery: Public Debt and Private Suffering in Peru. In *Dying for Growth: Global Inequality and the Health of the Poor*, J.Y. Kim, J.V. Millen, A. Irwin, and J. Gershman, eds. Common Courage Press: 127-153.

Paper 4 due end of week 10: In a two-page essay, explain how "public debt" relates to "private suffering." Include in your essay a discussion on how the critical analyses offered by Klein, and Kim et al relate to the economic crisis in the U.S. today.

Week 11 "Spectacular" Violence: The Production and Reproduction of Violence and Suffering

Asad, Talal. 1997. On Torture, or Cruel, Inhuman, and Degrading Treatment. In *Social Suffering*, Kleinman, A., V. Das, and M. Lock. University of California Press: 285-308.

Spencer, Jonathan. 2000. On Not Becoming a "Terrorist": Problems of Memory, Agency, and Community in the Sri Lankan Conflict. In *Violence and Subjectivity*. V. Das et al, eds. University of California Press: 120-140.

Week 12 "Spectacular" Violence: War and Militarism

Singer, Merrill and G. Derrick Hodge. 2010. Introduction: The Myriad Impacts of the War Machine on Global Health; and Conclusion: The Political-Economy and Critical Geography of the War Machine. In *The War Machine and Global Health: A Critical Medical Anthropological Examination of the Human Costs of Armed Conflict and the International Violence Industry*. Merrill Singer and G. Derrick Hodge, eds. Altamira Press.

Paper 5 due end of week 12: In a two page essay, synthesize the arguments put forth by the authors of readings in Weeks 11 & 12 to answer these questions: How does war create terror? How does war create terrorism?

Week 13 “Spectacular” Violence: The Costs of War

Vine, David. 2010. Dying of Sorrow: Expulsion, Empire, and the People of Diego Garcia. In *The War Machine and Global Health: A Critical Medical Anthropological Examination of the Human Costs of Armed Conflict and the International Violence Industry*. Merrill Singer and G. Derrick Hodge, eds. Altamira Press.

Manz, Beatriz. 2009. The Continuum of Violence in Post-War Guatemala. In *An Anthropology of War: Views from the Frontline*, Alisse Waterston, ed. Berghahn Books: 151-164.

Farmer, Paul. 2009. Mother Courage and the Future of War. In *An Anthropology of War: Views from the Frontline*, Alisse Waterston, ed. Berghahn Books: 165-180.

**Week 14 Resistance, Transformation and Human Rights:
Resisting Structural Violence: Remaking One’s World**

Adelson, Naomi. 2001. Reimagining Aboriginality: An Indigenous People’s Response to Social Suffering. In *Remaking a World: Violence, Social Suffering, and Recovery*. V. Das, A. Kleinman and M. Lock, eds. University of California Press: 76-101.

Starn, Orin. 1997. Villagers at Arms: War and Counterrevolution in Peru’s Andes. In *Between Resistance and Revolution: Cultural Politics and Social Protest*, R.G. Fox and O. Starn, eds. Rutgers University Press: 223-249.

Paper 6 due end of week 14: In a two-page essay, discuss the obstacles people face in their efforts to resist structural violence. What are they up against? Using the readings from weeks 13 & 14, give specific examples of the ways in which people have “resisted” (fought back) and what happened as a result.

**Week 15 Resistance, Transformation and Human Rights:
Principles and Processes: Towards Restructuring the World**

Farmer, Paul. 2006. Never Again? Reflections on Human Values and Human Rights. In *The Tanner Lectures on Human Values*, Vol. 25, G.B. Petersen, ed. University of Utah Press: 137-188.

Binford, Leigh. 1996. An Alternative Anthropology: Exercising the Preferential Option for the Poor In *El Mozote Massacre: Anthropology and Human Rights*. University of Arizona Press: 189-206.

Tracking Human Rights Violations: [Amnesty International Annual Reports](#); [Amnesty International Country Reports](#)

Guest Speaker from the Amnesty International Student Club at John Jay
<http://www.facebook.com/?ref=home#!/group.php?gid=336614063248&ref=ts>

Paper 7 due end of week 16: In a two-page essay, discuss the moral basis on which Farmer seeks an alternative to “structural violence.” Outline your own model for an alternative social “structure” that heals rather than harms and in which “the preferential option for the poor” could truly be exercised.

Appendix**Classroom Conduct**

- a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
- b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
- c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: 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. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. The procedure to officially withdraw from a course may be found on Inside John Jay:
<http://inside.jjay.cuny.edu/compendium/index.asp?category=16>

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

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

New Course Proposal Form

Date Submitted: October 4, 2013

1. a. **Department(s) or program(s)** proposing this course Anthropology
- b. **Name** and contact information of proposer(s): Avram Bornstein

Email address(es)	abornstein@jjay.cuny.edu
Phone number(s)	212-237-8287
2. a. **Title of the course** Theory in Anthropology
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) TheoryinAnthropology
- c. **Level** of this course ___100 Level ___200 Level X 300 Level ___400 Level

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

This course is set at the 300-level due to the rigorous and intensive nature of the course content centered on theory and analytical critiques considered in readings lectures and assignments. This course is one of the core courses of the new major in anthropology. It focuses on key theories and concepts of cultural anthropology and its epistemologies, including ethnocentrism, human universals, cultural relativism, gender, material-, social- and symbolic-structuralisms, colonialism, (post)modernism, (post)structuralism, and neoliberal globalization. This course consists of a serious and sustained engagement with this rich and challenging material.

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

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

As one of the core courses of the new major in anthropology, this course examines central theories in anthropology as they have developed in the twentieth century. The course explores major theoretical questions, their intellectual roots, and contexts that surrounded their emergence. The course also covers contemporary perspectives and methods that occupy major theoretical orientations in the discipline of cultural anthropology.

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.)

Students will examine and critically analyze theories and concepts of cultural anthropology, concentrating upon the intellectual roots and context that surrounded their emergence, as well as contemporary perspectives, methods, and theories. Theories and concepts include: ethnocentrism, human universals, cultural relativism, gender, material-, social- and symbolic-structuralisms, colonialism, (post)modernism, (post)structuralism, and neoliberal globalization. Students will assess anthropology the intersection of theory and methodology, exploring analytic approaches to socio-cultural phenomena and the research techniques used to study human similarities and differences across space and over time.

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 201, ANT 101 and ANT 2XX (Language & Culture)

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

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

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?

Learning Outcomes:

- 1) Students will identify and critically reflect on contemporary and historical theoretical writings, as well as between theoretical and ethnographically oriented texts.
- 2) Students will locate, understand, and critically assess pivotal questions concerning the practice of anthropology and the conceptualization of culture.
- 3) Students will understand and analyze key anthropological theories and concepts.
- 4) Students will formulate a written argument based on intensive engagement with primary texts.
- 5) Students will demonstrate ability to read and understand scholarly text in class discussions, quizzes, midterm and final exams, a term paper, and short oral presentation.

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)

Proposed Anthropology Major
Required course in the core sequence.

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

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

Student learning will be assessed in the following ways: Exams (essay questions about the readings and class discussions, written in class, quizzes, and a final research paper and presentation. Quizzes, the midterm exam, the final exam, and the research paper and presentation will account for 80% of the course grade and class participation 20% of course grade.

Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

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

Yes ___X___ No _____

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ X ➤ EBSCOhost Academic Search Complete X 	<ul style="list-style-type: none"> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
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- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts X
- JSTOR X
- SCOPUS _____
- Other (please name) X
AnthroSource and Wiley Online
Library
- U.S. Census Tracts _____

13. **Syllabus – See attached**

14. Date of **Department curriculum committee** approval May 15, 2012

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

Avram Bornstein, Ed Snajdr, Anru Lee, Anthony Marcus

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

X No
____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

X Not applicable
____ No
____ Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

Anthony Marcus

Chair, Proposer's Department

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

Course title and section: ANT 3XX Theory in Anthropology

Prof: Avram Bornstein

Office: 9.16.2

Office Hours: TBA

Phone: 212 237-8287

Email: abornstein@jjay.cuny.edu

Course Description:

Students will examine and critically analyze central theories in anthropology as they have developed in the twentieth century. The course covers major theoretical questions, their intellectual roots, and contexts that surrounded their emergence. The course also concentrates on contemporary perspectives and methods that occupy major theoretical orientations in the discipline of cultural anthropology. Theories and concepts include: ethnocentrism, human universals, cultural relativism, gender, material-, social- and symbolic-structuralisms, colonialism, (post)modernism, (post)structuralism, and neoliberal globalization. Students will critically assess the intersection of theory and methodology, exploring analytic approaches to socio-cultural phenomena and the research techniques used to study human similarities and differences across space and over time.

Learning Objectives of this course include gaining knowledge of anthropological theoretical concepts and analytic tools across the history of anthropological theory. By the end of the semester, you will be able to outline the sequence of major developments in anthropological theory in the twentieth century; to identify where major writers fit in time and to discuss the key principles of their theoretical perspectives; and to be able to define central anthropological concepts and discuss their development over time. Informational literacy skills will be enhanced by exploring and using information provided by the American Anthropological Association (AAA), including: 1) *AnthroSource* (<http://www.aaanet.org/publications/anthrosource/>), full-text anthropological resources from the breadth and depth of the discipline; 2) *Open Anthropology*, the public, online journal (<http://www.aaaopenanthro.org/>); and downloading and listening to select “Virtual Seminars,” international webinars (<http://www.wcaanet.org/events/webinar/index.shtml>).

Learning Outcomes:

- 1) Students will identify and critically reflect on contemporary and historical theoretical writings, as well as between theoretical and ethnographically oriented texts.
- 2) Students will locate, understand, and critically assess pivotal questions concerning the practice of anthropology and the conceptualization of culture.
- 3) Students will understand and analyze key anthropological theories and concepts.
- 4) Students will formulate a written argument based on intensive engagement with primary texts.
- 5) Students will demonstrate ability to read and understand scholarly text in class discussions, quizzes, midterm and final exams, a term paper, and short oral presentation.

Course Policies:**Attendance/Punctuality/Participation**

Participation requires students to come to class having read the assigned articles or chapters and engage in conversation. Absenteeism and lateness will all hurt a participation grade. Students may miss up to three classes; upon the fourth absence, the student will be given a grade of F. Each two instances of arriving late for class will count as an absence.

Plagiarism

Plagiarism, which is the intentional or unintentional use of someone else's written work as if it were your own, will receive a failing grade, will be reported to college administrators, and may bring greater penalty according to degree. Whenever someone else's ideas are used in your writing, that person must be given credit, and if you use their words, those words must be inside quotation marks and have a proper citation. This is serious.

*** See Appendix for Policies on Classroom Conduct, More on Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.**

Required Readings:

All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

Grading and Assignments

Exams will be essay questions about the readings and class discussions, and will be written in class. Use of notes is allowed during the exam (readings are not permitted), but the notes must be handed in with the exam. The research paper will be on a topic related to the course, chosen by the student, with the written approval (e-mail) of the professor. Further instructions will follow.

Grading details:

Assignment	Value
Quizzes	10%
Midterm	20%
Research Paper	30%
Final Exam	20%
Class Participation	20%

Weekly Schedule**Week 1 – The Culture Concept**

Culture is an idea with a history. Students will learn how this idea has changed and it shifted from the idea of high culture to the idea of many cultures. Theories covered include unilineal evolutionary and the theory of cultural relativity.

Whorf, Benjamin 1950 An American Indian Model of the Universe. *International Journal of American Linguistics* 16(2): 67-72.

Week 2 – Human Universals

Are there things that all humans share? This week's reading examines two attempts to theorize what all human's share, and questions the possibility of human universals.

Ekman, Paul 2004 Happy, Sad, Angry Disgusted. *New Scientist* 184 (2467): 4-5.

Mauss, Marcel 1990 (1966. *The Gift*: 1-45; 63-81.

Week 3 – Fieldwork and ethnography

What is the best way to understand human behavior? In what ways do theories of human behavior cohere with on-the-ground human experience. This week students begin to read an anthropology classic and discuss the epistemology of anthropology, its strengths and limitations.

Mead, Margaret 1923 *Coming of Age in Samoa* (first half).

Towards final paper: Step 1: Exploring at topic; developing sources

Week 4 – Gender and Cultural Critique

This week students consider the theoretical question: can we learn from other cultures? The focus on anthropology as cultural criticism that uncovers ethnocentrism is considered by following Mead's comparison of America and Samoa with particular regard to gender roles and education.

Mead, Margaret 1923 *Coming of Age in Samoa* (second half).

Week 5 – Structure: Symbolic and Material

Students will examine theories that human behavior can be explained by underlying structures. Structuralists consider the following central theoretical question: Is there an underlying structure to different cultures? Particular attention will be given to the tension between structuralists who argue for the primacy of symbolic or cognitive structures and structuralists who argue for the causal nature of material needs and resources.

Douglass, Mary 1966 The Abominations of Leviticus in *Purity and Danger*: 51-72.

Harris, Marvin 1974 Pig Lovers, Pig Haters in *Cows, Pigs, Wars, and Witches: The Riddles of Culture*: 35-60.

Week 6 – Structure: Social

Students will explore a third understanding of structuralist theory that posits social relations, such as kinship, are key organizing factors in human behavior. At issue is the theoretical question: are the material and symbolic worlds we live in really products of our social arrangements?

Lévi-Strauss, Claude 1953 Social Structure in *Structural Anthropology*: 277-323.

Boon, James A. 1982 "Structuralectics" and "Trickstering" In *Other Tribes, Other Scribes*: 241-147; 248-254.

Towards final paper: Step 2: Refining topic; annotated bibliography

Week 7 – Cultural Ecology

Is there really one determining cause of human behavior? The theory behind cultural ecology is the interplay between the symbolic, social and material worlds. Each has force, but none are independent.

Steward, Julian 1955 "The Concept and Method of Cultural Ecology," in *Theory of Culture Change*: 30-42.

Moore, Jerry 2009 "Julian Steward" and "Marvin Harris" in *Visions of Culture: An Introduction to Anthropological Theories and Theorists*: 174-195.

Week 8 – History and Culture

Students address the theoretical statement: No group or cultural repertoire exists in unchanged in a bubble. Are there lost peoples, unknown by civilization? Students discuss the interconnectedness of the world, even for Indians deep in the Amazon jungle.

Chagnon, Napoleon 2013 (1968). *The Yanomamo*: 189-210; 269-278.

Ferguson, Brian 1990 Blood of the Leviathan: Western Contact and Warfare in Amazonia *American Ethnologist*. Volume 17, Issue 2: 237-257. (see also *Open Anthropology*, Volume 1, Number 2, October 2013, including video abstract featuring Brian Ferguson; <http://www.aaaopenanthro.org/>).

Week 9 – Midterm

Week 10 – Capitalism

Anthropological theories of political economy consider questions such as: are the trappings of contemporary culture bound up with the logic of capitalism? Students explore how cultural artifacts and identities are bound up with the ideologies and material needs of market driven production.

Wolf, Eric 1964 (2007) Santa Claus: Notes on a Collective Representation. In *Process and Pattern in Culture: Essays in Honor of Julian Steward*. Robert Manners, ed.: 47-155

Wallerstein, Immanuel 1991 The Making of Peoplehood: Racism, Nationalism, Ethnicity in *Race, Nation, Class: Ambiguous Identities*. Etienne Balibar and Immanuel Wallerstein, eds: 71-85.

Towards final paper: Step 3: Thesis statement; developing an argument

Week 11 – (Post)Modernism

Is anthropology a cultural artifact? Students explore the theoretical argument that anthropologists and anthropological writings are bound up with particular discursive communities and that the forms of thought and understanding they produce are fetishes for the conjuring of empire.

Taussig, Michael 1989 History as Commodity: In Some Recent American (Anthropological) Literature. *Critique of Anthropology* April 1989 9: 7-23.

Mintz, Sidney W. and Eric R. Wolf 1989 Reply to Michael Taussig. *Critique of Anthropology* April 1989 9: 25-31

Taussig, Michael 1992 Maleficium: State Fetishism in *The Nervous System*: 111-140.

Week 12 – (Post)Structuralism

Students learn how ways of framing, whether by European painters or by criminologists, produce historically specific forms of subjectivity. Poststructuralism intersects with anthropological theory in a consideration of the question: how do discursive conventions produce reality?

Foucault, Michel 1977 The Body of the Condemned and Panopticism in *Discipline and Punish*: 3-31; 195-230.

Berger, John 1977 *Ways of Seeing*: Chapter 3.

Towards final paper: Step 4: Draft paper
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Week 13 – Globalization and Neoliberalism

Contemporary anthropological theory of globalization and neoliberalism asks: is there a new global culture emerging? Students consider how neoliberal economic ideologies and governance shape and are shaping of contemporary culture trends from the growth of “culture and the arts” in some of New York City’s gentrifying neighborhoods to law enforcement in South Africa.

Comaroff, John and Jean Comaroff 1994 Criminal justice, Cultural justice: The Limits of Liberalism and the Pragmatics of Difference in the new South Africa. *American Ethnologist*, Vol. 31, No. 2, pp. 188 – 204.

Smith, Neil and James Defilippis (1999) The Reassertion of Economic: 1990s Gentrification in the Lower East Side. *International Journal of Urban and Regional Research* Volume 23, Issue 4, pages 638–653.

Week 14 – Student presentations

Final paper: Step 5: Oral Presentation; Submit Final Paper
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Week 15 – In-class final exam

Appendix

Classroom Conduct

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- b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
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(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

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

New Course Proposal Form

Date Submitted _____ 4/8/2013 _____

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

1. a. **Department(s) or program(s)** proposing this course _____ Anthropology _____

b. **Name** and contact information of proposer(s) _____ Ed Snajdr _____

Email address: esnajdr@jjay.cuny.edu

Phone number(s) 212 237-8262

2. a. **Title of the course: ANT 4XX Senior Seminar in Anthropology**

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) SR SEMINAR IN ANTHRO

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:

This is the Senior “capstone” Seminar in Anthropology, and will be taught at the 400-level because it provides students opportunity to integrate and synthesize the series of skills and orders of knowledge acquired by students in the major at lower course levels. In the Senior Seminar, students will demonstrate cumulative knowledge of the discipline of Anthropology by working independently and in seminar to focus on the application of anthropological techniques, approaches and theory to the subject matter, and to engage in critical analysis and sophisticated argumentation informed by theory, methodology and practice.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ANT 4XX

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

This course is the culmination of the Anthropology major. Taught as a Senior seminar, it provides students with the opportunity and the structural and theoretical guidance to focus in-depth on a contemporary social problem, and examine it from an anthropological perspective. The course demands the independent integration of student knowledge, skills and experience gained after completing lower level courses in the Anthropology major. Students will be asked to gather primary and secondary data on a specific topic and produce a substantial analysis of these data along with a comprehensive bibliography in the form of a written research paper and a conference-length oral presentation.

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.)

In the Senior Seminar, the culmination of the major in Anthropology, students focus on a contemporary social problem, examining the issue by means of the theories and methodologies of Anthropology. Students will independently integrate and synthesize the knowledge, understanding and techniques acquired in their studies of Anthropology into the production of a significant anthropological research project. Over the course of the semester, students will also design and conduct original research on a contemporary social issue (e.g., homelessness; migration; gentrification; sex work); a student may develop a project in conjunction with ongoing research in NYC under the direction of department faculty, a major resource for anthropology students at John Jay College.

5. **Course Prerequisites** ENG 201, senior standing, ANT 3XX Theory in Anthropology & ANT 3XX Research Methods in Anthropology

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

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

X No Yes. If yes, then please provide:

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:

1. Utilize key terms, concepts and narrative strategies in anthropology to describe, analyze, and explain contemporary social problems.
2. Demonstrate understanding of the methodological and ethical issues involved in research.
3. Formulate a research question on a contemporary social problem.
4. Use anthropological techniques to gather data
5. Participate in anthropologically informed discussion on contemporary social problems.
6. Use anthropological knowledge to critically analyze and write about the micro and macro aspects of an issue or topic.

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

_____ No X Yes

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

This is the Capstone course of the major in Anthropology

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

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

Students will be assessed by course assignments (readings, the research project, and written paper) and this work will account for 80% of the final grade. The remaining 20% of student grade will include active class participation and attentiveness. Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student assignments and exams.

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

Yes X No _____

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <u>X</u> ➤ EBSCOhost Academic Search Complete _____ ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <u>X</u> ➤ LexisNexis Universe _____ ➤ Criminal Justice Abstracts _____ 	<ul style="list-style-type: none"> ➤ PsycINFO _____ ➤ Sociological Abstracts <u>X</u> ➤ JSTOR <u>X</u> ➤ SCOPUS _____ ➤ Other (please name) <u>X</u>: AnthroSource and AAA web-based resources
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13. **Syllabus** - See attached
14. Date of **Department curriculum committee** approval May 15, 2012
15. **Faculty** - Who will be assigned to teach this course? ___
Ed Snajdr, Ric Curtis, Alisse Waterston, Avi Bornstein, Anthony Marcus, Patricia Tovar
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

The Anthropology Department offers ANT 450, the capstone course for the Culture and Deviance major. The proposed course is qualitatively different from ANT 450, which is based on an interdisciplinary major, emphasizing different aspects of social theory and research. The Senior Seminar (ANT 4XX) proposed here is designed for majors in Anthropology; thus it offers a disciplinary perspective and focused attention to anthropological theories, approaches, methodologies and narrative strategies in presenting research findings.

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:
Ric Curtis

Chair, Proposer's Department

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

Course title and section: Capstone Seminar: Anthropology of Contemporary Problems
ANT 4XX

Prof: Alisse Waterston

Office: 9.16.2

Office Hours: TBA

Phone: 212 237-8286

Email: awaterston@jjay.cuny.edu

*“Anthropology is the most scientific of the humanities,
the most humanistic of the sciences”*
-- anthropologist Eric Wolf, 1964

Course Description: In the Senior Seminar, the culmination of the major in Anthropology, students focus on a contemporary social problem, examining the issue by means of the theories and methodologies of Anthropology. Students will independently integrate and synthesize the knowledge, understanding and techniques acquired in their studies of Anthropology into the production of a significant anthropological research project. Over the course of the semester, students will also design and conduct original research on a contemporary social issue (e.g., homelessness; migration; gentrification; sex work); a student may develop a project in conjunction with ongoing research in NYC under the direction of department faculty, a major resource for anthropology students at John Jay College.

Additional information about the seminar

As anthropology contributes to an understanding of such contemporary issues as urban poverty and social problems (including drug use and abuse; homelessness; sex work), multiculturalism and diversity, immigration, transnationalism, problems of injustice, inequality and human rights, war and conflict, and the environment, students discuss a common core of readings (time will be split by 3 topic areas; approximately 4-5 weeks per topic). Over the course of the semester, students will also design and conduct original research on a contemporary social issue; a student may develop a project in conjunction with ongoing research in NYC under the direction of department faculty, a major resource for anthropology students at John Jay College. The seminar will also be used for student research, analysis, oral presentation, and writing of the capstone paper (at least 30 minutes per week).

Learning objectives of this course include synthesizing knowledge of anthropological concepts, analytic tools, and research methodologies. Students will deepen their skills in evaluating evidence (from primary and secondary data sources, and from the literature), and in analytic and critical argumentation. They will develop heightened awareness of theoretical and practical concerns related to “representation and the politics of representation,” the social, cultural and political construction of social problems, and the difference between a research report and policy

analysis. Students will also gain hands-on experience and develop skills in proposal writing, how to conduct a literature review, and the production of ethnography.

Learning Outcomes:

1. Utilize key terms, concepts and narrative strategies in anthropology to describe, analyze, and explain contemporary social problems.
2. Demonstrate understanding of the methodological and ethical issues involved in research.
3. Formulate a research question on a contemporary social problem.
4. Use anthropological techniques to gather data
5. Participate in anthropologically informed discussion on contemporary social problems.
6. Use anthropological knowledge to critically analyze and write about the micro and macro aspects of an issue or topic.

These outcomes will be accomplished in course reading and writing assignments, class participation and the research project.

Course Policies:*

Attendance/Punctuality/Participation

- Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
- Each two instances of arriving late for class will count as an absence.
- In-class exercises cannot be made up outside of class or at a later date for credit.
- You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

* See **Appendix** for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.

Required Readings:

The reading packet comprises original-source material from scholarly journals and books. All readings will be available on e-reserve.

Course Assignments:

- Throughout the semester, there will be written assignments (proposal, paper outline, fieldnotes, annotated bibliography, draft paper)—steps towards the final research paper based on primary ethnographic research, secondary data and relevant literature. An outline is provided below.
- Assignments and papers/project are due on the dates indicated.
- Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.

Capstone Research Paper
Steps, Process, Assignments

Steps, Process, Assignments	Week Due
Step 1: Formulate the topic	2
Step 2: Formulate the proposal: primary and secondary research	3
Step 3: Prepare formal proposal	4
Step 4: Develop bibliography	5
Step 5: Create annotated bibliography	6
Step 6: Conduct ethnographic research: observations/interviews/ethnography (CITI certification)	5-10
Step 7: Write fieldnotes (to be submitted, reviewed and developed)	5-10
Step 8: Analyze primary data (content analysis of fieldnotes)	10-12
Step 9: Synthesize with secondary data and annotated bibliography	11-14
Step 10: Draft final paper	14
Step 11: Submit final paper	16

Grading Policy:

The assignments (readings, the research project, and written paper) account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the assignments and your class participation.

Grading details:

Assignment	Value
Steps 1-3	15%
Steps 4-5	15%
Steps 6-7	15%
Steps 8-10	15%
Final Paper	20%
Class Participation	20%

COURSE SCHEDULE**Week 1: Introductions and Course Overview**
Orientation: The Capstone Research Project**I. TOPIC: The Social, Cultural, and Political Construction of Social Problems:**
Homelessness as Case Study***Week 2: How “Social Problems” are Made: Social, Cultural and Political Frames**

Stern, Mark. 1984. The Emergence of Homelessness as a Social Problem. *Social Services Review* 58: 291-301.

Marcus, Anthony. 2006. *Where have all the homeless gone?: the making and unmaking of a crisis*. Berghahn Books (excerpts).

Project Assignment, Class Discussion and/or Peer Review:
Formulating the Research Topic

Week 3: Social , Cultural, Political-Economic Forces on Human Lives

Waterston, Alisse. 2009. Writing Poverty, Drawing Readers: Stories in *Love, Sorrow and Rage*. In *Anthropology off the Shelf: Anthropologists on Writing*. Alisse Waterston and Maria D. Vesperi, eds. Wiley-Blackwell .

Williams, Brett. 1996. “There Goes the Neighborhood”: Gentrification, Displacement and Homelessness in Washington, D.C. In *There’s No Place Like Home: Anthropological Perspectives on Housing and Homelessness in the United States*. Anna Lou Dehavenon, ed. Bergin and Garvey.

Up-to-date policy reports, statistics and legislation for NYC:

Coalition for the Homeless: <http://www.coalitionforthehomeless.org/>

NYC Department of Homeless Services: <http://www.nyc.gov/html/dhs/html/home/home.shtml>

Project Assignment, Class Discussion and/or Peer Review:
Formulating the Proposal; Primary and Secondary Research

Week 4: Cross-Cultural Perspectives

Höjdestrand, Tova. 2009. “Excrement of the State”: The Soviet-Russian Production of Homelessness. In *Needed By Nobody: Homelessness and Humanness in Post-Socialist Russia*. Cornell University Press.

Up-to-date national & global reports and statistics:

National Policy and Advocacy Council on Homelessness <http://www.npach.org/main.html>;
<http://www.npach.org/11apr05.htm>

United Nations Statistics Division: Demographics and Statistics Division:
<http://unstats.un.org/unsd/demographic/sconcerns/housing/default.htm>

Project Assignment, Class Discussion and/or Peer Review:
 The Formal Research Proposal

II. **TOPIC: Borderlines:**

Ethnographic Portraits of Immigrants and Immigration Policy

Week 5: Ethnographic Portraits: Immigrant Lives & Networks

Fitzgerald, David. 2006. "Towards a Theoretical Ethnography of Migration." *Qualitative Sociology* Vol. 29, No. 1: 1-24.

Gomberg-Munoz, Ruth. 2010. *Labor and Legality: An Ethnography of a Mexican Immigrant Network*. Oxford University Press (Chapter 2: "Why is There Undocumented Immigration?" and Chapter 4: "Múy Unidos: Friends, Networks and Households")

Project Assignment, Class Discussion and/or Peer Review:
 Developing the Bibliography; CITI Certification

Week 6: Ethnographic Portraits: Immigrant Lives & Media Images

Chávez, Leo. 1998. *Shadowed Lives: Undocumented Immigrants in American Society*. Cengage Learning Publishers (Chapter 2: "Separation" and Chapter 9: "Learning to Live as an 'Illegal Alien'").

Chávez, Leo. 2001. *Covering Immigration: Popular Images and the Politics of the Nation*. University of California Press (Chapter 3: "Toward a Framework for Reading Magazine Covers").

Project Assignment, Class Discussion and/or Peer Review:
 Annotated Bibliography; In the Field: Observational Research and Fieldnotes

Week 7: Policies and Practices: Anthropological Contributions

Heyman, Josiah McC.. 1998. *Finding a Moral Heart for U.S. Immigration Policy: An Anthropological Perspective*. American Anthropological Association.

Heyman, Josiah McC., Maria Cristina Morales and Guillermina Gina Nunez. 2009. Engaging with the Immigrant Rights Movement in a Besieged Border Region: What do Applied Social Scientists Bring to the Policy Process? In *Invisible Anthropologists: Engaged Anthropology in Immigrant Communities*. Alayne Unterberger, ed. NAPA Bulletin 31: 13-29.

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes

Weeks 8: Anthropologists on Language, Law and Human Lives

Plascencia, Luis F.B. 2009. The “Undocumented” Mexican Migrant Question: Re-Examining the Framing of Law and Illegalization in the United States. *Urban Anthropology* Vol. 38 (2-4): 375-434.

Trinch, Shonna. 2003. *Latinas' Narratives of Domestic Abuse: Discrepant Versions of Violence*. John Benjamins Publishing (Chapter 4: “Telling and re-telling: Latina narrators interacting with institutions”).

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes

Week 9: Anthropologists on Language, Law and Human Lives

De Genova, Nicholas and Nathalie Peutz, eds. 2010. *The Deportation Regime: Sovereignty, Space, and the Freedom of Movement*. Duke University Press (excerpts).

De Genova, Nicholas. 2002. Migrant “Illegality” and Deportability in Everyday Life. *Annual Review of Anthropology* 31: 419-447.

Government statistics and legislation:

Department of Homeland Security Immigration Statistics:

<http://www.dhs.gov/files/statistics/immigration.shtm>

Department of Homeland Security Citizenship and Immigration Laws:

<http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnexto id=02729c7755cb9010VgnVCM10000045f3d6a1RCRD&vgnnextchannel=02729c7755cb9010VgnVCM10000045f3d6a1RCRD>

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes

III. TOPIC: Accounts and Accountability: Anthropological Studies of Conflict Zones: Israel/Palestine as Case Study

Week 10: Anthropological Perspectives on Conflict and Militarism

Gusterson, Hugh. 2007. Anthropology and Militarism. *Annual Review of Anthropology* Vol. 36: 155-175.

Waterston, Alisse. 2009. On War and Accountability. In *An Anthropology of War: Views from the Frontline*. Alisse Waterston, ed. Berghahn Books: 12-31.

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes; Data Analysis
(Content Analysis of Fieldnotes)

Week 11: Occupation and Its Consequences

Bornstein, Avram. 2010. "Hasbara, Health Care and the Israeli Occupied Palestinian Territories." In *The War Machine and Global Health: A Critical Medical Anthropological Examination of the Human Costs of Armed Conflict and the International Violence Industry*. Merrill Singer and G. Derrick Hodge, eds. Altamira Press.

Bornstein, Avram. 2009. Military Occupation as Carceral Society: Prisons, Checkpoints, and Walls in the Israeli-Palestinian Struggle. In *An Anthropology of War: Views from the Frontline*. Alisse Waterston, ed. Berghahn Books: 106-131.

Project Assignment, Class Discussion and/or Peer Review:
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography

Weeks 12: Anthropological Observations of the Israel-Palestine Conflict

Bornstein, Avram. 2003. Crossing the Green Line Between the West Bank and Israel. University of Pennsylvania Press (Chapter 2: "Making Maps Real" and Chapter 8: "Borders and Apartheid").

Project Assignment, Class Discussion and/or Peer Review:
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography

Weeks 13: Anthropological Analysis of the Israel-Palestine Conflict

Beinin, Joel and Rebecca L. Stein. 2006. "History and Futures of a Failed Peace." In *The Struggle for Sovereignty: Palestine and Israel, 1993-2005*. Stanford University Press.

Habib, Jasmin. 2007. Both Sides Now: Reflections on the Israel-Palestine Conflict. *Human Rights Quarterly*. November. 29(4): 1098-1118.

Project Assignment, Class Discussion and/or Peer Review:
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography

Week 14: Power and Politics through Ethnography

Feldman, Ilana. 2007. Difficult Distinctions: Refugee Law, Humanitarian Practice, and Political Identification in Gaza. *Cultural Anthropology* 22 (1): 129-169.

Bishara, Amahl. 2008. Watching U.S. Television from the Palestinian Street: Representational Contests of the Palestinian Authority, the U.S. Media, and the Palestinian Public. *Cultural Anthropology* 23 (3): 488-530.

Project Assignment, Class Discussion and/or Peer Review:
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography; Draft Final Paper

Weeks 15: Gathering Their Own Words: Power and Politics through Ethnography

Kanaaneh, Rhoda Ann. 2002. *Birth of the Nation: Strategies of Palestinian Women in Israel*. California Series in Public Anthropology, University of California Press (Chapter 1: “Babies and Boundaries”).

Internet sources: West Bank, Gaza, Israel

The CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Google Earth

Project Assignment, Class Discussion and/or Peer Review:
Draft Final Paper

Week 16: Summing Up; Final Paper Discussions; Final Paper due last day of class

Final Paper Due

Appendix**Classroom Conduct**

- a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
- b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
- c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: 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.

(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. . The procedure to officially withdraw from a course may be found on Inside John Jay:

<http://inside.jjay.cuny.edu/compendium/index.asp?category=16>

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

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

New Course Proposal Form

Date Submitted ___ October, 2013

1. a. **Department(s) or program(s)** proposing this course: Sciences
b. **Name** and contact information of proposer(s): Nathan Lents
NLENTS@jjay.cuny.edu
646.557.4504

2. a. **Title of the course** BIO 2XX (205) Eukaryotic Cell Biology
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Euk Cell Biology
c. **Level** of this course ___ 100 Level XX 200 Level ___ 300 Level ___ 400 Level

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

Eukaryotic Cell Biology is the study of the cells of higher organisms in the domain of life known as Eukarya: Plants, Animals, Fungi, and Protists. Eukaryotic cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. In postsecondary biology programs, this topic typically follows the introductory 100-level courses because it is foundational for many higher-level courses such as molecular biology and physiology, which are typically at the 300- and 400-level.

The only prerequisite biology knowledge for this course is that covered in the introductory biology courses (Bio103 and Bio104) and the first semester of majors-level of chemistry (Che103 or Che101+102). These courses provide the necessary foundational content for the more in-depth study of the molecules, structures, functions, and chemistry of the eukaryotic cell. This course on eukaryotic cells is paired thematically to contrast with Bio211 (currently Bio291): Microbiology, which specifically covers prokaryotic cell biology and has the same prerequisites. Both of these courses are ideally taken in the second year for a student pursuing the Cell and Molecular Biology (CMB) major or the biology minor.

Content, coursework (reading and writing assignments), and assessments (examinations, presentations, and research papers) will be designed at the 200-level, expecting students to not only develop knowledge/content, but also skills in analysis, interpretation, and creative thinking.

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

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.)

Eukaryotic Cell Biology is the study of the cells of higher organisms in the domain of life known as Eukarya: Plants, Animals, Fungi, and Protists. Eukaryotic cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. As such, Eukaryotic Cell Biology is an essential topic within the study of the life sciences. Accordingly, both the Biology minor and the proposed Cell and Molecular Biology major (under development) list this course as a "required biology core" course. A course in cell biology is a central node of any undergraduate program in biology. In addition, students in the Forensic Science (FOS) major would benefit from this course, particularly those in the Molecular Biology track. By way of illustration, the required text for this course, *The Molecular Biology of the Cell*, is the same as the required text for the Bio412 course, a key requirement for the Molecular Biology track of the FOS major. Although the two courses will cover different parts of that text, the selection of the common text is one important way that the biology courses at John Jay will be integrated.

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

The domain of life known as Eukarya consists of Plants, Animals, Fungi, and Protists, whose cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. In Bio205, students will explore the cells of eukaryotes, with a focus on human cells. Major topics include the structure, function, and biosynthesis of cellular membranes and organelles; subcellular traffic of molecules; cellular energy metabolism; receptors and cellular signaling; the cytoskeleton, the extracellular matrix, cellular attachments and cell movements; the evolution of cellular structures and multicellularity; and cell growth and oncogenic transformation. Students will be introduced to the scientific literature of cell biology and learn to explore and critique cellular research strategies. Scientific ethics, objectivity, experimental design, and critical analysis of the discipline will be stressed throughout.

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

Eng 101, Bio 104, Che 103 (or Che 101+Che 102)

6. Number of:

- a. Class hours **3** _____
 b. Lab hours _____
 c. Credits **3** _____

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

XXX No _____ Yes. If yes, then please provide:

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

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

After successfully completing Bio205, students will be able to:

- 1.) Identify the structural components and major organelles of eukaryotic cells and how they function.
- 2.) Describe the traffic of molecules and ions into, out of, and throughout the cell.
- 3.) Explain the evolutionary history of cells, organelles, and tissues.
- 4.) Interpret and critique scientific papers from the field of cell biology

(The learning outcomes of the major and minor are still under development, but each one of these outcomes will map to the program outcomes.)

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

_____ No XXX Yes

It will be a required course in the proposed Cell and Molecular Biology major and the new minor in biology

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

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

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

Learning will be assessed by examinations, homework assignments, in-class quizzes, classroom discussions, and a research analysis paper.

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

Yes _____ No XXX

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

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

13. **Syllabus - see attached**
14. Date of **Department curriculum committee** approval: October, 2013
15. **Faculty** - Who will be assigned to teach this course? Lents, Rauceo, Delgado-Cruzata
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.
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:
Larry Kobilinsky

Name of Chair giving approval, Proposer's Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
Bio205: Fall 2013

Bio205:

Eukaryotic Cell Biology

Instructor: Nathan H. Lents, Ph.D.

Email: nlents@jjay.cuny.edu Tel: 646.557.4504
Lab: 05.62

Office: 05.61.06 (Tu/Th, 920a-1220p),

Lecture: 4th Period Tuesday/Thursday (12:15p – 1:30p)

Room: xx.xx

Course Description:

The domain of life known as Eukarya consists of Plants, Animals, Fungi, and Protists, whose cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. In Bio205, students will explore the cells of eukaryotes, with a focus on human cells. Major topics include the structure, function, and biosynthesis of cellular membranes and organelles; subcellular traffic of molecules; cellular energy metabolism; receptors and cellular signaling; the cytoskeleton, the extracellular matrix, cellular attachments and cell movements; the evolution of cellular structures and multicellularity; and cell growth and oncogenic transformation. Students will be introduced to the scientific literature of cell biology and learn to explore and critique cellular research strategies. Scientific ethics, objectivity, experimental design, and critical analysis of the discipline will be stressed throughout.

Learning Objectives of Bio205:

In Bio205, students will:

After successfully completing Bio205, students will be able to:

- 1.) Identify the structural components and major organelles of eukaryotic cells and how they function.
- 2.) Describe the traffic of molecules and ions into, out of, and throughout the cell.
- 3.) Explain the evolutionary history of cells, organelles, and tissues.
- 4.) Interpret and critique scientific papers from the field of cell biology

Required Texts:

- Alberts, et al. Molecular Biology of the Cell, 5th edition. ISBN: 9780815341055
- Selected modules from Visionlearning.org

You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

Statement of the College Policy on Plagiarism:

- Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation.
- Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.
- This course will use **turnitin.com** for all written assignments. Plagiarism will result in an automatic "zero" for the assignment. Depending on the severity of the offense, the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Americans with Disabilities Act (ADA) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor in enough time to be effective. The instructor will not attempt to accommodate disabilities on his/her own.

Exam One	20%
Exam Two	20%
Exam Three	20%
Quizzes	10%
Research paper	15%
Homework	15%
Total	100%

The grade for the Bio205 course: The grade for Bio205 is a composite of three in-class exams, worth 20% each; eight in-class reading quizzes, worth a combined total of 10%; eight homework assignments, worth a combined total of 15%, and a research analysis paper, worth 15%. The chart here (←) shows the composition of the course grade. In addition, following three "freebies," each absence will result in a 2% reduction of the **final course grade** and lateness will count as one-half absence.

93.0 and above	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.9	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
67.0 - 69.9	D+
63.0 - 66.9	D
60.0 - 62.9	D-
below 60.0	F

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

You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

Important Policies

Course Attendance: You are *required* to attend the lectures and attendance will be taken every day. You will be allowed three absences with no required documentation. However, beginning with the fourth absence, your final course grade will be penalized by two points (2%) for *each* undocumented absence thereafter. Arrivals later than five minutes after the start of class will count as a one-half absence.

Exams: There will be three in-class exams. The third exam will be a “final exam” and will be partially comprehensive, according to directions given by the instructor prior to the exam. The third (final) exam will take place during the time allotted by the College-wide final exam schedule. These exams will contain questions covering the assigned readings and the lecture material. The three exams will each form 20% of the overall course grade. If you miss an exam (or foresee that you will miss an exam) for any reason, you **MUST** contact the instructor *as soon as humanly possible*. You may be allowed to take the exam late (or early). However, you are **ONLY** eligible for this one-time consideration if you contact the instructor immediately and arrange to take the exam **BEFORE** the corrected exams are handed back to the class. In all other cases, the missed exam **WILL** count as a ZERO. (Exception: a documented medical or family crisis may result in being excused from an exam, but this will only be allowed **ONCE**. Further missed exams will count as a zero, regardless of reason.)

Reading Quizzes: There will be eight (8) in-class quizzes covering specific reading assignments. These quizzes will be announced at least one class period ahead of time. The lowest quiz grade (or any missed during an absence, excused or otherwise) will be dropped and the grades of the remaining seven quizzes will be used. The average quiz grade will then form 10% of the overall course grade.

Homework Assignments: The instructor will assign eight (8) homework assignments throughout the semester of varying style and format. Although most will be writing assignments, some may be completed on-line. For each assignment, complete details will be given in class. If the homework is a writing assignment, it will be collected and checked for plagiarism through **turnitin.com**. The lowest homework grade (or one that is not completed) will be dropped and the grades from the remaining seven assignments will be used. The average homework grade will then form 15% of the course grade.

Research Analysis Paper: This course requires an original research analysis paper of 1200-1800 words in proper APA style. This paper shall be a report of recent research findings relevant to a topic covered in this course. The paper should focus on a specific research article (or group of related articles) in the area of cell biology, with the major findings analyzed against the background of prior work in that specific area. The paper should provide a critical analysis of the study(ies), include analysis of any and all ethical considerations and implications, place the findings in context with previous results, and speculate about future research that could specifically verify, refute, and/or build upon the findings.

The analysis paper will be turned in and graded in five phases, as shown in the chart below. The instructor must first approve the topic (no points). Then, at each due date, the student will have the opportunity to get feedback from the instructor and subsequently revise their submission to earn a higher grade. The required four sources are those that will serve as key references for the background section of the paper (worth three points). Next, the students will submit an intended outline of the paper (worth 3 points). Third, the students will turn in 2-3 paragraphs of the introduction/background, and 2-3 paragraphs

of the main body paper. Finally, paper is due. and bibliography conform to APA

Assignment	Due Date	Revision Due	Points
Topic	March 03	March 10	none
>4 key sources	March 17	March 24	3 points
Outline	March 31	April 12	3 points
four paragraphs	April 12	April 28	3 points
Final Paper	May 05	Final Exam	11 points
		total	20 points

of the full The paper must style.

Lecture Schedule

(28 class sessions + final exam)

Date	Topic	Reading Assignment
Tues Jan XX	Course overview, Discovery and overview of cells	VL module
	Course policies and the syllabus will be covered in detail. Then, a short lecture on the discovery of cells, the development of cell theory, early evolution of cells, divergence of prokaryotic and eukaryotic cells. Discussion: What is the evidence for Cell Theory?	
Thurs Feb XX	Microscopy and other methods of cell biology	Chapter 9
	In this session, the major experimental methodology that is particular to cell biology will be discussed, especially the various techniques of microscopy. Discussion: How have techniques evolved over time and what issues of RCR have emerged?	
Tues Feb XX	Cellular membranes	Chapter 10
	Membranes surround the cell and the various intracellular compartments. We will discuss their chemical structure and nature, which gives their unique properties of selective permeability. The synthesis and homeostasis of membranes will also be discussed.	
Thurs Feb XX	Ions and small molecule transport	Chapter 11; VL module XX
	In this lecture, we will discuss the active and passive transport of ions and other small molecules into/out of the cell, as well as throughout various cellular compartments. There will be special focus on the structure and functions of pumps and channels.	
Tues Feb XX	Macromolecular traffic – nucleus, mito, chloroplast	Chapter 12
	We will begin our discussion of protein trafficking by exploring how proteins are synthesized and shuttled between the compartments that are not part of the endomembrane system.	
Thurs Feb XX	Organelles of the endomembrane system: ER, Golgi	Chapter 12-13
	We will begin our look at traffic within the endomembrane system by looking at the two major organelles: the endoplasmic reticulum (ER) and the Golgi apparatus.	
	Tuesday, February XX: Runs as a Monday, no classes!	
Thurs Feb XX	Organelles of the endomembrane system: specialized organelles Ch. 12-13	
	We will continue our look at the endomembrane system by exploring the specialized membrane-bound organelles including peroxisomes, lysosomes, and the smooth ER.	

Tues	Feb XX	Vesicular Traffic in the Endomembrane system	Chapter 13
		We will explore the trafficking of proteins and vesicle through the endomembrane system with special focus on cytoskeletal motor proteins and the mechanisms of vesicle fusion.	
Tues	Mar xx	Biosynthesis of lipids and carbohydrates	Chapter 2; Chapter 13
		We will conclude our look at the endomembrane system and molecular transport by a look at how lipids and carbohydrates are synthesized, modified, and transported throughout the cell.	
Thurs	Mar xx	Exam #1	Study!!
Tues	Mar xx	Thermodynamics and energy conversions	Chapter 2
		We will begin our look at energy conversions by reviewing the principles of thermodynamics, energy coupling, and enzyme catalysis, covered previously in introductory biology and chemistry.	
Thurs	Mar xx	Glycolysis, shunt, and the Krebs	Chapter 2
		We will explore the biochemical pathways for harvesting the chemical energy of macromolecules that are a shared universal feature of all living cells. Special coverage of how sugars, proteins, and lipids all feed into various points in these cellular pathways.	
Tues	Mar xx	Electron transport and oxidative phosphorylation	Chapter 2, 14
		We will cover the ancient universal cellular feature of chemiosmosis: the process of converting the energy of high-energy electrons (from macromolecules) into a proton gradient, and then into ATP synthesis.	
Thurs	Mar XX	Origin and evolution of mitochondria and aerobic respiration	Chapter 14; VL module XX
		In this lecture, we will explore the origin of mitochondria according to the endosymbiotic theory, as well as the alternate pathways of energy metabolism in the absence of oxygen. Discussion: The development of endosymbiotic theory, lateral gene transfer, and history of life	
Tues	Mar XX	Photosynthesis and carbon fixation methods	Chapter 14
		We will begin our discussion of photosynthesis by exploring the overall biochemical scheme and the variations of carbon fixation mechanisms found in nature: C3, C4, and CAM, and others	
Thurs	Mar XX	The light reactions	Chapter 14
		We will explore the various pigments found in photosynthetic cells and the way in which solar energy is initially harvested in the form of activated electrons.	
Tues	Apr XX	The Calvin-Benson cycle	Chapter 14
		We will cover the central chemical pathway of carbon fixation: the Calvin-Benson cycle and associated components, such as carbon dioxide concentration and sugar synthesis	
Thurs	Apr XX	The evolution of plastids and photosynthetic cells	Chapter 14; VL module XX
		We will conclude our coverage of photosynthesis by exploring the evolution of plastids according to the endosymbiotic theory, and the subsequent evolutionary development of photosynthetic cells and taxa. Discussion: climate change, carbon cycle, and the effect of industrialization and genetically modified organisms on the natural ecology of earth.	
Thurs	Apr XX	Exam #2	Study!
Tues	Apr XX	Cell communication: receptors	Chapter 15

We will explore the various families of signal receptors, both on the membrane surface and the intracellular variety

Tues Apr XX Cell communication: Intracellular signaling cascades Chapter 15

We will continue our discussion of cell communication by exploring the various intracellular biochemical cascades that are initiated by signaling events

Tues Apr XX The cytoskeleton and cell movement Chapter 16

We will discuss the three types of cytoskeletal proteins: Microtubules, microfilaments, and intermediate filaments. We will also discuss how these networks interact to effect cellular movements.

Tues Apr XX Cell walls, cell attachments, the extracellular matrix Chapter 19

We will cover extra-membrane and extracellular structures to which cells are connected and with which cells interact. The cell walls of fungal and plant cells will be covered, as well as the extracellular matrix found in animal tissues.

Tues Apr XX The cell division cycle, mitosis Chapter 17-18

The process and mechanistic details of the cell cycle, mitosis, cytokinesis will be explored.

Thurs May XX Regulation of cell proliferation, apoptosis, transformation Chapter 17

The regulation of cell growth and death will be covered with special focus on proto-oncogenes, tumor suppressors, and the genesis of human cancer.

Thurs May XX Evolution of multicellularity; pattern formation in animals Chapter 21

In this special topic session, we will explore how early eukaryotic cells transitioned from colonial cells to true multicellularity in the lineages that gave rise to animals, plants, fungi, and protists. We will also discuss the embryonic development of the animal body plan. **Discussion: How embryonic development reflects evolution, RCR issues of developmental biology**

Tues May XX Histology: from cells to tissues Chapter 22

We will discuss how animal cells work cooperatively to establish tissues with specialized structure/function **Discussion: social, ethical, and policy implications of totipotent and pluripotent stem cell research and therapy; future directions of this field**

Thurs May XX Cancer: the enemy within Chapter 23

In this special topic session, we will take a detailed look at the mutations and cellular events that lead to the development of cancer, from oncogenic transformation to metastasis. We will also explore the mechanism of action of chemotherapeutics, radiation therapy, and promising new technologies such as gene therapy and nanotechnology. **Discussion: social, ethical, and policy implications of gene therapy, commonplace genome sequencing, and longevity research.**

FINALS WEEK, Thursday, May XXX 1230p-230p EXAM #3

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

New Course Proposal Form

Date Submitted 10/15/12

1. a. **Department(s) or program(s)** proposing this course Mathematics & Computer Science
- b. **Name** and contact information of proposer(s) Michael Puls
- Email address(es) mpuls@jjay.cuny.edu
- Phone number(s) 212-484-1178

2. a. **Title of the course** Cryptography and Cryptanalysis
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Cryptography/Analysis
- 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:

A cryptography course requires students to have advanced skills in mathematics and programming. To this achieve this, a student needs to complete a discrete math course and have basic programming skill before they can enroll in a cryptography course. Thus, the 300 level is appropriate for a cryptography course.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CSCI_360

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

As corporations, government offices, and ordinary citizens begin to rely on the internet to conduct business, they are realizing how important it is to protect their communications – both to keep them a secret from prying eyes and to ensure that they are not altered during transmission. This need for a method of ensuring secure communication over insecure channels, such as the Internet, has generated a higher demand for good cryptography.

More generally, cryptography is the lynchpin of privacy in electronic communication, making secure communication and commerce over the internet practicable. It is important for our students to understand these forces, as they are immanent in our increasingly technological lives.

A course in cryptography and cryptanalysis will be required in the Bachelors degree program in Computer Science and Information Security. The proposed class fullfills this need, adds a necessary element to the department's evolving curriculum, and clearly supports the mission of the college, both through its applications to computer forensics, and the field of computer security.

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.)

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

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, MAT 204, CSCI 272

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

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

No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

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

- a) Evaluate the merits and shortcomings of different cryptographic schemes.
- b) Compare, contrast, and select the appropriate cryptographic techniques for a given security application and security policy.
- c) Understand the legal and ethical implications of providing information that would compromise a cryptographic algorithm.
- d) Effectively communicate issues of security in transmission of information and computing.

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)

Major: Bachelor of Science in Computer Science and Information Security.
The Cryptography and Cryptanalysis course will be a required course in the major.

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

No X Yes _____

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

The student learning will be addressed through homework assignments, in-class exams and computer projects. Each task addresses a specific set of concepts introduced by the instructor, and students must demonstrate engagement with course materials framing their solutions. These tasks develop the students' creative design, analytical, and creative thinking skills as well as develop hands-on experience.

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

Yes _____ No X

- If yes, please state the librarian's name _____

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

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

14. Date of **Department curriculum committee** approval 10/11/12

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

The following can be assigned to teach Cryptography: Khan, Kan, Georgatos, Bryck, Puls, Johnson, Bakiras

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: *Peter Shenkin, Chair*

John Jay College of Criminal Justice-CUNY
524 59th Street
New York, NY 10019
Cryptography and Cryptanalysis-Section XX
CSCI 3YY

Instructor: XXX

Office: XXX

Office Phone: XXX

E-mail: [XXX](#)

Office Hours: XXX

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

Learning Outcomes: By the end of the term the successful student will be able to do the following:

- a) Evaluate the merits and shortcomings of different cryptographic schemes.
- b) Compare, contrast, and select the appropriate cryptographic techniques for a given security application and security policy.
- c) Understand the legal and ethical implications of providing information that would compromise a cryptographic algorithm.
- d) Effectively communicate issues of security in transmission of information and computing.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams, quizzes and computer projects.

Course Prerequisite: Eng 102/201, MAT 204 and CSCI 272

Textbooks: Practical Cryptography, Ferguson and Schneier, Wiley, 2003, ISBN: 978-0-0471-22357-3. Applied Cryptography, Schneier, 2nd ed, Wiley, 1996, ISBN: 0-471-12845-7.

Articles to be discussed for Ethics Case Studies:

1. Encryption standards and the role of governments - potential methods conflicts of interest that arise when governments certify encryption standards, recent accusations of NSA attempts to place back doors in encryption schemes.

http://www.nytimes.com/2013/09/22/opinion/sunday/close-the-nas-back-doors.html?_r=0

2. The Clipper Chip – governmental efforts to provide a back door to hardware and encryption.

<http://www.wired.com/threatlevel/2013/09/nsa-backdoored-and-stole-keys/>

Exams: There will be two take home exams during the semester and a final exam. The final exam, which is cumulative, will be given **XXXXX**. There will be **no make-up exams** except under special circumstances, which must be discussed with the instructor before the exam.

Projects: Every two weeks a programming assignment will be given. Some of these assignments will consist of writing a computer program that implements the encryption or code breaking techniques discussed in class. Some assignments will consist of using standard cryptography toolkits such as open-SSL to instrument an encryption or cryptanalytic system. The purpose of these assignments is to familiarize students with encryption and cryptanalysis in a practical setting.

Weekly Quizzes: Every week (except during exam weeks) a 10 minute quiz will be given. The questions on the quizzes will be from topics covered during the previous week.

Determination of Final Grade: The seven projects will be worth 35% of the course grade; the two midterms will each be worth 15% of the course grade; the weekly quizzes will be worth 15% of the course grade and the final exam will be worth 20% of the course grade. Final overall grades determined by the following table:

Grading Scale		
Grade	Overall percentage at least needed	Up to overall percentage needed
A	93	100
A-	90	93
B+	87	90
B	83	87
B-	80	83
C+	77	80
C	73	77
C-	70	73
D	60	70
F	0	60

Requirements: Every project has a due date and an absolute deadline. No project will be accepted after the due date. A project not submitted on the due date at the beginning of class will be considered late. For late submissions, 10 points will be taken off if a project is submitted within a week after the due date, and 5 additional points for every day beyond a week. Since an incomplete project may lose more points than a late project, students are encouraged to complete their projects. Late projects will not be accepted after the absolute deadline.

A program that does not compile successfully will not receive any credit. A program that compiles successfully but does not output correct results for a set of inputs is an incorrect program and will lose points proportional to the number of significant errors in the program.

College wide policies for undergraduate courses

Incomplete Grade Policy: An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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

Statement of 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>)

MAT 3YY Cryptography and Cryptanalysis

Daily Schedule

Lecture	Coverage	Sections
	FS= Ferguson and Schneier text, Practical Cryptography S= Schneier text, Applied Cryptography	
1	Math concepts: base 2, Boolean operations, exponents, mod, floor, ceiling	Instructor's notes
2	Coding math basics: base 2, Boolean operations, exponents, mod, floor, ceiling	Meet in Lab
3	Statistics basics: frequencies, histograms, and dictionaries, Instructor's notes	Instructor's notes
4	Coding statistics basics: frequencies, histograms, and dictionaries, meet in lab	Meet in Lab
5	Caesar's Cipher, Substitution ciphers	Section 1.3 (S), pages 10-13
6	Coding Caesar's Cipher, Substitution Ciphers	Meet in Lab
7	Breaking Caesar's and Substitution Ciphers Project one assigned	Section 3.6 (FS) pages 30-36
8	Polyalphabetic ciphers, Vigenere's cipher	Sections 4.1-4.2 (FS), pages 43-46
9	Coding Polyalphabetic ciphers, Vigenere's cipher	Meet in Lab
10	Breaking polyalphabetic ciphers Project two assigned	Section 4.3 (FS), pages 46-49
11	Prime numbers, testing, gcd	Sections 11.2-11.4 (S), pages 237-255
12	The Data Encryption Standard (DES) Take Home Exam 1 Due	Sections 12.1-12.2 (S), pages 265-277
13	Implementing DES	Section 12.3 (S), pages 278-283
14	<u>Ethics Case Study</u> : Encryption standards and the role of governments Project three assigned	
15	Number fields and elliptic curve cryptography	Sections 11.5-11.6 (S), pages 258-264
16	Implementing elliptic curve cryptography, Instructor's notes Project four assigned	Instructor's Notes

17	Integrity and Message Authentication Codes (MACs)	Sections 7.1-7.4 (FS), pages 97-101
18	Implementing MACS Project five assigned	Sections 7.5-7.8 (FS), pages 101-105
19	Birthday attacks	Sections 3.6 (FS). Pages 31-36
20	Implementing birthday attacks Project six assigned	Sections 9.1-9.2 (FS), pages 129-136
21	Multiparty encryption	Sections 6.1-6.3 (S), pages 125-136.
22	Public key cryptography, RSA and Diffie-Hellman,	Sections 12.1, 12.2, 13.1 (FS), pages 207-211, 223-228
23	Implementing RSA Take Home Exam 2 due	Sections 13.3-13.4 (FS), pages 228-233
24	Implementing Diffie-Hellman, Chapters 13.5, 13.6 of FS Project seven assigned	Sections 13.5-13.6 (FS), pages 236-240
25	Cryptanalysis of RSA, Chapter 13.7 of FS	Sections 13.7 (FS), pages 240-245
26	<u>Ethics Case Study</u> : The Clipper Chip-governmental efforts to provide a back to hardware and encryption	
27	Hash functions Chapter 18 of S.	Sections 18.1-18.4 (S), pages 429-435
28	Review for final exam	
29	FINAL EXAM	

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

New Course Proposal Form

Date Submitted 10/26/2012

1. a. **Department(s) or program(s)** proposing this course: Mathematics and Computer Science
- b. **Name** and contact information of proposer(s) Bilal Khan
- Email address(es) bkhan@jjay.cuny.edu
- Phone number(s) _____

2. a. **Title of the course** Computer Security and Forensics
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) COMPUT SEC & FORENS
- 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:

This is an advanced and comprehensive course on Computer security and Forensics. The students must have a thorough knowledge of computer architecture, operating systems, cryptography, and programming before they study the complex issues of computer security and forensics as realized in the real-world.

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

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

This course conveys the state of the art in security mechanisms applied in the design and implementation of computer systems. It achieves this by conveying the range of approaches taken by operating systems towards the management of computer resources (e.g. files, processes, memory, disks, and external devices) so as to ensure the security of end user data. The course extends the foundational concepts from operating systems and architecture courses, focusing on the manner by which security is achieved (or potentially compromised) in the context of computer system functioning.

Since John Jay College of Criminal Justice emphasizes on security and forensics and the students are highly focused on such issues, there is a need to create a comprehensive, dedicated course to teach computer security & forensics technologies, which affords students a thorough theoretical and practical experience. This course is proposed to satisfy such demand.

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 concerns host-based security and forensics. The first part of the course explains how security is achieved by most modern operating systems, including authentication and access control at the level of processes, memory, and file systems. The second half of the course will cover methods for monitoring an operating system to detect when security has been breached, and for collecting forensic evidence from computers and other digital devices.

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):

Prerequisite(s): MAT 3YY (Cryptography), MAT (CSCI) 375 and ENG 102/201

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

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

 X No Yes. If yes, then please provide:

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

Course Learning outcome #1:

Students will identify the vulnerability threats and describe the process used to effectively secure and monitor systems.

(Course learning outcome #1 is directly related to the program learning objective #1 of the CIS major.)

Course Learning outcome #2:

Students will design, implement, and administer security methodologies to protect their organization from the threats hackers and crackers pose.

(Course learning outcome #2 is directly related to the program learning objective #2 of the CIS major.)

Course Learning outcome #3:

Students will acquire an understanding of the current needs of the modern computer security practices and contemporary research efforts. This is assessed by asking you to write/present a State of Security Report based on a recent talk given at security conferences

(Course learning outcome #3 is directly related to the program learning objective #3 of the CIS major.)

Course Learning outcome #4:

Students will write technical reports consisting of design, documented code, and comments to communicate effectively through integrating theory, research and implementation.

(Course learning outcome #4 is directly related to the program learning objective #4 of the CIS major.)

Course Learning outcome #5:

Students will convey through classroom discussions, the ethical implications of knowing how to secure (and, therefore implicitly, how to compromise) a computer system. This will be achieved by periodically assigning readings (approximately 4 per semester) of timely news stories relating to computer security incidents. These stories will then frame class discussions of the ethical implications of computer security knowledge, and a general awareness of the legal framework surrounding its application.

(Course learning outcome #5 is directly related to the program learning objective #5 of the CIS major.)

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)

Major: Computer Science and Information Security (revised Computer Information Systems major)

10. Will this course be part of JJ's **general education program**? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

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

The student learning will be assessed through homework assignments, in-class exams and term-project. Each assignment addresses a specific set of concepts introduced by the instructor, and students must demonstrate engagement with course materials framing their solutions. These assignments, therefore, develop the students' creative design, analytical, and critical thinking skills as well as develop hands-on experience.

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

Yes _____ No X

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

- Will your students be expected to use any of the following library resources? Check all that apply.

- | | |
|--|------------------------------------|
| ➤ The library catalog, CUNY+
<u> X </u> | ➤ Criminal Justice Abstracts _____ |
| ➤ EBSCOhost Academic Search Complete _____ | ➤ PsycINFO _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ Sociological Abstracts _____ |
| ➤ LexisNexis Universe _____ | ➤ JSTOR _____ |
| | ➤ SCOPUS _____ |
| | ➤ Other (please name) _____ |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval 10/24/2012

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

Qualified full-time department faculty, include: Bakiras, Chandrakantha, Georgatos, Graff, Ji, Johnson, Kan, Khan, Kim, Kugan, Shenkin, and others.

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

 X No

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

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

 X Not applicable

____ No

____ Yes. If yes, give a short summary of the consultation process and results.

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

 X No

____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Peter Shenkin

Chair, Mathematics and Computer Science Department

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

Sample Syllabus for CSCI 4XX (Computer Security and Forensics)

Syllabus Content:

College name and address:

John Jay College of Criminal Justice, 524 West 59th Street, New York, NY 10019

Course title and section: Computer Security and Forensics

Professor's name

Office location

Contact hours:

Phone

E-mail address

Course description

This course concerns host-based security and forensics. The first part of the course explains how security is achieved by most modern operating systems, including authentication and access control at the level of processes, memory, and file systems. The second half of the course will cover methods for monitoring an operating system to detect when security has been breached, and for collecting forensic evidence from computers and other digital devices.

Learning outcomes

- Course Learning outcome #1: Identify the vulnerability threats and analyze the relevant policies and procedures to effectively secure and monitor systems. (Mapped to program learning objective #1 of the CIS major.)
- Course Learning outcome #2: Design, implement, and administer security methodologies to protect their organization from the threats hackers and crackers pose. (Mapped to program learning objective #2 of the CIS major.)
- Course Learning outcome #3: Acquire an understanding of the current needs of the modern computer security practices and contemporary research efforts. This is assessed by asking you to write/present a State of Security Report based on a recent talk given at security conferences. Mapped to program learning

objective #3 of the CIS major.)

- Course Learning outcome #4: Write technical reports consisting of design, documented code, and comments to communicate effectively through integrating theory, research and implementation. (Mapped to program learning objective #4 of the CIS major.)
- Course Learning outcome #5: Convey through classroom discussions, the ethical implications of knowing how to secure (and, therefore implicitly, how to compromise) a computer system. This will be achieved by periodically assigning readings (approximately 4-5 per semester) of timely news stories relating to computer security incidents. These stories will then frame class discussions of the ethical implications of computer security knowledge, and a general awareness of the legal framework surrounding its application. (Mapped to program learning objective #5 of the CIS major.)

Course pre-requisites: MAT 3YY (Cryptography and Cryptanalysis), CSCI 375, ENG 201

Requirements / course policies

- **Attendance:** Students are expected to attend and participate in all classes. Attendance is taken at the beginning of each class. Please notify the instructor in advance of any anticipated absence whenever possible. Class participation will be considered in your final grade.
- **Grading policy:** Homework and final project should be finished and turned in on time. Late homework will cause a 10-percent deduction on your grade for *each* late day.
- **Academic honesty:** Discussions on course materials, homework questions and programming projects are encouraged. It is permissible to get help on debugging and to make use of public accessible programming libraries for your programming assignments. However, you should NOT ask any other person to write code for you. On your project report, you should specify from whom you received help and cite the references and software used. All homework solutions, code and report for programming projects should be finished individually.

Texts

- DG:** Microsoft Windows Security Essentials by Darril Gibson, Sybex; 1st edition 2011.
ISBN-13: 978-1118016848
- AC:** Digital Forensics with Open Source Tools by Cory Altheide and Harlan Carvey.
Syngress; 1st edition 2011. ISBN-13: 978-1597495868

Websites to be used in State of Security Report

- DEFCON 21** -- <https://www.defcon.org/html/defcon-21/dc-21-index.html>
BLACKHAT -- <http://www.blackhat.com/us-13/>
USENIX SECURITY -- <https://www.usenix.org/conference/usenixsecurity13>

Supplemental Resources (SR) Referenced in the List of Topics

1. Microsoft, Inc. Windows Logon and Authentication Technical Overview. <http://technet.microsoft.com/en-us/library/dn169029%28v=ws.10%29.aspx>
2. Microsoft Inc. Windows Access Control Model. <http://msdn.microsoft.com/en-us/library/aa374876%28v=vs.85%29.aspx>
3. Matt Pietrek. An in-depth look at the Win32 Portable Executable File Format. MSDN Magazine. Available at <http://msdn.microsoft.com/en-us/magazine/cc301805.aspx>.
4. The HexEdit Web Site. Hex Edit 4.0. <http://www.hexedit.com/>
5. Microsoft Inc., Microsoft Support - Windows Registry Information for Advanced Users. <http://support.microsoft.com/kb/256986>
6. Harald Baier. Data Acquisition and the Foundations of File System Analysis. Lecture Notes. The Center for Advanced Security Research Darmstadt. https://www.fbi.h-da.de/fileadmin/personal/h.baier/Lectures-winter-11/WS-11-Forensics/vorlesung_forensik_ws11-12_kap04-securing-phase-handout.pdf
7. Access Data Corp. Forensic Toolkit User's Guide. Available at <http://myweb.cwpost.liu.edu/cmalinow/ftk/ftkusersguide.pdf>.
8. Microsoft, Inc. Windows SysInternals - Process Explorer v15.40. <http://technet.microsoft.com/en-us/sysinternals/bb896653.aspx>
9. Steve Sheng et al. Who Falls for Phish: A Demographic Analysis of Phishing Susceptibility and Effectiveness of Interventions. Presented at the 2010 ACM Conference on Human Factors in Computing. Available at <http://lorrie.cranor.org/pubs/pap1162-sheng.pdf>.

Articles to be discussed

A. Fresh Leak on US Spying: NSA Accessed Mexican President's Email
 By Jens Glüsing, Laura Poitras, Marcel Rosenbach and Holger Stark
 Spiegel Online 8/20/2013
<http://www.spiegel.de/international/world/nsa-hacked-email-account-of-mexican-president-a-928817.html>

B. 'White Hat' Hackers Expose Flaws of U.S. Stock Market by Jennifer Booton
 FOX Business 8/23/2013

<http://www.foxbusiness.com/technology/2013/10/22/white-hat-hackers-expose-cyber-flaws-us-stock-market/>

C. Should 'good' hackers be protected by law? by Peter Teffer

Christian Science Monitor 1/15/2013

<http://www.csmonitor.com/World/Europe/2013/0115/Should-good-hackers-be-protected-by-law>

D. U.K. phone-hacking trial opens for top Murdoch aides by Jill Lawless,

Associated Press 10/28/2013

<http://www.usatoday.com/story/news/world/2013/10/28/murdoch-aides-trial/3284603/>

E. Why Ethical Hacking is the New Face of Cyber Security by Andrew Whitaker

Security Magazine 9/7/2013

<http://www.securitymagazine.com/articles/84512-why-ethical-hacking-is-the-new-face-of-cyber-security?v=preview>

Grading

- **Homework: 35%** -- There are 7 lab assignments. The first half of each lab will be demonstrated in class, while the second half is to be completed by you at home. Both parts must then be written up as a report, and submitted. Each report counts as 5% of your grade.
- **State of Security Report: 5%** – You are to write a report and give a brief in-class presentation on a topic, selected by you from either the Defcon/Blackhat/USENIX conferences of last year.
- **Midterm: 25%**
- **Final Exam: 30%**
The midterm and final will consist of a series of short answer questions which will test your mastery of both concepts covered in the lectures and assigned reading, as well as the tools/techniques you learned about through the labs. The final exam covers the entire semester's material.
- **Class discussions of material and news articles: 5%**

Course outline

LEC	TOPIC	READING
1	System Forensics -- motivation and overview	AC, Ch 1 pp. 1-10
2*A	Setting up your digital analysis workstation (hands on lab 1)	AC, Ch 2 pp. 10-37
3	Authentication concepts	DG, Ch 3
4	Windows authentication in practice	SR-1
5	Access control concepts	DG, Ch 4
6	Windows access control in practice (hands on lab 2)	SR-2

7	File system concepts	AC Ch 4 pp 69-77
8*B	FAT file system	AC Ch.4
9	NTFS file system	AC Ch.4
10	Detecting modifications through hashes (hands on lab 3)	AC Ch 3 pp 56-57
11	Binary executables and process loading	SR-3
12	Examining binaries in practice with Hexedit (hands on lab 4)	SR-4
13	Registry concepts	AC, Ch4, p. 78-85
14	Windows registry in practice	SR-5
15	Midterm	
16*C	Disk forensics concepts	SR-6
17	Using Autopsy/Sleuthkit for disk forensics in practice	DG Ch. 8
18	Recovering deleted files (hands on lab 5)	SR-7
19	Analyzing disk slack space	AC, Ch. 3
20	Process forensics using Process Explorer	SR-8
21	Auditing rogue processes and users	AC Ch 5
22*D	Auditing in practice using windows system logs (hands on lab 6)	AC Ch 5, p. 84-87
23	Malware analysis	HANDOUTS
24	Email forensics (hands on lab 7)	AC, Ch.7, p. 161-166
25	Web cache forensics	DG Ch 2, AC p143-146
26*E	Phishing and social engineering	SR-9
27	Presentations of State of Security Reports	
28	Presentations of State of Security Reports	
29	Final Exam period	

*** Lectures will begin with a discussion of the assigned article.**

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

A. Incomplete Grade Policy

An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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 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)

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

New Course Proposal Form

Date Submitted: September 2013

1. a. **Department(s) or program(s)** proposing this course Department of Public Administration
 - b. **Name** and contact information of proposer(s) Jonathan Childerley
 Email address(es) jchilderley@jjay.cuny.edu
 2. a. **Title of the course** Administration of International Intergovernmental Organizations (IGOs)
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Admin Int'l IGOs
 - 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:
- The course is intended for students taking the concentration in international public administration in the Public Administration major. As such, this course has been scaffolded into the curriculum and is designed to be taken by students who have completed PAD courses at the 100 and 200 levels.
- d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): PAD
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.)

Globalization in all its forms is generating an ever increasing need for global governance. International treaties are proliferating, and international Intergovernmental Organizations are increasing in numbers both at the global and regional level. In addition, both Governments and Non Governmental Organizations (NGOs) are getting more and more involved in addressing the problems caused by globalization and need to engage with the international IGOs.

Therefore, those involved in public administration whether in the government or NGOs, have an ever increasing need to develop an understanding of international governance, and in

particular how international IGOs function. The concentration in international public administration will provide students with the opportunity to acquire this understanding and offer potential employers in governments, NGOs and international organizations relevant knowledge and skills. In addition, in an ever shrinking world, an opportunity to develop a broad understanding of the challenges facing the world and how they are being addressed can only be beneficial for the student's intellectual and personal development.

The proposed course will be a required part of the concentration in international public administration along with PAD 260 (Introduction to International Public Administration), and PAD 358 (Comparative Public Administration). The course will help students understand the complexity of applying public administration principles to the practical challenges faced at international IGOs and position them effectively for administrative work in the international arena. There are currently few course offerings available in the international public administration concentration. The addition of this course will provide students with additional electives.

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 will introduce students to the theory and practice of administration at international Intergovernmental Organizations. It will show how the principles of public administration are applied at the international IGOs studied in PAD 260. In particular, it will examine the unique challenges of public administration in these organizations and how public policies are formulated, adapted and implemented in the international environment.

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

ENG 101/201; PAD 260

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

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

 X No

 Yes. If yes, then please provide:

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?

At the end of this course, students will be able to:

1. Appraise and contrast to national governments how the principles of public administration are applied and adapted to international Intergovernmental Organizations.
 2. Evaluate how the international political and multicultural environment impacts the governance of international Intergovernmental Organizations.
 3. Analyse and illustrate the challenges faced by international Intergovernmental Organizations to effectively implement work programmes and address issues of global concern.
 4. Analyse and critique how international Intergovernmental Organizations apply the principles of results based management to their projects and programmes.
9. Will this course be part of any **major(s), minor(s) or program(s)**?

No
 Yes

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

Public Administration major, concentration in International Public Policy and Administration

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

Student learning will be assessed in the following ways:

- At least 12 quizzes, a midterm and a final exam to assess whether students have acquired the basic knowledge and understanding of the core mechanisms of international public administration;
- Participation in class discussions that demonstrate an understanding of the readings and issues raised during class;
- Written assignments that assess the students' deeper understanding of the topics covered, and their ability to analyze and assess the implications.

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

Yes No

- If yes, please state the librarian's name Ms. Janice Dunham

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

12. **Syllabus – see attached**

13. Date of **Department curriculum committee** approval: May 3, 2013

14. **Faculty** - Who will be assigned to teach this course? Jonathan Childerley, Jeanne Marie Col

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.

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.

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 Chair: Warren Benton

**City University of New York
John Jay College of Criminal Justice
Department of Public Management
445 West 59th St.
New York, NY 10019**

PAD 3XX Administration of International Intergovernmental Organizations

Draft Syllabus – Spring 2014

Instructor:
Office:
Telephone:
Office Hours:
E-mail:

Course Description:

This course will introduce students to the theory and practice of administration at international Intergovernmental Organizations (IGO). It will show how principles of public administration are applied at the international IGOs studied in PAD 260. In particular, it will examine the unique challenges of public administration in these organizations and how public policies are formulated, adapted and implemented in the international environment.

Course Learning Outcomes:

At the end of this course students should be able to do the following:

Appraise and contrast to national governments how the principles of public administration are applied to and adapted to international Intergovernmental Organizations;
Evaluate how the international political and multicultural environment impacts the governance of international Intergovernmental Organizations;
Analyze and illustrate the challenges faced by international Intergovernmental Organizations to effectively implement work programmes and address issues of global concern; and
Analyze and critique how international Intergovernmental Organizations apply the principles of results based management to their projects and programmes.

Required Text:

The main readings will be internet sources illustrating practical examples of the topics being studied. These are highlighted in the course outline and further details will be posted on Blackboard on a weekly basis.

Reference will also be made to the text for course PAD 260 which is Karnes, Margaret P. and Karen A. Mingst (2009). *International Organizations: The Politics of Global Governance*. Boulder, Colorado: Lynne Reinner Publications. ISBN 978-1-58826-698-9

Course Requirements:

The student should be prepared to engage with relevant educational technology (and with the instructor) on Blackboard.

Students are responsible for all assigned readings and homework assignments prior to class. These assignments are the basis of discussion for each class session. Students are expected to participate in all classroom and online activities. Assignments are due at the start of class on the date specified in the syllabus. Late assignments will be penalized.

Students are expected to attend every class. Excessive absences may result in a failing grade. Students are expected to arrive on time for class and remain for the full period. Arriving late and leaving early disrupts the class. Students arriving late or leaving before class is over will be marked late for the first two occurrences and absent thereafter, unless the student has informed the instructor in advance of a need to leave early or arrive late (in emergency situations only, and at the discretion of the instructor).

Students should not bring food into the classroom. Students should take care of personal needs to the extent possible, prior to or after class. Students who habitually leave the classroom or students who leave the classroom for extended periods of time will be marked absent. Students should turn off mobile phones and communication devices for the duration of the class.

E-Mail:

Students should use basic professional standards when communicating with the instructor via e-mail. Be sure to include your actual name and the course in which you are enrolled in the text of each email. You must use your John Jay College email for this class. All e-mails will be sent to your John Jay College e-mail. I will only read e-mails received from your John Jay accounts. In addition, no assignments will be accepted via e-mail unless there are extenuating circumstances.

Please follow this format for sending emails:

***Subject line:* PAD 3XX: YOUR FULL NAME – THE SPECIFIC SUBJECT OF YOUR EMAIL (ie. Assignment 6)**

***Signature line:* Every email to your professor must be signed with your full name.**

Grading:

Student grades will be based on the following:

Written assignments [6 assignments 6% for each for first five, 10% for final assignment]	40%
Midterm exam	20%
Final exam	20%
Quizzes [10 out of 12, 1% for each]	10%
Attendance and participation	10%

Grade of INC (Incomplete)

The grade of INC (Incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved by the end of the following semester, it will automatically convert to the grade of F.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation. (*John Jay College of Criminal Justice, <http://www.jjay.cuny.edu/academics/777.php>*)

Quizzes:

12 graded quizzes will be given throughout the semester. NO MAKE UP QUIZZES WILL BE GIVEN unless the student had a certifiable, documented excusable absence. The quizzes can be given in the first or last fifteen minutes of class, online via Blackboard, as take home assignments, or through other formats. Quizzes may or may not be announced ahead of time.

Written Assignments:

There are six required written assignments. Materials, if required, are posted on blackboard. All assignments must be submitted in memo format and must follow the referencing and citing rules in the APA guide, unless otherwise specified. All assignments must be double spaced, size 12 Times New Roman font with 1 inch margins all around and must clearly indicate the student name, course number and section, assignment number and question. Each assignment is described below.

1. Analysis of governing instrument and governance structure of an international IGO

Students will be assigned an IGO by the instructor. They will be required to summarize key elements of the governing instrument, in particular:

- Mission
- Membership
- Voting and decision making
- Authority and/or jurisdiction
- Funding
- Executive leadership
- Accountability mechanisms
- Changes of the governing instrument
- Major activities and functions

They will then be required to write a 500 word commentary explaining why the governing instrument has been established in that way and the main implications

2. Case study of the formulation and implementation of an international treaty

Students will be assigned a global treaty to review. They will be required to summarize what issue or problem and/or who initiated the treaty, who drafted the treaty, who the initial

signatories to the treaty were, when it came into force, the current status of ratification, and treaty bodies created.

They will then write a 500 word commentary on how the treaty body goes about administering the treaty, their ability to enforce the provisions of the treaty and how successful or unsuccessful they have been.

3. Case study of results based management for a project, organization or programme

Students will be assigned an IGO and review a section, programme or project from their most current planning and budget documents. They will identify from a specific part of the plan and budget some of the main elements of results based management, namely: Results, Goals, Outcomes, Outputs, Activities, Inputs, Performance Indicators, Baselines, Targets, and Benchmarks.

They will then write a 500 word commentary covering how Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) they consider the elements of the plan.

4. Case study of the accounting and performance reporting of a project, organization or programme

Students will be assigned an IGO and review their latest financial reports and programme performance reports.

They will create a profile showing:

1. What regulations, rules and other provisions govern the preparation and processing of these reports; and
2. A Summary of the overall process highlighting key players and their functions. This will include
 - a. Who is responsible for preparing and certifying the financial reports and performance reports;
 - b. Which independent bodies such as auditors review and certify the reports;
 - c. The stakeholder organs and committees that are involved;

They will then write a 500 word commentary highlighting the main issues contained in the reports and the major concerns of the oversight bodies. They will also provide their own views on the strengths and weaknesses of the process and the major issues raised.

5. Case study of resourcing and implementation of a project or programme

Students will be assigned a project or programme such as a United Nations (UN) peacekeeping mission; World Bank project; or special fund and asked to prepare an analysis of the following:

- Sources of funding
- Sources of resources such as personnel and supplies highlighting constraints on the provision of those resources

- Procedures rules and regulations for obtaining resources

Students will then be required to write a 500 word commentary assessing the methods used to resource the programme or project. This will include:

- How do the processes help and hinder the project or programme
- The effectiveness of control mechanisms in managing the acquisition and use of the resources

6. Case study on ethics or administration of justice

Students will be assigned a completed case considered by the United Nations Appeals Tribunal or the United Nations Disputes Tribunal. In a paper of approximately 1200 words in length they will:

- Provide a brief summary of the authority and purpose of the Tribunal;
- Provide the reference information of the case (applicant, respondent, date, place etc);
- Outline the incident that has led to the case;
- Outline the administrative decision that is being contested (if applicable);
- Identify the administrative regulations or rules that have allegedly been abused or contravened;
- Outline the process that needed to be followed for the case to be considered by the Tribunal;
- Identify the legal issue that is being examined or considered;
- Summarize any legal principles invoked or referred to (including any legal precedence);
- Summarize the evidence considered;
- Summarize the outcome of the case and the reasons for the decision, including any recommended action.

They will then comment on the case including addressing the following questions. Was justice served? Was the action recommended appropriate? Is this a good way to deal with disputes between staff and management?

Course learning outcomes and case study connections

The table below illustrates how the course assignments are linked to the learning outcomes

Outcome	#1	#2	#3	#4	#5	#6
Appraise and contrast to national governments how the principles of public administration are applied and adapted to international Intergovernmental Organizations.				X	X	X
Evaluate how the international political and multicultural environment impacts the	X	X				

governance of international Intergovernmental Organizations.						
Analyse and illustrate the challenges faced by international Intergovernmental Organizations to effectively implement work programmes and address issues of global concern.	X	X		X	X	
Analyse and critique how international Intergovernmental Organizations apply the principles of results based management to their projects and programmes.			X			

Students with special obligations--such as in-service students or students in need of special accommodations--should inform the instructor at the first class session. If family or work obligations (or any other extenuating circumstance) threatens to interfere with the student's attendance or his/her completion of the course, the student should notify the instructor as soon as possible. Students are also strongly encouraged to speak with the instructor whenever there is a problem. It is up to the student to define what constitutes a problem--difficulty with reading assignments, trouble with an assignment, attendance--whatever it may be, don't delay in bringing it to the instructor's attention.

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.**

Students should acquaint themselves with the college's policy on plagiarism. A copy of the policy, as well as a video on plagiarism and how to prevent it, is available on the course Blackboard site. The instructor also has the discretion to run your submissions through Turnitin.com and issue a failing course grade if plagiarism is found.

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

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

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

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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

Course outline

	Topic	Overview, assignments, reading and reference material
1	Introduction and Course Overview	
2	Review of actors and pieces of global governance	<p>The class will review what an international IGO is and how it functions and operates in global governance</p> <p>Karns and Mingst Chapter 1: The challenges of global governance (Pages 3-35)</p>
3	Political and legal framework: Governing instruments, structures, and decision making	<p>The class will analyze the governing instruments of three IGOs with a particular emphasis on the reasons for the different structures, and the decision making processes.</p> <p>The UN Charter (Pages 1-6 & 18-20) http://treaties.un.org/doc/Publication/CTC/uncharter.pdf</p> <p>International Bank for Reconstruction and Development (IBRD) Articles of agreement (Pages 1-4 & 11-14) http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/ORGANIZATION/BODEXT/0,,contentMDK:20049557~menuPK:64020045~pagePK:64020054~piPK:64020408~theSitePK:278036~isCURL:Y,00.html</p> <p>International Labor Organization (ILO) Constitution (Pages 1-6) http://www.ilo.org/dyn/normlex/en/f?p=1000:62:0::NO:62:P62_LIST_ENTRIE_ID:2453907:NO</p>
4	Political-Legal framework: Member State's oversight and committee structures	<p>The class will examine the ways stakeholders determine policy and exercise oversight of the operational side of the organizations, and assess their strengths and weaknesses.</p> <p>Quiz 1</p> <p>UN Committees:</p> <p>Main Committees (Page 1): http://www.un.org/en/ga/maincommittees/index.shtml</p> <p>Example: Committee on Disarmament and International Security (Page 1) http://www.un.org/en/ga/first/index.shtml</p> <p>Administrative Committees:</p> <p>Political (Fifth Committee) (Page 1) http://www.un.org/en/ga/fifth/about.shtml</p> <p>Technical (Advisory Committee on Administrative and Budgetary Questions) (Page 1) http://www.un.org/ga/acabq/index.asp</p>

5	Political and Legal framework: Oversight bodies	<p>The class will examine how independent financial and operational oversight is structured to assist stakeholders and management and assess the effectiveness of these arrangements.</p> <p>Panel of external auditors: Mandate and membership (Page 1-2): http://www.un.org/en/auditors/panel/mandate.shtml UNICEF Auditors report pages 1-3 http://www.un.org/ga/search/view_doc.asp?symbol=A/67/5/Add.2</p> <p>Internal Audit, The Office for Internal Oversight Services (OIOS) (Page 1) http://www.un.org/Depts/oios/pages/about_us.html</p> <p>Audit Committee (The Independent Audit Advisory Committee) http://www.un.org/ga/iaac/ (Page 1) http://www.un.org/ga/iaac/termsofreference.shtml (Page 1-2)</p>
6	Political and legal framework: Leadership, political appointees, coordination, delegation and accountability	<p>The class will examine the challenges of leadership, the conflicts of interest of de facto political appointments, the authority and accountability of senior management, and the delineation of responsibilities and the coordination of work programs within UN system organizations.</p> <p>Quiz 2</p> <p>Chief Executives Board for Coordination (leadership and coordination) (Pages 1-2) http://unsceb.org/</p> <p>Appointment of senior managers (Pages 3-8) https://www.unju.org/en/reports-notes/JIU%20Products/JIU_REP_2011_2.pdf</p> <p>Administrative rules and regulations within the UN (SGB/2009/4) (Pages 1-4)</p> <p>Delegation of authority within the United Nations (SGB/2005/7) (Pages 1-3)</p>
7	Policy formulation: International Treaties	<p>The class will review the process of creating international treaties and discuss the difficulties faced by the international community when implementing them.</p>

		<p>Written Assignment #1</p> <p>Grant, John P. International Law, (2010): Introduction and definition pages 1-2; Conventions and elements of treaty law pages 12-15; and The International Law Commission pages 25-26.</p>
8	<p>Policy formulation: International Treaties (Case studies),</p>	<p>The class will study a cross section of organizations established to facilitate the implementation of treaties, how those bodies go about achieving their objectives and contrast the constraints they face and the methods they use.</p> <p>Quiz 3</p> <p>United Nations Convention on the Law of the Sea: Historical perspective (Pages 1-3) http://www.un.org/depts/los/convention_agreements/convention_historical_perspective.htm And the International seabed authority (Page 1) http://www.isa.org.jm/en/about</p> <p>Human Rights Treaties and “Human Rights Treaty Bodies” (Pages 1-2) http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx</p> <p>The Vienna Convention for the protection of the Ozone Layer and its Montreal Protocol on substances that deplete the Ozone Layer (Pages 1) http://ozone.unep.org/new_site/en/index.php</p>
9	<p>Financial management: Funding</p>	<p>The class will identify the different methods used to fund IGOs, compare to national government funding arrangements, and discuss the implications for operations.</p> <p>The UN Charter (Article 17 & 19), the IBRD Articles of agreement (Article II, Article V Sects 11-14) and the ILO Constitution (Article 13)</p> <p>The Window of Opportunity to Overhaul the U.N. Scale of Assessments (Heritage Foundation) (Pages 1, 6 & table I page 18) http://thf_media.s3.amazonaws.com/2012/pdf/bg2701.pdf</p> <p>Committee on Contributions (Pages 1 & 2) http://www.un.org/en/ga/contributions/</p> <p>World Bank summary of loans, and statement of subscriptions and</p>

		<p>voting power (Pages 52-58) http://siteresources.worldbank.org/EXTANNREP2012/Resources/8784408-1346247445238/8817772-1346257698669/5.3_IBRDFinancial_Statements.pdf</p> <p>ILO donors and funding (Pages 1-2) http://www.ilo.org/pardev/donors/lang--en/index.htm</p>
10	<p>Program formulation: Program planning, budgeting, monitoring and evaluation</p>	<p>The class will study the overall planning budgeting and evaluation cycle, assess its limitations, analyze elements of related rules and regulations and discuss how these help policy formulation and program implementation.</p> <p>Quiz 4</p> <p>ILO overview – planning, budgeting and evaluation (Page 1) http://www.ilo.org/global/about-the-ilo/how-the-ilo-works/program-and-budget/lang--en/index.htm</p> <p>ST/SGB/2000/8: Regulations and Rules Governing Program Planning, the Program Aspects of the Budget, the Monitoring of Implementation and the Methods of Evaluation (Pages 1-3)</p> <p>Planning for a Peacekeeping operation – toolkit (Pages 1-4) http://www.un.org/en/peacekeeping/publications/Planning%20Toolkit_Web%20Version.pdf</p>
11	<p>Program and project management: Managing for results and logical frameworks (I)</p>	<p>The class will critique the practical application of management by objectives through a review of examples of current practices within UN system.</p> <p>Written Assignment #2</p> <p>Results based management handbook. (United Nations Development Group) (1-8) http://www.undg.org/docs/12316/UNDG-RBM%20Handbook-2012.pdf</p> <p>United Nations Educational, Scientific, and Cultural Organization (UNESCO) (Pages 7-8 & 15-16) http://unesdoc.unesco.org/images/0017/001775/177568E.pdf</p>
12	<p>Program and project management: Managing for</p>	<p>The class will assess: how useful reports comparing actual performance to planned performance are in assisting future policy and planning; in holding management accountable; and the utility of the elements of results based management in this process.</p>

	results (II), examples and performance reporting	<p>Quiz 5</p> <p>ILO as example of performance reporting (ILO Program Implementation, Executive Overview (Pages 3-16 & 14-18)) http://www.ilo.org/public/english/bureau/program/download/pdf/10-11/dg1a_2012_en_web.pdf</p>
13	Financial management: Accounting and Financial Reporting	<p>The class will be introduced to the principles behind accounting standards, review how they are applied at IGOs, and assess the effectiveness of the reporting process to stakeholders.</p> <p>Written Assignment #3</p> <p>Introduction to International Public Sector Accounting Standards (Pages 1-4) http://www.pwc.com/en_KE/ke/pdf/ipsas-flier.pdf</p> <p>Example of financial statements United Nations Children Fund (UNICEF) (Pages 54-60) http://www.un.org/ga/search/view_doc.asp?symbol=A/67/5/Add.2</p>
14	Review for midterm	Quiz 6
15	Midterm	
16	Financial management: Procurement	<p>The class will analyze the unique challenges for procurement of goods and services at IGOs posed by their stakeholders and their global operations, and evaluate their procurement systems in the context of best practice.</p> <p>UN System Procurement Network (Page 1): http://unsceb.org/content/pn UN Global Market Place (Page 1) http://unsceb.org/content/ungm https://www.ungm.org/ Supplying the UN (Pages 1-3) https://www.ungm.org/Info/Guidelines.aspx Examples of contracts (Pages 1-2) https://www.ungm.org/Notices/Notices.aspx</p>
17	Program implementation: Project Implementation	<p>The class will review the implementation practices for projects funded by IGOs and develop and discuss the dilemmas faced.</p> <p>United Nations Development Programme (UNDP) National Execution of development aid projects (1-6): http://www.gm.undp.org/documents/NEX%20Manual_%20PDF</p>

		<p>_doc.pdf</p> <p>Examples of World Bank projects http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,menuPK:41389~pagePK:95863~piPK:95983~targetDetMenuPK:228424~targetProjDetPK:73230~targetProjResPK:95917~targetResMenuPK:232168~theSitePK:40941,00.html</p>
18	Program Implementation Public Private Partnerships (PPP)	<p>The class will assess the advantages and disadvantages of Public Private Partnerships</p> <p>Quiz 7</p> <p>Organization for Economic Co-operation and Development (OECD) paper on PPPs (Pages 2-8) http://www.oecd.org/gov/budgeting/48144872.pdf</p> <p>Examples of PPPs Overseas Private Investment Corporation (OPIC) (Pages 1-2) http://www.opic.gov/blog/impact-investing/two-opic-deals-named-on-ifcs-list-of-top-public-private-partnerships</p> <p>Public Private Partnerships International Finance Corporation (IFC) (Pages 1-2) http://www.ifc.org/wps/wcm/connect/AS_EXT_Content/What+We+Do/Advisory+Services/About+Us/Public-Private+Partnerships/</p>
19	Program implementation: Peacekeeping	<p>The class will study the policy and procedures used by the United Nations to put together the military elements of a peacekeeping mission and assess the implications.</p> <p>Written Assignment #4</p> <p>Department of Peacekeeping Operations (DPKO) – Office Military Affairs (Page 1) http://www.un.org/en/peacekeeping/about/dpko/oma.shtml</p> <p>Military (Page 1-2) http://www.un.org/en/peacekeeping/issues/military.shtml</p> <p>Contributors (Page 1) http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml</p> <p>Contingent owned equipment (Pages 1-3) http://www.un.org/en/peacekeeping/sites/coe/index.shtml</p>

20	<p>Program implementation: Administrative issues and challenges. Privileges and immunities, peacekeepers and impunity, and security</p>	<p>The class will study the administrative, legal and security challenges presented by UN personnel serving outside of national jurisdiction and evaluate the solutions adopted.</p> <p>Quiz 8</p> <p>Introduction to the Convention on Privileges and Immunities of the United Nations, UN Audio Visual Library (Pages 1-3) http://untreaty.un.org/cod/avl/ha/cpiun-cpisa/cpiun-cpisa.html</p> <p>Impunity: UN peacekeeping (Page 1) http://www.un.org/apps/news/story.asp?NewsID=41601</p> <p>Security: Overview of policies and principles (Pages 1-2) http://www.un.org/en/memorial/security.shtml</p>
21	<p>Human Resources management: the International Civil Service and terms and conditions of employment</p>	<p>The class will study the common policies adopted by the United Nations System for human resources management and assess the strengths, weaknesses and consequences of the approach.</p> <p>The International Civil Service Commission (ICSC): General Information, mandate, the common system and membership (Pages 1-3) http://icsc.un.org/about/default.asp</p> <p>The ICSC – Serving the Common System (Pages 5-18) http://icsc.un.org/resources/pdfs/general/25abenglish.pdf?d=6720135:01:44PM</p>
22	<p>Human Resources Management: Labor relations</p>	<p>The class will assess how the United Nations system organizations have applied the norms for labor relations established by the International Labor Organization.</p> <p>Quiz 9</p> <p>Universal Declaration on Human Rights Articles 19 to 25</p> <p>ILO conventions: C87, Freedom of Association and Protection of the Right to Organize Convention (Pages 1-4); C98, Right to Organize and Collective Bargaining Convention, 1949 (Pages 1-3); C151, Labor Relations (Public Service) Convention, 1978 (Pages 1-4) http://www.ilo.org/dyn/normlex/en/f?p=1000:12000:0::NO::</p> <p>ST/SGB/2013/3 Staff Regulations and Rules (United Nations):</p>

		<p>Article VIII and Chapter VIII “Staff Relations” (Pages 63-65)</p> <p>Federation of International Civil Servants Associations (FICSA) Who we are (Page 1) http://ficsa.org/about-ficsa/who-we-are.html</p> <p>Members (Page 1) http://ficsa.org/members/current-members/member-associations-and-unions.html</p> <p>Coordinating Committee of International Staff Unions and Associations of the United Nations System (CCISUA) (Page 1) http://www.ccisua.org/organisation.asp</p>
23	Human Resource Management: challenges of recruitment, gender and geographic balance	<p>The class will evaluate the policies adopted by the UN System Organizations to address the issue of gender equity, the need for the work force to represent the global community (geographic representation), and avoid discrimination in hiring practices.</p> <p>Written Assignment #5</p> <p>Overview (Pages 1-3) http://www.un.org/womenwatch/osagi/fpdocumentation.htm</p> <p>Staff Rules and regulations concerning gender balance and administrative instruction on special measures: (ST/SGB/2010/6 (Page iv) and ST/AI/1999/9 Pages 1-3)</p> <p>Fact sheet (Pages 1-2) http://www.un.org/womenwatch/osagi/pdf/factsheet-UN-system-vs-UN-secretariat-dec-2010-data.pdf</p> <p>Joint Inspection Unit (JIU) Report on Gender and Geographic balance (Pages 9-13, paras 39-61) https://www.unjiu.org/en/reports-notes/JIU%20Products/JIU_NOTE_%202012%20_3_English.pdf</p> <p>Composition of the Secretariat: staff demographics (Pages 45-48) http://www.un.org/ga/search/view_doc.asp?symbol=A/67/329</p>
24	Ethics: Ombudsman, Whistle blowing and conflicts of interest.	<p>The class will review the measures taken by the United Nations to ensure ethical behavior within their workforce.</p> <p>Quiz 10</p> <p>UN Ombudsman, roles and issues (Page 1) http://www.un.org/en/ombudsman/</p>

		<p>United Nations Whistle blower policy (Pages 1-5) http://www.un.org/ga/search/view_doc.asp?symbol=ST/SGB/2005/21</p> <p>United Nations Ethics Office, roles and issues (Page 1) http://www.un.org/en/ethics/who.shtml</p>
25	Internal Justice: Staff grievances and settlement	<p>The class will review the policies and institutional framework established to address grievances of staff in the absence of national jurisdiction, and evaluate sample cases.</p> <p>Administration of Justice at the United Nations (Pages 1-5) http://www.un.org/en/oaj/</p> <p>Sample case of the United Nations Disputes tribunal (1 case) http://www.un.org/en/oaj/dispute/judgments.shtml</p> <p>Sample case of the United Nations Administrative Tribunal (1 case) http://www.un.org/en/oaj/appeals/judgments_2013.shtml</p>
26	Information Management: IGOs as providers of information	<p>The class will assess the effectiveness of the ways IGOs use information management to provide publicly accessible information and communicate in the public domain. The class will be split into groups, assigned one of the examples below and report back to class.</p> <p>Quiz 11</p> <p>As independent monitor, gatherer and information provider (International Atomic Energy Agency [IAEA] Safeguards report) http://www.iaea.org/safeguards/documents/es2011.pdf</p> <p>As data normalizer (World Bank) http://data.worldbank.org/indicator/NY.GNP.PCAP.PP.CD</p> <p>As independent expert group (Intergovernmental Panel on Climate Change [IPCC] AR 4 and AR 5 methodology) http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr.pdf http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/progress/</p> <p>What gets measured gets done? UNDP scorecard of the Millenium Development Goals http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/progress/</p> <p>Reference: World Intellectual Property Organization (WIPO) patents database</p>

		<p>http://patentscope.wipo.int/search/en/search.jsf</p> <p>Social media: UNICEF facebook https://www.facebook.com/unicef</p> <p>Knowledge management: sharing best practice (World Meteorological Organization [WMO] early warning systems) http://www.wmo.int/pages/prog/drr/projects/Thematic/MHEWS/MHEWS_en.html</p> <p>Emergency information: Intergovernmental Oceanographic Commission (Indian Ocean seismic warning system) http://www.unesco.org/new/en/natural-sciences/ioc-oceans/sections-and-programs/tsunami/</p> <p>World Bank – knowledge exchange http://wbi.worldbank.org/wbi/approach/knowledge-exchange</p>
27	Information Management: Administrative systems for operational support and decision support	<p>The class will review how IGOs are utilizing modern automated systems to support their internal administration and decision making processes and discuss the costs and benefits that may arise.</p> <p>Written Assignment #6</p> <p>What is an ERP (Enterprise Resource Planning System) (Page 1) https://www.unumojja.net/pages/viewpage.action?pageId=51544246</p> <p>Overview of the UN ERP (Page 1) https://www.unumojja.net/display/public/The+Umoja+Solution</p> <p>Objectives and benefits of the UN ERP (Page 1) https://www.unumojja.net/pages/viewpage.action?pageId=51544265</p>
28	Review for final exam	Quiz 12
29	Final Exam	

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- UNICEF facebook. Retrieved 7 Dec, 2013, from <https://www.facebook.com/unicef>
- United Nations Appeals Tribunal: Judgments - 2013. Retrieved 7 Dec, 2013, from http://www.un.org/en/oaj/appeals/judgments_2013.shtml
- United Nations Board of Auditors. (2012). United Nations Children Fund. Report of the Board of Auditors (pp. 1-3). New York.
- United Nations Convention on the Law of the Sea: Historical perspective Retrieved 7 Dec, 2013, from http://www.un.org/depts/los/convention_agreements/convention_historical_perspective.htm
- United Nations International Civil Service Commission. Retrieved 7 Dec, 2013, from <http://icsc.un.org/about/default.asp>
- The United Nations Ombudsman and Mediation Services. Retrieved 7 Dec, 2013, from <http://www.un.org/en/ombudsman/>
- United Nations Panel of External Auditors: Mandate, Panel Members and Organizations Audited Retrieved 7 Dec, 2013, from <http://www.un.org/en/auditors/panel/mandate.shtml>
- United Nations Peacekeeping: Troop and police contributors. Retrieved 7 Dec, 2013, from <http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml>
- United Nations Peacekeeping: Contingent owned equipment Retrieved 7 Dec, 2013, from <http://www.un.org/en/peacekeeping/sites/coe/index.shtml>
- United Nations Peacekeeping: Military Retrieved 7 Dec, 2013, from <http://www.un.org/en/peacekeeping/issues/military.shtml>

- United Nations Peacekeeping: Office of Military Affairs Retrieved 7 Dec, 2013, from <http://www.un.org/en/peacekeeping/about/dpko/oma.shtml>
- The United Nations System Chief Executives Board for Coordination Retrieved 7 Dec, 2013, from <http://unsceb.org/>
- United Nations System Global Market Place Retrieved 7 Dec, 2013, from <http://unsceb.org/content/ungm>
- United Nations System Procurement Network Retrieved 7 Dec, 2013, from <http://unsceb.org/content/pn>
- Universal Declaration of Human Rights. Retrieved 7 Dec, 2013, from <http://www.un.org/en/documents/udhr/>
- The Vienna Convention for the protection of the Ozone Layer and its Montreal Protocol on substances that deplete the Ozone Layer. Retrieved 7 Dec, 2013, from http://ozone.unep.org/new_site/en/index.php
- Welcome to the Office of Administration of Justice (OAJ). Retrieved 7 Dec, 2013, from <http://www.un.org/en/oaj/>
- Welcome to the UNGM (United Nations Global Market Place). Retrieved 7 Dec, 2013, from <https://www.ungm.org/>
- What Guides UMOJA: Mission, Objectives and Guiding Principles. Retrieved 7 Dec, 2013, from <https://www.unumoja.net/pages/viewpage.action?pageId=51544265>
- What is an ERP Retrieved 7 Dec, 2013, from <https://www.unumoja.net/pages/viewpage.action?pageId=51544246>
- The World Bank - Data. Retrieved 7 Dec, 2013, from <http://data.worldbank.org/>
- World Bank Institute: Knowledge exchange. Retrieved 7 Dec, 2013, from <http://wbi.worldbank.org/wbi/approach/knowledge-exchange>
- The World Bank: Projects and Operations. Retrieved 7 Dec, 2013, from <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/0,,menuPK:41389~pagePK:95863~piPK:95983~targetDetMenuPK:228424~targetProjDetPK:73230~targetProjResPK:95917~targetResMenuPK:232168~theSitePK:40941,00.html>
- World Intellectual Property Organization (WIPO) patentscope. Retrieved 7 Dec, 2013, from <http://patentscope.wipo.int/search/en/search.jsf>
- World Meteorological Organization: Multi-Hazard Early Warning Systems (MHEWS) Retrieved 7 Dec, 2013, from http://www.wmo.int/pages/prog/drr/projects/Thematic/MHEWS/MHEWS_en.html
- Wynes, D., & Zahran, M. (2011). Transparency in the selection and appointment of senior managers in the United Nations Secretariat (pp. 3-8). Geneva: Joint Inspection Unit.

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 30, 2013__

1. a. **Department(s) or program(s)** proposing this course: __Sustainability Studies _____
- b. **Name** and contact information of proposer(s) __Robert Garot _____
- Email address __rgarot@jjay.cuny.edu _____
- Phone number __212-237-8680 _____

2. a. **Title of the course** _____ **Environmental Sociology** _____
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __ Environmental Soc
- c. **Level** of this course: __100 Level __X_ 200 Level __300 Level __400 Level

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

This course requires a basic understanding of sociological concepts such as norms, deviance and globalization, provided in Soc. 101. The concepts are of a complexity, and the readings are substantial enough to merit a 200 level designation.

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

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.)

Environmental problems do not exist separately from human efforts to understand, be effected by, and resolve them as "problems." Hence, a vital component for understanding environmental issues involves understanding how humans define and respond to social concerns. For instance, social inequality along lines of race, class and gender is often central for grappling with where pollution occurs and what can be done about it. Responses to environmental issues such as global warming depend as much on publicity and marketing campaigns as they do on rigorous scientific analysis. This course is vital to the proposed sustainability minor, by bringing sociological theories and methods to bear on how environmental issues are a product of human as well as natural processes.

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 will explore how people create, respond to, define and conceptualize environmental problems using the theoretical and methodological tools of sociology. Case studies of a variety of environmental issues from around the world, such as contamination of air (smog, asthma), water (the BP oil spill, declining fisheries), soil (radon, toxic waste), consumerism (over-consumption) and global warming will be considered within this conceptual, theoretical and historical context.

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):
SOC 101, ENG 101

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

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

 x No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

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

The learning outcomes from the course are the following:

This course will help our students work to achieve many of the Sustainability Minor's learning objectives.

- Students will discuss orally and in writing how the concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice may be understood sociologically.
- Orally and in writing, students will demonstrate an understanding of how social movements and the discretionary implementation of regulations are vital to considering which group's agenda is furthered, enforced or neglected.

- Through oral presentations and written exams, students will demonstrate an ability to analyze qualitative and quantitative data to determine the objective threats posed by environmental destruction.
- Orally and in writing, students will demonstrate an ability to think critically about the workings of power, claims-making, and resistance to social change, revealing an understanding of how environmental issues are fundamentally social issues.
- Orally and in written exams, students will demonstrate and ability to think critically about how seemingly natural phenomena are mediated through socially determined responses, and provide a plan to respond to such matters in everyday life.

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

_____No Yes

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

This will be one of the electives for the new minor in Sustainability and Environmental Justice.

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**?

Student learning will be assessed in a variety of ways. Student learning will be assessed through three exams, two mid-terms and one final based on readings and lectures. Students will also write a 2-3 page personal opinion paper in the first few weeks of class, based on an article addressing an environmental issue. For the final paper, students will analyze this initial opinion based on a thorough understanding of the readings in class. All of these assignments will be accompanied by clearly delineated grading rubrics that will be handed out to the students ahead of time and will be available on blackboard.

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

Yes No _____

- If yes, please state the librarian's name Janice Dunham
- 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.

- | | |
|--|---|
| ➤ The library catalog, CUNY+ _____ | ➤ Criminal Justice Abstracts _____ |
| ➤ EBSCOhost Academic Search Complete <u>X</u> | ➤ PsycINFO _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ Sociological Abstracts _____ |
| ➤ LexisNexis Universe _____ | ➤ JSTOR _____ |
| | ➤ SCOPUS _____ |
| | ➤ Other (please name) _____
Business Abstracts _____ |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval
10/20/2013

15. **Faculty** - Who will be assigned to teach this course? ___Robert Garot, Richard Ocejo, Susan Will and Janice Johnson-Dias have all expressed a willingness to teach this course.

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

X No

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

No Environmental Sociology course currently exists, and no currently existing courses cover the same topics using the theoretical and methodological tools of sociology.

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

X Not applicable

___ No

___ Yes. If yes, give a short summary of the consultation process and results.

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

X No

___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

David Brotherton

Name of Chair giving approval, Proposer's Department

SAMPLE SYLLABUS

Environmental Sociology: Soc 2XX
John Jay College of Criminal Justice
Professor Robert Garot

Time: TBA

Location: TBA

Email: rgarot@jjay.cuny.edu

Phone: (212) 237-8680

Contact Hours: TBA

Office: 520.33T

Catalog Description

This course will explore how people create, respond to, define and conceptualize environmental problems using the theoretical and methodological tools of sociology. Case studies of a variety of environmental issues from around the world, such as contamination of air (smog, asthma), water (the BP oil spill, declining fisheries), soil (radon, toxic waste), consumerism (over-consumption) and global warming will be considered within this conceptual, theoretical and historical context.

Section Description

The need to address environmental issues such as climate change, toxic pollution, and the confluence of environmental risk and poverty is increasingly urgent. How might we best address these matters? Why isn't more being done? Our understanding, use, and response to environmental issues is shaped by social patterns and practices. This course will grapple with the sociological side of environmental issues.

Accessibility Services/ADA Policy

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Plagiarism Policy StatementStatement 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 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)

Extra Credit Policy

College wide policy as stated in the 2011/2012 catalog is as follows:

“Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.”

Incomplete Grade Policy

“An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.”

Learning Outcomes

- Students will discuss orally and in writing how the concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice may be understood sociologically.
- Orally and in writing, students will demonstrate an understanding of how social movements and the discretionary implementation of regulations are vital to considering which group's agenda is furthered, enforced or neglected.
- Through oral presentations and written exams, students will demonstrate an ability to analyze qualitative and quantitative data to determine the objective threats posed by environmental destruction.
- Orally and in writing, students will demonstrate an ability to think critically about the workings of power, claims-making, and resistance to social change, revealing an understanding of how environmental issues are fundamentally social issues.
- Orally and in written exams, students will demonstrate an ability to think critically about how seemingly natural phenomena are mediated through socially determined responses, and provide a plan to respond to such matters in everyday life.

Required Readings

There are four required textbooks for the course:

- Bell, Michael Mayerfeld. 2009. *An Invitation to Environmental Sociology, 3rd Edition*. Thousand Oaks: Pine Forge Press.
- Fitzpatrick, Kevin and Mark LaGory. 2011. *Unhealthy Cities: Poverty, Race and Place in America*. New York: Routledge.
- Lerner, Steve. 2010. *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States*. Cambridge: MIT Press.
- Auyero, Javier and Débora Alejandra Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford: Oxford University Press.

These are available in the John Jay bookstore at a reasonable price.

Attendance/Participation

Attendance and participation in lecture is integral to this course. Because there will be discussion of materials not included in the readings, it is essential that you make every class meeting. Attendance will be taken promptly at the start of each class. Points will be taken off for those who are late: how many points depend on your instructor's discretion, depending on how late you are, and how much you participated. Absences will be excused at the instructor's discretion. Students will be responsible for insuring that they are able to receive messages from the professor on Blackboard and email.

Exams

There will be three multiple choice exams – two exams and one final. All will be based on lectures and readings from the textbooks. No make-up exams will be given – so you must conform to the times as scheduled. The final will be cumulative, but will focus primarily on material covered after the second mid-term. Further details about the midterm and final exams will be discussed in class.

Papers

For the final paper, you will analyze your response to a published article on an environmental problem in terms of at least three readings discussed in class. To prepare for this paper, you will first find a published article in a reputable publication such as the New York Times, and write a 2-3 personal response. In your response, you will summarize the article, then state whether you agree or disagree with it, and why (due Week 4). *For those students who missed the first week of class, an extension may be provided. I will not offer extensions for other papers or exams.* This paper will be graded solely on how well you write a persuasive essay. Once I grade this paper, I will return it to you for revisions to form the nucleus of your final paper. Your final paper will include three sections: 1) a literature review of relevant sources from class, 2) a polished version of your opinion paper, and 3) an analysis and assessment of your prior opinions in light of the concepts and arguments presented in class. You may think of your paper as a means of comparing and contrasting your *opinion* on environmental issues *before* taking the class, to *what you learned* about this topic *after taking the class*. Further details will be discussed in class.

Oral Presentations

Your oral presentation provides a way for you to receive feedback from your professor and your peers on your final paper. Do your best to prepare for it so that you can make the most of the comments you will receive, to strengthen your paper and improve your grade.

Grading Policy

You will not be graded on a competitive basis, so in theory everyone can do well in the class. However, in order to get a top grade, students will be expected to achieve standards of excellence in their work. If you are dissatisfied with any grade you receive, you must submit a written request for a review of the grade, including a defense, no later than one week after the work is handed back to the class. By requesting a review of the grade you receive, you invite the possibility that the new grade will be lower than the original grade, as well as the possibility that it will be higher. Points will be distributed as follows:

Attendance/Participation/Quizzes: 10%

Opinion Paper: 5%

Oral Presentation: 5%

Exams: 20% x 2

A	93-100	B+	88-89	C+	78-79	D+	65-69
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Final Exam: 20%

A-	90-92	B	83-87	C	73-77	D	55-64
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Final Paper: 20%

B-	80-82	C-	70-72	D-	50-54
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Academic Assistance

Your first source of assistance should be other students in class. Be sure to exchange phone numbers with others, and form study groups. Secondly, come see me during office hours, or

contact me with your questions via email. In addition to me, following are some of the resources available on campus to assist you:

<u>Resource</u>	<u>Phone</u>
Writing Center	(212) 237-8569
Counseling Department	(212) 237-8111

Etiquette

Attendance and participation in lecture are integral to this course. Because we will discuss materials not included in the readings, it is essential that you attend every class meeting. I will encourage you to participate in multiple ways during lectures, so come prepared. If you must bring *food*, be sure to bring enough to share with everyone.

Calendar

Please note that the following schedule is tentative, and may change based on how quickly we cover the material. **Be sure to read the assigned materials prior to the day when they are assigned.**

Week 1: Introduction

Bell: Chapter 1, “Environmental Problems and Society,” pp. 1-30.

Part I: The Material

Week 2: Consumption, Materialism and Place

Bell: Chapter 2, “Consumption and Materialism,” pp. 31-56.

Fitzpatrick and LaGory: Chapter 1, “The Importance of Place,” pp. 1-20.

Week 3: Money, Machines and Space

Bell: Chapter 3, “Money and Machines,” pp. 57-84.

Fitzpatrick and LaGory: Chapter 2, “Humans as Spatial Animals,” pp. 21-41.

Week 4: Population, Development and Ecology

Bell: Chapter 4, “Population and Development,” pp. 85-110.

Fitzpatrick and LaGory: Chapter 3, “The Ecology of Everyday Urban Life,” pp. 42-78.

Opinion Paper Due

Week 5: Health

Bell: Chapter 5, “Body and Health,” pp. 111-132.

Fitzpatrick and LaGory: Chapter 4, “The Sociology of Health,” pp. 79-101.

Review and Exam #1

Part II: The Ideal and the Practical

Week 6: Environmental Domination and Risk

Bell: Chapter 6, “The Ideology of Environmental Domination,” pp. 133-144.

Fitzpatrick and LaGory: Chapter 5, “Cities as Mosaics of Risk and Protection,” pp. 102-124.

Week 7: Environmental Concern and Special Populations

Bell: Chapter 7, “The Ideology of Environmental Concern,” pp. 155-184.

Fitzpatrick and LaGory: Chapter 6, “Health Risks among Special Populations in the City,” pp. 125-152.

Week 8: Human Nature and Promoting Solutions

Bell: Chapter 8, “The Human Nature of Nature,” pp. 185-208.

Fitzpatrick and LaGory: Chapter 7, “Promoting Health: Place-Based Solutions to Place-Based Problems,” pp. 153-188.

Week 9: The Rationality of Risk

Bell: Chapter 9, “The Rationality of Risk,” pp. 209-234.

Lerner: Chapter 1, “Introduction,” pp. 1-18.

Week 10: The Practical

Bell: Chapter 10, “Mobilizing the Ecological Society,” pp. 235-262.

Bell: Chapter 11, “Governing the Ecological Society,” pp. 263-287.

Review and Exam #2

Part III: Case Studies

Week 11: Partial Victories

Lerner: Chapter 1, “Ocala, Florida: Community Blanketed by ‘Black Snow’ from Neighboring Charcoal Factory,” pp. 19-40.

Lerner: Chapter 2, “Pensacola, Florida: Health Problems near ‘Mount Dioxin’ Require Mass Relocation,” pp. 41-72.

Week 12: Contaminated Air

Lerner: Chapters 3-6, Port Arthur, Corpus Christi, Addyston, and Marietta, pp. 73-156.

Week 13: Contaminated Water

Lerner: Chapters 7, 8, Tallevast and San Antonio, pp. 157-194.

Week 14: Contaminated Soil

Lerner: Chapters 9-11, Daly City, St. Lawrence Island, Greenpoint, NY, pp. 195-266.

Oral Presentations

Week 15: Disease Clusters Caused by Multiple Sources of Pollution

Lerner: Chapter 12, Fallon Nevada, pp. 267-298.

Auyero and Swistun, Chapters 1 and 2, pp. 1-27

Oral Presentations

Week 16: The Social Production of Toxic Uncertainty

Auyero and Swistun, Chapters 3-7, pp. 28-160.

Oral Presentations

Final Exam

Final Paper Due

General Writing Guidelines*

Format and Presentation

Do not skip lines between paragraphs (like I'm doing here). Use Times New Roman or CG Times as your font, 12-point size. Papers must be typewritten, double-spaced with approximately 1" margins. Number all pages. Papers must be stapled. This means no plastic binders, no folding the edges together and no paper clips. Do not use a cover page. Include your name on the upper right-hand corner of the first page, followed by the title, centered. A bibliography is a necessary part of a research paper (see Citation, below), and should be attached at the end. Papers which egregiously fail to follow these guidelines will be returned to the authors without a grade.

Citation

This is sometimes tricky, but by this point in your academic career, it is essential that you do it correctly. It is expected that you will use material from the texts and lecture to analyze your subject. Thus, whether you use direct quotes or paraphrases, you must give credit to the authors of those words, when they are not your own.

If you cite a lecture, do it this way: (Lecture, 5/31/05). However, relying solely on lecture citations for material that is also in the readings reveals to me that your familiarity with the readings is inadequate. So you should be sure to prioritize. Where appropriate, always cite the original source and not my delivery of it in lecture.

In the text, directly quoted course materials from the textbook should be cited in one of the following ways:

“The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype” (Henslin, 2001:331).

Or alternately:

James Henslin (2001:331) suggests that, “The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype.”

Also, be sure to cite any ideas that you borrow, not just quoted text. For instance:

Many analysts have noted how stereotypes may produce the behavior they depict (Henslin, 2001:331).

Any direct quotation that is longer than three lines needs to be set off from the body of the paper by indenting and single-spacing. Since your papers will be double-spaced and indented only to begin paragraphs, you will see the contrast. Be careful to differentiate between what the textbook authors are saying themselves, and the other authors that they may in turn quote. Cite accordingly. Do not string quotes together without putting them in context with your own prose.

When you use a direct quote, place it in the context of a sentence that includes an explanation of what the quote means and why it is useful in service of the point you are making.

A full reference, including the author's name, book or article title, publishing information and page numbers will appear in a separate, alphabetically organized bibliography at the end of the paper, under the heading, "References". Below is an example of a reference from the reader and from Henslin.

Anderson, Elijah. 1996. "The Code of the Streets." Pp. 62-73 in Susan J. Ferguson (Ed.) Mapping the Social Landscape. London: Mayfield.

Henslin, James. 2001. Mapping the Social Landscape. Boston: Allyn and Bacon.

Style

In general, write as simply as possible. Never use a big word, when a little one will do. Big words don't necessarily convey intellectual prowess, especially when they are awkwardly used. Your word choice should be appropriate to formal writing: no slang, and no contractions ("can't", "don't"), unless you are quoting others or it somehow improves your point. You must use words that actually exist, and words must be used correctly. Look up definitions and spellings if you are unsure. Spell check often misses words.

Avoid using the indefinite "you." You will notice that I am addressing these instructions to you; that is, I am using the second person. That is because I am giving these instructions to a definite person or set of persons. In your papers, unless you mean to address the reader directly, do not use "you" when you mean to use "one" or "we." Refer to yourself as "I" in describing your experience, and as "we" in your analysis. It is perfectly acceptable to use the first person singular in papers – it is not too informal. Use "we" for the author and the reader together: "We have seen how breaching experiments disturb our taken-for-granted notions about reality."

Avoid "a lot" (and by the way it's not spelled "alot"), and "very." Hemingway and Morrison do not need them, and neither do you. Don't confuse "their/there/they're" or "it's/its", or "to/two/too", or "were/we're/where", etc. Also please differentiate between "suppose" and "supposed." These are not interchangeable, and are almost always improperly applied. These sets of words give many students trouble, so please be careful.

Try to avoid using "he", "his", or "mankind" to mean anyone or all in general. If for some reason you have a strong ideological commitment to using "he" as the generic, you may do so, but it is not accurate, and there are other options available.

Make sure that nouns and verbs agree in number. Avoid sentence fragments. Make sure that the sentences you write have subjects and predicates. Verbs are also necessary. Do not leave a clause hanging without these necessary components. Avoid run-on sentences. Make sure that if you link things together in a sentence that you do so by using the proper connective words or punctuation marks. These kinds of mistakes can often be caught by reading your paper aloud. If it sounds wrong, it probably is.

Always follow the parsimony principle. That is, use as few words as possible to make your point. Never refer to “society” as an active agent (that’s my pet peeve), as in, “Society requires that people follow norms.”

Process

One way to start is by saying your ideas out loud, and writing them down. Just get the words out of your head and onto the page where you will be able to work with them more easily. I strongly suggest that you write more than one draft of your paper. Most successful papers are begun well in advance of the night before the assignment is due. The best way to start is to just spew out a messy first draft, getting all of your ideas and facts down on paper (if you write long-hand) or your computer screen (if you prefer to word process). Then, a second draft will help you to organize the sections, focus your argument, and refine the content and style.

You must be at this point before you come to see me about your paper. Although I will be unable to read entire drafts, I may be able to discuss specific parts of your thesis or analysis, and/or help you with difficulties in transitions between ideas or sections of your argument. Be sure that all spelling and grammatical errors, and the formatting the paper are correct in the final draft. You must proofread your own paper. It is not acceptable to turn in a paper with typographical errors, misspellings, nouns and verbs that do not agree, misused words, run-on sentences, sentence fragments, etc. You may want to rewrite the beginning or end of your paper in the last draft. Often in composing your paper, you will have changed your focus or ideas somewhat by the time you finish. You will want to make sure that these changes are reflected in a new version of your introduction or conclusion.

Finally, re-read your own paper and imagine that someone else wrote it. Does it make sense? Fix it, if it doesn’t. You may also want to get someone else to read your paper and give you comments. It is often hard to be objective when you are so close in the writing process. If you have trouble with your writing, get help. I am happy to help you in office hours or by appointment, and the campus has a variety of tutoring services available to you.

Good luck, and start writing now!

*This document adapted with thanks from Dr. Kerry Ferris' Case Study Essay Guidelines.

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

New Course Proposal Form

Date Submitted 10/18/13

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

1. a. **Department(s) or program(s)** proposing this course _____ Sociology
b. **Name** and contact information of proposer(s) David Brotherton

Email address(es) _____ dbrotherton@jjay.cuny.edu

Phone number(s) _____ 212-237-8694

2. a. **Title of the course** Global Social Movements

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____ Global Soc Movements

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

Please provide a brief rationale for why the course is at the level: The course is at the 300 level requiring students to have a certain grasp of social theory and its application and the writing skills necessary to complete research assignments and analytical answers to sit-down and take-home examinations.

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

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.)

Students will be introduced to social movements theory and research, a key aspect of Sociology, through the prism of globalization. There are few other courses at John Jay that offer these perspectives or course material. Through research assignments that explore the relationship between the local and the global and the kinds of movements now developing in different parts of the world around issues of justice and inequity students will be able to developed both a theoretical and empirical appreciation of these societal developments. The course is at the 300 level requiring students to have a certain grasp of social theory and its application and the writing skills necessary to complete research assignments and analytical answers to sit-down and take-home examinations.

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 on the sociological controversies concerning the emergence of grassroots global movements “from below” that are contesting the distribution of resources, power and space controlled by societal elites. Globalization has impacted many dimensions of social life affecting political participation in every country. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth while political globalization has created global norms on human rights and led to new global social movements. This course will explore how globalization has impacted many dimensions of social life affecting political participation in every country.

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):
SOC101, ENG102/201

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

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

No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

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

Students will:

- Identify and analyze the major causes behind the development of global social movements;
- Understand and define what is meant by the concept “globalization.”
- Understand and critique the range of theories behind the development of global social movements within the discipline of sociology;
- Evaluate debates surrounding globalization and problems arising from it;
- Understand and describe some of the implications of global change for democracy and citizenship;

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

No Yes

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

Sociology major and minor (part of the global change concentration in the major)

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**?

In terms of assessment students will be do in-class written exams, take-homes and a research paper plus be expected to participate verbally in class all of which will show their multiple skills and grasp of the literature.

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

Yes No

- If yes, please state the librarian's name _____
- Are there adequate resources in the library to support students' work in the course
Yes No

- Will your students be expected to use any of the following library resources? Check all that apply.

- | | |
|--|--|
| ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/> | ➤ PsycINFO <input checked="" type="checkbox"/> |
| ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> | ➤ Sociological Abstracts <input checked="" type="checkbox"/> |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/> | ➤ JSTOR <input checked="" type="checkbox"/> |
| ➤ LexisNexis Universe <input checked="" type="checkbox"/> | ➤ SCOPUS <input checked="" type="checkbox"/> |
| ➤ Criminal Justice Abstracts <input checked="" type="checkbox"/> | ➤ Other (please name) _____ |

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval 10/20/13
15. **Faculty** - Who will be assigned to teach this course? David Brotherton and Louis Kontos
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

 x No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

I consulted with Professor Luis Barrios in Latin American Studies who stated that while his courses such as “The socio-political development of contemporary Puerto Rico” and “Drugs, Crime and Law in Latin America” deal with some areas of global resistance they do not develop a social movements perspective which is particular to sociology.

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

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

19. Approvals:
David Brotherton

Chair, Sociology

John Jay College of Criminal Justice
Department of Sociology
899 10th Avenue
New York, NY1009

Course: Global Social Movements, Soc 3XX
Instructor: Professor David Brotherton
Phone: 212 237-8694

Course Description

This course focuses on the sociological controversies concerning the emergence of grassroots global movements “from below” that are contesting the distribution of resources, power and space controlled by societal elites. Globalization has impacted many dimensions of social life affecting political participation in every country. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth while political globalization has created global norms on human rights and led to new global social movements. This course will explore how globalization has impacted many dimensions of social life affecting political participation in every country.

Section Description

Globalization has impacted many dimensions of social life, and it affects democracy and political participation in every country of the world. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth. Political globalization has created global norms on human rights and environmental protection and has led to an array of new global social movements while transforming many of the older ones. As we look to many established international organizations like the United Nations, the European Union, or the World Trade Organization for leadership on a range of global issues we are struck by the degree to which these very organizations contribute to what is sometimes called a global “democratic deficit.” Many of the factors behind the Occupy Movements and the Arab Spring are linked to this deficit. This course examines the driving forces behind global social movements and considers how different groups such as women, indigenous peoples, workers, and environmentalists have responded to the dynamics of globalization to form innovative new communities.

The purpose of the course is to introduce you to the intense sociological, political and theoretical controversies concerning the emergence of global and transnational movements “from below” that are increasingly contesting the distribution of resources, power and space controlled from “those above.” You will be presented with a variety of strong critical perspectives and will be expected to understand the conflicting theoretical and policy positions that inform our thinking on global social movements and present your own critical views on the workings of the global political economy through a sociological lens.

In the course of examining the forces shaping global economic governance and the desired goals, we will delve specifically into the issues of democratic participation, the role of ideology, the meanings of international development, and the place of transnational corporations, trade, and finance in contemporary society. Active participation –through reading and class discussion - is expected.

Learning Outcomes

- Identify the major causes behind the development of global social movements;
- Understand what is meant by the concept “globalization.”
- Theorize the development of global social movements within the discipline of sociology;
- Evaluate debates surrounding globalization and problems arising from it;
- Understand some of the implications of global change for democracy and citizenship;

Texts

Required Readings:

A Possible World: Democratic Transformation of Global Institutions, Heikkii Patomaki and Teivo Teivainen (New York: Zed Books, 2004)

Networks of Outrage and Hope: Social Movements in the Internet Age, Manuel Castells (Cambridge, UK: Polity 2012)

Alter-Globalization: Becoming Actors in the Global Age, Geoffrey Pleyers (Cambridge, UK: Polity 2010)

All other texts on electronic reserve

Requirements and evaluation

In-class preparedness & participation 10%

Research paper proposal (two pages maximum) 3rd week of the course 10%

Mid-term in-class exam 20% in the 5th week of the course. Exam questions are based on material from the first five weeks of the course covering global social movements theory and the sociological processes and definition of the concept of globalization.

Final Take-Home exam 30% - this will handed out the last day of the course. Questions will be based on the last 8 weeks of the course, covering the concepts of alter-globalization, rhizomatic revolution, and the culture of protest.

Research paper 30% (You will hand in a one page proposal during the 3rd week (see above) which will describe the topic you wish to research, the resources you will use and your approach to the analysis. I will respond to your proposal in the fourth week with suggestions for readings and organization and if need be we will meet to finalize your subject area. The final paper will be 12-15 pages double-spaced plus a bibliography due at the end of the course. During the last two classes students will be expected to talk for five minutes about their research).

Extra Work during the Semester:

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit

work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students. See page 232 of *John Jay College of Criminal Justice Undergraduate Bulletin, 2011 – 2012*.

Americans with Disabilities Act (ADA) Policies:

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

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)

Class Schedule and Themes:

Week 1: Introduction and the Theory of Global Social Movements

Reading: Snow, Soule and Kriesi (The Blackwell Companion to Social Movements [2007] edited by Snow and Seule, chapter 1, pp. 3-17)

Questions addressed:

What is a social movement? What is the impact of globalization on social movements? What is new about the present social and cultural period at the global level? What is meant by post-Fordism? What is meant by reflexivity?

Week 2: The Theory of Global Social Movements

Reading: Jackie Smith (Blackwell Companion to Social Movements chapter 14, pp 314-336), Manuel Castells (Networks of Hope, pp1-19), Geoffrey Pleyers (Alter-Globalization, pp 16-31).

Questions addressed:

What are the roles of class, race and gender in the new social movements? How do we understand the concept of agency in these new movements? Are all new social movements progressive? What do the concepts of horizontalism and verticalism have to do with new social movements and their organizational structures? Does a new subjectivity seem to be taking hold in these movements?

Week 3: Globalization and Capitalism (Research paper proposals due)

Reading: Karl Marx (The Communist Manifesto), Immanuel Wallerstein (World Systems Analysis in "The Essential Wallerstein," pp. 129-149)

Questions addressed:

To what degree is globalization a new concept? Did Marx totally agree that economics determines politics in social action? Is capitalism a rational system of production and exchange? Does capitalism develop through a rational process of capital accumulation? What is the role of violence in capitalist development? How did Marx understand the resistance of the international proletariat? Who are the proletariat?

Week 4: Globalization and Capitalism

Reading: Saskia Sassen (Sociology of Globalization [2007], pp. 1-30) and Susan George (How the Other Half Dies [1977], pp. 5-37)

Film: "The Corporation"

Questions addressed:

What is new about modern globalization at the economic and political levels? What is meant by the financialization of society? Does poverty necessarily come with capitalist development? What is meant by super-exploitation? Are there progressive forms of capitalist society that avoid the global poverty trap? Do the poor necessarily revolt? Do the rich necessarily exploit?

Week 5: The Post-Colonial World Part One (In class Mid-Term Exam)

Reading: Eduardo Galeano (*Upside Down: A Primer for the Looking-Glass World* (2001), pp. 5-73)

Questions addressed:

What is meant by a post-colonial world? What are the modern forms of eugenics in the global arena? Does a global patriarchy exist? How does the global south view the global north? Can the world be divided into northern and southern spheres – a developed and a developing world? What is the role of ideology in justifying a certain world order?

Week 6: The Post-Colonial World Part Two.

Readings: Galeano pp 131-244 & 305-336.

Questions addressed:

What is the role of ethics in the making of relations between the developed and developing worlds? What moral legacy did colonialism leave us? What has been the role of religion in resistance and domination? How have the subjugated resisted? What has been the role of violence in resistance movements? What is the role of environmentalism in the new resistance? How have indigenous movements developed in the global resistance to “development”? How have the politically and economically powerful responded to these resistances?

Week 7: The Rise of International Bodies

Readings: *A Possible World: Democratic Transformation of Global Institutions*, chapter 1 and 4.

Questions addressed:

What is meant by a democratic deficit? Can the major international institutions, e.g., the World Bank, the IMF, OECD, United Nations be made more democratic? What prevents democracy being taken seriously by elites? Is there a contradiction between development for profit and for human need? How might these contradictions be addressed without violence? Are there forms of violence besides that used for physical and social domination?

Week 8: The Rise of International Bodies

Readings: *A Possible World*, chapters 2 and 3.

Questions addressed:

Do we see new international bodies formed to address issues of inequality? What do these international bodies look like? What are the major principles of new international democratic bodies? Can a system based on global profit-making be regulated? What should be the role of global corporations in a new democratic world order? What has happened to the power of national governments in the new global economic order? How has the developing world pushed their agenda on the United Nations?

Week 9: Alter-Globalization

Readings: Pleyers, pp.33-178.

Questions addressed:

What does the new global activism mean? Who is participating in this activism? What are the demands of the activists? What is the role of the imagination in addressing local and global concerns of injustice? What is meant by glocalization? What is the history of the Social Forum? What is the Social Forum?

Week 10: Alter-Globalization

Readings: Pleyers, pp. 179-257.

Questions addressed:

What is the relationship between post-industrialism and globalization? Can the new social movements develop a global consciousness? What does this consciousness mean for social actors from the developing and developed worlds? Do the same hierarchies repeat themselves in the new Social Forums? What is meant by a grass roots movement? Does religion have a role in these movements? How do these movements represent a struggle for identity?

Week 11: The Arab Spring and Occupy Movements

Readings: Castells, pp. 20-109.

Questions addressed:

How was social media used to develop the democratic movements against authoritarianism in different locales? Does the social media enable or distort the new movements? What forms of organization do these movements take? How do secular and religious social actors combine in these movements for freedom and democracy? What is the role of anarchism in these movements? What does anarchism mean? What is meant by the state?

Week 12: Rhizomatic Revolution

Readings: Castells, pp. 110-234.

Questions addressed:

What is meant by a rhizome? How does a rhizomatic revolution differ from traditional revolutions? Why do rhizomatic processes accord with a late modern society? Are these revolutions more difficult to control by elites? How do elites address the demands of the rhizomatic masses? What demands are being made by these masses of social actors? Does repression represent the strength or weakness of the powerful?

Week 13: Protest as Culture and Research Presentations

Readings: “We are Everywhere,” pp. 301-400.

Questions addressed:

How have the new social movements developed culturally? How has culture informed these movements? Does a new culture produce a new society? Can new societies exist within the old society? What do you understand by a society of the spectacle?

Week 14: Film: “The Square” – documentary based on the multi-year struggle in Egypt for democracy.

Questions addressed:

What constituted the forces of the state in the documentary? Were these state forces agreed on how to respond to the crisis? What were the divisions within the state? What kinds of social actors did you see in the documentary? What motivated these social actors? How did these social actors develop throughout the course of the resistance? What is the role of space in such resistance? Is space just a physical concept in such movements?

Week 15: Conclusion and Research Presentations (Final research papers due and take-home final exam distributed to be handed back in one week)

Readings: Castells, pp. 244-247.

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

New Course Proposal Form

Date Submitted 12/10/13

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

1.
 - a. **Department(s) or program(s)** proposing this course ISP
 - b. **Name** and contact information of proposer(s) Susannah Crowder
 Email address(es) scrowder@jjay.cuny.edu
 Phone number(s) 646-781-5335
2.
 - a. **Title of the course** Sex, Gender, and Justice in Global Perspective
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Sex Gender & Justice
 - 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:

The readings, written assignments, and level of classroom activities are sophisticated and challenging; they presuppose solid experience with college level work. For example, in oral and written work students will analyze how scholars can take opposing views of the same situation; students will also draw on specific texts to suggest how efforts to promote gendered roles and control them have shaped societies and cultures in profound ways. This course, with its emphasis on multiple perspectives, critical analysis, research requirement, and in-depth cultural/historical context is appropriate for upper-division, 300-level courses.

- d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ISP
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This is a course that will satisfy the Justice in Global Perspective Option portion of General Education at John Jay College. The course draws on primary sources and theoretical works to investigate structures of gender and sexuality over time in Western and Non-Western societies, and situates these socio-political structures within the ideas

and practices of justice. Developed in consultation with Katie Gentile in the Gender Studies major, this is a topics course that does not overlap with the GEN 205 Gender and Justice course. The context will not only be global, but also interdisciplinary—stressing connections between history, social science, philosophy, theater, and literature. These qualities fit well with John Jay’s commitment to studying justice in its full range of meanings and contexts.

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.)

From ancient times to the present, changing ideas and ideals about gender and sexuality have shaped practices of justice. Drawing on the perspectives of history, social science, philosophy, theater, and/or literature, this course focuses on a single topic or theme each semester to explore the creation and enforcement of gender norms and the regulation of sexuality in a variety of Western and Non-Western societies.

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 201

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

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

No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

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

Students will:

- | |
|---|
| <ul style="list-style-type: none"> Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice as they relate to sex and gender throughout the world |
| <ul style="list-style-type: none"> Analyze how struggles for justice as they relate to sex and gender have shaped societies and cultures |

throughout the world
<ul style="list-style-type: none"> Differentiate multiple perspectives on issues of justice relating to sex and gender.

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

No Yes

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

General Education Program, and within the College Option Portion the 300 level Justice in Global Perspective section. Theme B in ISP. We have consulted with Gender Studies and the course has been approved as an elective in the major, going in Category A, Global Perspectives.

10. Will this course be part of **JJ's general education program?** (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

No Yes If yes, please indicate the area:

It will be part of the College Option, Justice Core 300, Justice in Global Perspective.

Please explain why and how this course fits into the selected area:

This course will be part of John Jay's College Option, Justice Core 300-level, Justice in Global Perspective. The qualities of the course are at the heart of what John Jay College, with its commitment to studying justice in broad terms and from multiple perspectives.

By focusing on topics in the history of gender and sexuality in relation to changing ideas and perceptions of justice, the course will help develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world—from ancient times through the twentieth century. There will be an emphasis on how gender and sexuality and related social structures have shaped—and been shaped by--societies and cultures throughout the Western and Non-Western worlds. There will also be attention to how, on the one hand, societies have tried to promote gendered models of behavior, and on the other hand, individuals have struggled against the enforcement of such regulation.

The required readings include studies and creative literature from a variety of perspectives. While the course and some of the required readings will be structured historically, the materials of the course are particularly interdisciplinary—stressing topics such as the psychology of gender and sexuality, the politics of justice, the ethics underlying attempts to promote and enforce certain social models, and literary efforts to interrogate gender and sexuality.

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

Students will be assigned a variety of written assignments, short and long. Their reading and oral work during classroom activities will be evaluated. They will be assessed on the basis of how well they do the following:

- Demonstrate an understanding of the broad context for struggles for justice as they relate to various models of gendered marriage by writing a paper comparing and contrasting ancient Chinese, ancient Greek, modern African, and modern Indian attitudes toward same-sex partnership and marriage. This will be assessed using a rubric measuring students' achievement in formulating a comparative argument and using textual evidence to support it.
- Analyze how struggles for justice have shaped societies and cultures through an in-class essay on gender, justice, and the economics of marriage in Africa and Asia. This will be assessed using a rubric that measures students' achievement in formulating a comparative argument and drawing on readings to support that argument.
- Differentiate multiple perspectives on gender and sexuality as they relate to ideals of justice by comparing historiographic approaches to marriage and legal status. This will be assessed using a rubric that measures students' achievement in explaining, comparing, and contrasting the differing depictions of women's marital status in modern African and medieval European courts.

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

No ___ Yes x If yes, please state the librarian's name Kathleen Collins

Are there adequate resources in the library to support students' work in the course

Yes x No _____

Will your students be expected to use any of the following library resources? Check all that apply.

- | | |
|---|-----------------------------------|
| ➤ The library catalog, CUNY+ <u>x</u> | ➤ PsycINFO <u>x</u> |
| ➤ EBSCOhost Academic Search Complete _____ | ➤ Sociological Abstracts <u>x</u> |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <u>x</u> | ➤ JSTOR <u>x</u> |
| ➤ LexisNexis Universe _____ | ➤ SCOPUS _____ |
| ➤ Criminal Justice Abstracts _____ | ➤ Other (please name) _____ |

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval 5/12/13_____
15. **Faculty** - Who will be assigned to teach this course? Susannah Crowder, and eventually other ISP faculty
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. – SEE #17 below

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.

The course was developed in consultation with Katie Gentile and the Gender Studies major with the result that this topics course has been approved as an elective in the major, going in Category A, Global Perspectives.

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:

Richard Haw

Chair, ISP Department

John Jay General Education College Option Course Submission Form

Course Prefix & Number	ISP 3XX
Course Title	Sex, Gender, and Justice in Global Perspective
Department or Program	Interdisciplinary Studies Program
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400- level courses)	ENG 201
Co-requisites	N/A
Course Description	From ancient times to the present, changing ideas and ideals about gender and sexuality have shaped practices of justice. Drawing on the perspectives of history, social science, philosophy, theater, and/or literature, this course focuses on a single topic or theme each semester to explore the creation and enforcement of gender norms and the regulation of sexuality in a variety of Western and Non-Western societies.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course x a new course being proposed

John Jay College Option Location

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

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

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

<p>I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>Develop an understanding of the broad context for struggles for justice as they relate to various models of marriage through reading, discussion, and written assignments. Students will, e.g., write about how attitudes toward same-sex partnership and marriage have evolved (e.g. Week 6 Assignment on <i>The Libertine's Friend</i>, <i>The Symposium</i>, <i>On a Muggy Night in Mumbai</i>, and Evans-Pritchard and Schwimmer articles on African cultures). Students will also compare Western and Non-Western worlds—e.g., by comparing global developments in the Middle East, Africa, Europe, and Asia as described in works by Coontz, Rindfuss and Morgan, Voorhoeve, Meekers, and Goody and Tambiah (class role playing, week 2; in-class writing, Week 11).</p>	<ul style="list-style-type: none"> • Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
<p>In classroom discussions, debates, and role playing as well as in papers, students will analyze various efforts to regulate gender and sexuality in the past through marriage (Weeks 3-10). Students will draw on examples, such as Chinese, Greek, African, and Indian attitudes to male-male relationships (Weeks 3-6, essay week 6), to suggest how efforts to both promote gendered roles and control them through marriage have shaped societies and cultures in profound ways.</p>	<ul style="list-style-type: none"> • Analyze how struggles for justice have shaped societies and cultures throughout the world
<p>Orally and in writing, differentiate multiple perspectives on marriage, gender, and sexuality, including the law, politics, philosophy, and psychology of marriage. Thus, as part of one of the main units for the course—<i>Justice and Marital Status</i>—students will synthesize and draw upon their readings in law, history, and literature in an effort to analyze marriage, gender, and sexuality (Weeks 7-10). They will, e.g., compare depictions of marital status in the courts to analyze how participants in the judicial system can take opposing views of the same situation.</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

Interdisciplinary Studies Program
Theme B, History

Sex, Gender, and Justice in Global Perspective

Mondays, 11-1:30, 5:40-8:10

Prof Susannah Crowder, Room 06.65.09; scrowder@jjay.cuny.edu; 212 237-8456

Prof Amy Green, Room 06.65.03; agreen@jjay.cuny.edu; 212 237-8352

Office Hours: Mondays, 2-4, and by appointment.

Course Syllabus

From ancient times to the present, changing ideas and ideals about gender and sexuality have shaped practices of justice. Drawing on the perspectives of history, social science, philosophy, theater, and/or literature, this course focuses on a single topic or theme each semester to explore the creation and enforcement of gender norms and the regulation of sexuality in a variety of Western and Non-Western societies.

Note: This semester's theme focuses on marriage as a social, legal, economic, and cultural construct globally.

Learning Outcomes:

Students will:

<ul style="list-style-type: none"> • Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice as they relate to sex and gender throughout the world
<ul style="list-style-type: none"> • Analyze how struggles for justice as they relate to sex and gender have shaped societies and cultures throughout the world
<ul style="list-style-type: none"> • Differentiate multiple perspectives on issues of justice relating to sex and gender.

In addition to the assigned readings and papers, oral and written work during class periods will be designed to facilitate and evaluate progress toward these objectives. All administrative matters, including grading, will be discussed during the first class. Some of the rules for the course are covered below.

ISP RESOURCES

The ISP faculty and staff are here to support your success. In case of problems that may jeopardize your progress in this course,

1. Keep in touch with your professors. Contact information is at the top of the syllabus and on blackboard.
2. Contact ISP Administrator, Ms. Acuna: 212 237-8460; pacuna@jjay.cuny.edu, Room 06.65.01.
3. Take advantage of the free ISP tutoring service.

REQUIRED TEXTS: You need to purchase the following books for this course. The books may be purchased through the John Jay bookstore or an online bookseller, such as Amazon or B&N.com. Used copies in good condition are fine. Readings are due according to the Class Schedule on this syllabus.

Vitiello, Giovanni, *The Libertine's Friend: Homosexuality and Masculinity in Late Imperial China*, (University of Chicago Press, 2011, 312 pages, ISBN: 0226857921)

Plato, *The Symposium*, (Penguin, 2003, 144 pages, ISBN: 0140449272)

Dattani, Mahesh, *On a Muggy Night in Mumbai*, (Penguin, 2013, 250 pages, ASIN: B00DY08700)

Hobbins, Daniel, *The Trial of Joan of Arc*, (Harvard UP, 2007, 272 pages, ISBN: 0674024052)

- Gordon-Reed, Annette, *Thomas Jefferson and Sally Hemings: An American Controversy*, (University of Virginia Press, 1998, 288 pages, ISBN: 0813918332)
- Jack Goody and S.J. Tambiah, *Bride Wealth and Dowry in Africa and Eurasia*, (Cambridge University Press, 1974, ISBN: 052109805X, 178 pages)
- Kaur Teja, Mohinderjit, *Dowry: A Study in Attitudes and Practices*, (South Asia Books, 1993, ISBN: 8121003105, 112 pages)
- Alsanea, Rajaa, *Girls of Riyadh: A Novel*, (Penguin, 2007, 304 pages, ISBN: 1594201219)

In addition, following readings will be on Blackboard:

- Coontz, Stephanie, "In Search of Traditional Marriage," in *Marriage, A History*, (Viking, 2005, 448 pages, ISBN: 014303667X), pp. 1-52.
- Coontz, Stephanie, "The World Historical Transformation of Marriage," *Journal of Marriage and Family*, Vol. 66 (2004), pp. 974-979.
- Rindfuss, Ronald R., and S. Philip Morgan. "Marriage, Sex, and the First Birth Interval: The Quiet Revolution in Asia." *Population and Development Review* (1983), pp. 259-278.
- Voorhoeve, Maaïke, "Introduction," in *Family Law in Islam: Divorce, Marriage, and Women in the Muslim World*, (Palgrave, 2012) pp. 1-12.
- Meekers, Dominique, "The Process of Marriage in African Societies: A Multiple Indicator Approach." *Population and Development Review*, (1992), pp. 61-78.
- Evans-Pritchard, E.E., "Sexual Inversion Among the Azande," *American Anthropologist New Series*, Vol. 72 (1970), pp. 1428-34.
- Schwimmer, Eric, "Male Couples in New Guinea," in *Ritualized Homosexuality in Melanesia*, ed. Gilbert H. Herdt, (University of California Press, 1993), pp. 248-91.
- Griffiths, Anne, *In the Shadow of Marriage: Gender and Justice in an African Community*, (University of Chicago Press, 1997), pp. 106-82.
- Anderson, Siwan, "The Economics of Dowry and Bride Price," *Journal of Economic Perspectives*, Vol 21, no. 4, (2007) pp. 151-174.
- Dekker, Marleen and Hans Hoogeveen, "Bride Wealth and Household Security in Rural Zimbabwe," *Journal of African Economics*, Vol. 11, No. 1, (2002) pp. 114-145.
- Mangena, Tendai and Sambulo Ndlovu, "Implications and Complications of Bride Price Payment among Shona and Ndebele of Zimbabwe" *International Journal of Asian Social Science*, Vol. 3, No. 2, (2013) pp. 472-481.
- "A Suitable Price," *The Economist*, Vol. 367, no. 8328 (2003), p. 40.
- Lee Cronk, "Amounts Spent on Engagement Rings Reflect Aspects of Male and Female Mate Quality," *Human Nature*, vol. 18, no. 4, (2007), pp. 329-33.

COURSE POLICIES

GRADING

Final grades will be based upon the following:

- | | |
|---------------------------------------|-----|
| 1. Short Papers (3-4 pages) | 30% |
| 2. Long Paper (5 pages) | 15% |
| 3. Research Project | 30% |
| 4. In-Class Writing | 10% |
| 5. Quizzes | 5% |
| 6. Class Participation and Attendance | 10% |

According to official CUNY policy, letter grades signify:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Fail

Excellent work responds to the assignment; is comprehensive, thoughtful, thorough, and original; provides relevant and convincing evidence appropriately cited; and is presented in a professional manner without grammatical, spelling, or other formal errors.

PLAGIARISM

Plagiarism is the presentation of another person's work or ideas as your own; this includes material downloaded from the Internet without citation. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Any use of material from the Web must be clearly and appropriately cited.** Plagiarism can result in failing the course and/or disciplinary action.

ISP subscribes to and enforces the John Jay College official policy on academic integrity:

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

ATTENDANCE

The most important part of the course takes place in the classroom. Missed classes or lateness will affect your grade. If you miss more than two classes, you will be at risk of failing the course. Over ½ hour late equals 1 absence. Three latenesses of less than ½ hour equal one absence. Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with Professor Green or Sherman and the program counselor as soon as possible. **Always bring the assigned reading to class.**

PAPERS

Papers should be typed or word-processed, double-spaced using a 12-point font with 1" margins. Be sure to keep a copy of every paper turned in and returned to you. Late papers will be marked down. Excessively late papers will not be accepted. **Papers cannot be sent in by email or fax.**

CLASSROOM

No eating in class.

There should be no traffic in and out of class.

Turn off cell phones before you enter class and never use or check in class.

Laptops may only be used to view or take notes on that day's assignment and are subject to faculty observation during class.

CLASS SCHEDULE for ISP 3XX: Sex, Gender, and Justice in Global Perspective, Fall 2012

The following readings are to be completed in preparation for the indicated class period. Every time, the assigned book should be brought to class. As the course relies on classroom participation (**which will constitute a significant part of your final grade**) rather than lectures, it is essential to do the readings and come to class on time with the reading material.

Date **Topic and Reading Due**

Part I: “Traditional” Marriage in Global Perspective

- Class 1 Introduction. Handout: Lucy William’s *Global Marriage*, selections
- Class 2 Coontz, Stephanie, “In Search of Traditional Marriage,” in *Marriage, A History*, (Viking, 2005)
 Coontz, Stephanie, “The World Historical Transformation of Marriage,” *Journal of Marriage and Family*, Vol. 66 (2004), pp. 974–979.
 Rindfuss, Ronald R., and S. Philip Morgan, "Marriage, Sex, and the First Birth Interval: The Quiet Revolution in Asia," *Population and Development Review* (1983), pp. 259-278.
 Voorhoeve, Maaïke, “Introduction,” in *Family Law in Islam: Divorce, Marriage, and Women in the Muslim World*, (Palgrave, 2012) pp. 1-12.
 Meekers, Dominique, "The Process of Marriage in African Societies: A Multiple Indicator Approach," *Population and Development Review*, (1992), pp. 61-78.

Part II: Same-Sex Relationships and Marriage

- Class 3 Vitiello, Giovanni, *The Libertine’s Friend: Homosexuality and Masculinity in Late Imperial China*, (University of Chicago Press, 2011), chs. 2, 3, 5.
- Class 4 Plato, *The Symposium*, (Penguin, 2003), complete
- Class 5 Evans-Pritchard, E.E., “Sexual Inversion Among the Azande,” *American Anthropologist New Series*, Vol. 72 (1970), pp. 1428-34
 Schwimmer, Eric, “Male Couples in New Guinea,” in *Ritualized Homosexuality in Melanesia*, ed. Gilbert H. Herdt, (University of California Press, 1993), pp. 248-91.
- Class 6 Dattani, Mahesh, *On a Muggy Night in Mumbai*, (Penguin, 2013), complete
Assignment – 3-4 Page Paper Due: Compare the social and legal status of male-male relationships in *The Libertine’s Friend*, *The Symposium*, the Evans-Pritchard, the Schwimmer, and *On a Muggy Night in Mumbai*. What is the role of cultural and governmental regulation of same-sex relationships in each text? Evaluate its impact on the social identity and legal status of the individual.

Part III: Justice and Marital Status

- Class 7 Griffiths, Anne, *In the Shadow of Marriage: Gender and Justice in an African Community*, (University of Chicago Press, 1997), Chs. 4-6.
- Class 8 Hobbins, Daniel, *The Trial of Joan of Arc*, (Harvard UP, 2007, 272 pages, ISBN: 0674024052), Chapters 1-3
Assignment – 3-4 Page Paper Due: Choose a single trial that is described in *In the Shadow of Marriage* and then compare and contrast it with *The Trial of Joan of Arc*. Why do the defendants tell their stories the way they do? How do they characterize their marital state and why? How do their marital states have an impact on the outcome of the trial and the historical record?
- Class 9 Gordon-Reed, Annette, *Thomas Jefferson and Sally Hemings: An American Controversy*, (University of Virginia Press, 1998), Chapters 1-4
- Class 10 Gordon-Reed, Annette, *Thomas Jefferson and Sally Hemings*, Chapters 5-7 and Appendices
Assignment – 5 Page Paper Due: Compare the depictions of Sally Heming’s relationship with Thomas Jefferson by earlier historians with the revisionist stance of Annette Gordon-Reed. How

do you account for the differing characterizations of the Hemings-Jefferson relationship? How do you evaluate these accounts in terms of ideals of justice?

Part IV: Economic Justice and Marriage

- Class 11 Jack Goody and S.J. Tambiah, *Bride Wealth and Dowry in Africa and Eurasia*, (Cambridge University Press, 1974), complete
45-minute in-class writing on assigned reading
- Class 12 Anderson, Siwan, "The Economics of Dowry and Bride Price," *Journal of Economic Perspectives*, vol. 21, no. 4, (2007), pp. 151-174
Kaur Teja, Mohinderjit, *Dowry: A Study in Attitudes and Practices*, (South Asia Books, 1993), complete
Assignment – 3-4 Page Paper Due: According to Goody and Tambiah, what are the characteristics of the dowry in Africa and Eurasia? How do ideals and practices differ across the two regions? In what ways do Anderson and Kaur Teja offer critiques of the ideology and institution of the dowry that is depicted by Goody and Tambiah?
- Class 13 Dekker, Marleen and Hans Hoogeveen, "Bride Wealth and Household Security in Rural Zimbabwe," *Journal of African Economics*, Vol. 11, No. 1, (2002) p. 114-145
Mangena, Tendai and Sambulo Ndlovu, "Implications and Complications of Bride Price Payment among Shona and Ndebele of Zimbabwe" *International Journal of Asian Social Science*, 2013, Vol. 3, No. 2, 472-481
"A Suitable Price," *The Economist*, Vol. 367, no. 8328 (2003), p. 40
Lee Cronk, "Amounts Spent on Engagement Rings Reflect Aspects of Male and Female Mate Quality," *Human Nature*, vol. 18, no. 4 (2007), pp. 329-33.

Part V: Globalization and Changing Perceptions of Marriage

- Class 14 Alsanea, Rajaa, *Girls of Riyadh: A Novel*, (Penguin, 2007), p. 1-150
Assignment – 7-8 Page Research Project Due: Compare how perceptions of marriage have changed in the 20th century in terms of ideas of justice and fairness. How would you explain the changes you have identified in the context of shifting social, global, and economic realities?
Instructions: In writing your paper, you will need to draw from at least three primary and two secondary sources that are not part of the assigned readings for the course. However, materials from the assigned readings and classroom discussions should be integrated into your paper. Potential sources for your paper might be found in the some of the assigned readings or derived from discussions in preparation for this paper during the semester.
- Class 15 Alsanea, Rajaa, *Girls of Riyadh: A Novel*, (Penguin, 2007), complete

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

New Course Proposal Form

Date Submitted April 5, 2013

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

1. a. **Department(s) or program(s)** proposing this course: Sustainability Minor
- b. **Name** and contact information of proposer(s) Dr. Jacoby Adeshei Carter
- Email address(es) jcarter@jjay.cuny.edu
- Phone number(s) 212.237.8343

2. a. **Title of the course** Environmental Ethics
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Environmental Ethics
- c. **Level** of this course 100 Level X 200 Level 300 Level 400 Level

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

This will be one of the required courses for the proposed Sustainability minor. The course is intended to lay a theoretical and practical foundation for students to be able to understand, and critically engage with the ethical problems surrounding sustainability. This foundation will help them to think through the ethical ramifications of issues that arise in higher level courses. Also, the readings are suitable for the 200-level. Course assignments in terms of type, length and structure are most suitable for the 200-level. Papers are shorter in length, and multiple low stakes written assignments are used.

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

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.)

One of the perennial questions of philosophy is: “What do human beings owe to each other?” This question has guided philosophical thinking about the nature of obligation, duty, virtue and normative constraints on the way human beings act towards one another. A central aim of a liberal arts education is to help cultivate in students a comprehension and appreciation of both this question, in all its iterations, and various attempts to answer it across traditions and cultures. This pedagogical aim is reflected for instance in initiatives like “Ethics Across the Curriculum”. This course deepens this inquiry by delving into our responsibilities toward nature and nonhuman animals.

As part of the sustainability minor this course will assist students in deepening their understanding of their ethical relationship to the natural world and their obligations to conserve, protect, and sustain it. The course will encourage students to understand the relationship of human beings and nonhuman animals to one another and their various ecosystems through a variety of cultural, ethical and religious worldviews including but not limited to indigenous American, African, and Hindu.

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 will explore the moral obligations of human beings to nature and nonhuman animals. Students will learn and apply various ethical theories to a consideration of nonhuman animals, inanimate objects, ecosystems and nature as a whole. Potential topics include but are not limited to: What sort of (moral) value do natural objects have? Is there intrinsic value in nature? Is sentience—the ability to experience pleasure and pain—the primary moral rights conferring property; that is, the property that makes a being matter morally? Do ecosystems matter morally? Which has moral priority collective entities such as species or ecosystems or individual sentient beings? What are the obligations of present generations to future generations of human beings?

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):

Prerequisites: ENG 101

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

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

- No Yes. If yes, then please provide:
- Semester(s) and year(s):
 - Teacher(s):
 - Enrollment(s):
 - Prerequisites(s):

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

Students *will demonstrate their knowledge of* at least three major normative ethical theories (Ex. Consequentialism, Deontology, Virtue Ethics, Feminist Ethics, etc.) through exams or papers.

Students *will know* explain and discuss central concepts, principles and arguments involved in environmental ethics *such as* sentience, moral considerability, mini-ride or trolley cases, goal-directedness, teleology, the argument from marginal cases, speciesism, and obligations to future generations etc.

Students *will know* the difference between anthropocentric and non-anthropocentric, as well as, individualist and collectivist normative ethical theories. Students will demonstrate this understanding through all variety of course evaluation measures including class discussion, writing assignments and exams

Students apply at least three of the normative ethical theories listed above to aspects of the natural world not traditionally covered by those theories in exams or papers

Students *will* articulate arguments (both their own and those of the authors read) and make use of the same in critiquing the arguments of those authors. Students *will* correctly distinguish between anthropocentric and non-anthropocentric, as well as, individualist and collectivist normative ethical theories, and articulate the central conceptual differences between these theory types and hold the relevant differences in mind in evaluating and constructing arguments.

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

No Yes

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

This will be an elective course in the Sustainability 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**?

Student learning will be assessed through a variety of measures. Student knowledge of normative ethical theories and issues specific to environmental ethics will be assessed through examinations, short writing assignments, and oral presentations. Student comprehension of central principles, concepts, and arguments will be assessed through longer 3-5 page writing assignments. Written and oral assignments will also be used to assess students' abilities to draw and track important distinctions, make appropriate use of important concepts, and critically respond to assignments.

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

Yes No

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

- The library catalog, CUNY+
- EBSCOhost Academic Search Complete
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- LexisNexis Universe
- Criminal Justice Abstracts

- PsycINFO
- Sociological Abstracts
- JSTOR
- SCOPUS
- Other (please name) _____

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval March 7, 2013

15. **Faculty** - Who will be assigned to teach this course? Prof. Jacoby Adeshei Carter, Prof. Enrique Chávez-Arviso

D16

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.

This course does not duplicate any course already in existence in any department at John Jay. It has also been reviewed and committed on by all of the faculty and departments that together contributed to the development of the Sustainability Minor and its courses so they have been consulted even though there is no similar course on offer in any other department.

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:

Jonathan Jacobs,

Name of Chair giving approval, Proposer's Department

Joan Hoffman

Name of Sustainability and Environmental Justice Minor Coordinator

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

John Jay College of Criminal Justice 524 W. 59th Street, New York ,NY 10019

PHI 2xx: Environmental Ethics F 10:50 – 2:30pm

Professor Jacoby Adeshei Carter

Office location: NB/8.63.10

Contact hours: W 2:00 – 3:30pm, TH 2:00 – 3:30pm

Phone: 212.237.8343

E-mail address: jcarter@jjay.cuny.edu

Course Description :

This course will explore the moral obligations of human beings to nature and nonhuman animals. Students will learn and apply various ethical theories to a consideration of nonhuman animals, inanimate objects, ecosystems and nature as a whole. Potential topics include but are not limited to: What sort of (moral) value do natural objects have? Is there intrinsic value in nature? Is sentience—the ability to experience pleasure and pain—the primary moral rights conferring property; that is, the property that makes a being matter morally? Do ecosystems matter morally? Which has moral priority collective entities such as species or ecosystems or individual sentient beings? What are the obligations of present generations to future generations of human beings?

Learning outcomes

Students *will demonstrate their knowledge of* at least three major normative ethical theories (Ex. Consequentialism, Deontology, Virtue Ethics, Feminist Ethics, etc.) through exams or papers.

Students *will know* explain and discuss central concepts, principles and arguments involved in environmental ethics *such as* sentience, moral considerability, mini-ride or trolley cases, goal-directedness, teleology, the argument from marginal cases, speciesism, and obligations to future generations etc.

Students *will know* the difference between anthropocentric and non-anthropocentric, as well as, individualist and collectivist normative ethical theories. Students will demonstrate this understanding through all variety of course evaluation measures including class discussion, writing assignments and exams

Students apply at least three of the normative ethical theories listed above to aspects of the natural world not traditionally covered by those theories in exams or papers

Students *will* articulate arguments (both their own and those of the authors read) and make use of the same in critiquing the arguments of those authors. Students *will* correctly distinguish between anthropocentric and non-anthropocentric, as well as, individualist and collectivist normative ethical theories, and articulate the central conceptual differences between these theory types and hold the relevant differences in mind in evaluating and constructing arguments.

Course pre-requisites or co-requisites: ENG 101

Requirements / Course Policies

Course Requirements:

Discussion Starters fifteen percent (15 %) of total grade.

Each student will be responsible for five (5) discussion starters. The purpose of these discussion starters is to stimulate critical analysis and discussion of the material we cover in class, and to challenge each student to critically evaluate the course material. The discussion starter is intended to develop the skills necessary for doing philosophy well. A discussion starter is a ½ to ¾ page, typed, single spaced, short summary (3-5 sentences) followed by a set of critical comments and questions on the readings for that day. The student's comments and questions should constitute the bulk of the discussion starter. A discussion starter should not merely summarize the readings for that class period. You are expected to either develop a critical question or comment. If you raise a question or make a comment, you should attempt to answer that question or respond to that comment on behalf of the philosopher we are reading. Discussion starters and in-class questions and comments will constitute the student's class participation grade which is 15% of the overall course grade.

Class participation consists in maintaining an active presence throughout the course and regular discussion starters. This course will involve daily seminar-style discussions, where students will be expected to have completed the assigned reading for that day, and to engage the instructor and each other in discussion. Make no mistake, in order to do well in this class you must ask questions and make comments every day. Thus, attendance is very important, for if you are not in class, you can neither contribute to, nor benefit from, the class discussion. Please note that regular unexcused absences will negatively affect your grade. Lastly, you will be graded on the quality, not necessarily the quantity, of your class participation.

Leading Class Discussion (15 %) of total grade.

Each student—in conjunction with the professor—will be responsible for leading a discussion of the assigned reading for two class sessions. The student leader will be responsible for formulating questions, or prompts that encourage critical engagement with the text and answering questions concerning the text posed by members of the class. The student is expected to demonstrate a detailed

and critical understanding of the assigned reading, as evidenced by an accurate and coherent analysis and interpretation of the text, the ability to comprehend and respond to questions (both critical and interpretive) about the text, and the ability to raise critical questions of her own concerning the text and respond to them.

Two Examinations each twenty five percent (25 %) of total grade.

There will be two (2) exams given throughout the course. Each examination will cover all of the course material presented in the course up to the point at which the examination is administered. Questions will be drawn from any assigned readings, lectures, or discussions that take place in the course up to that point. Examinations will either be administered in class, or take-home at the professor's discretion. The final will be a comprehensive examination. Any of the material assigned as class readings, lecture material, and class discussions are suitable subject matter for the final exam.

Paper Assignment twenty percent (20 %) of total grade.

Each student will be responsible for writing a paper on assigned topics which we cover in the course. The paper should be no shorter than five (5) typed, double-spaced pages, and written in Times New Roman twelve (12) point font and no longer than seven (10) typed, double spaced pages written in Times New Roman twelve (12) point font. Each paper will require the student to reconstruct an argument contained in some portion of one of the assigned readings for the class. As the time for writing the papers approaches, I will provide further explanation of the requirements and expectations for the paper assignments. The paper will constitute twenty percent (20 %) of the student's grade.

So, the overall grade breakdown for the course is as follows:

Discussion Starters	100 points	15 %
Discussion Leading	100 points	15 %
First Exam	100 points	25 %
Term Paper	100 points	20 %
Final Exam	100 points	25 %
<hr/>		
Total	400 points	100 %

Required Texts

- Light, Andrew and Rolston III. *Holmes Environmental Ethics: An Anthology* (Wiley-Blackwell, 2002) pp. 568 ISBN-10: 0631222944 ISBN-13: 978-0631222941

Course Calendar

Week One:

Course Introduction

Review Syllabus

Class Discussion: “What is Environmental Ethics?”

Week Two: Constructing an Environmental Ethic: Preliminary Considerations

A. Is ‘Nature’ Socially Constructed?

Gifford, “The Social Construction of Nature” 37–42

Roger King, “How to Construe Nature” 12–18

B. Monism versus Pluralism

Stone, “Moral Pluralism and the Course of Environmental Ethics” 433–440

Callicott, “The Case Against Moral Pluralism” 442–450

Week Three: Critique of Anthropocentrism

Brennan, and Lo, “Environmental Ethics”, *The Stanford Encyclopedia of Philosophy*

Sylvan, “Is There a Need for a New, an Environmental, Ethic?” (*Environmental Philosophy* 17-25

Merchant, “The Death of Nature” (*Environmental Philosophy* 277-290, reserve)

Rolston, Are Values in Nature Objective or Subjective? 88–100

Week Four: Defense of Anthropocentrism

Watson, “A Critique of Anti-Anthropocentric Biocentrism” 205–212

Hargrove, “Weak Anthropocentric Intrinsic Value” 225–233

Norton, “Environmental Ethics and Weak Anthropocentrism” 240–253

Week Five: What is the Proper Scope of Moral Considerability? Part I

A. Individualism

1. Animal Liberation/Animal Rights

Singer, Animal Liberation, 57–65

Regan, Animal Rights, 65–72

Callicott, “Animal Liberation: A Triangular Affair”, 51–61 , reserve

2. Biocentrism

Taylor, :Biocentrism,” 117–131

Week Six: What is the Proper Scope of Moral Considerability? Part II

B. Holism/Collectivism

1. Deep Ecology

Fox, “Deep Ecology: A New Philosophy of Our Time?”, 525–536

Keller, “Gleaning Lessons From Deep Ecology” (*Ethics and Values: Basic Readings in Theory and Practice*, pp. 367-375, reserve);

2. Ecocentrism

Leopold, excerpts from *A Sand County Almanac*, 139–148

Callicott, “Conceptual Foundations of the Land Ethic”, 149–160

C. Hierarchical Biocentrism

Goodpaster, “On Being Morally Considerable”, 131–139

Ferré, “Persons in Nature”, 73–80

Week Seven: Environmental Virtue Ethics

Frasz, “Environmental Virtue Ethics”, 1–12

Cafaro, “Thoreau, Leopold, and Carson: Toward an Environmental Virtue Ethics” 376–384

*****Mid-term Examination*****

Week Eight: Ecofeminism

Warren, “The Power and Promise of Ecological Feminism” (Pojman, Third Edition, pp. 189-199, reserve)

Plumwood: “Nature, Self, and Gender” (*Environmental Philosophy*, pp. 291-314, reserve)

Week Nine: Animal Ethics I

Kant, “Rational Beings Alone Have Moral Worth” 23–26

Wilson, “The Green Kant”, 45–52

Dennett, “Conditions of Personhood” 84–92

Week Ten: Animal Ethics II

Singer, “Animal Liberation” - Chapter 1 “All Animals are Equal” 3–19

Steinbock, “Species and the Idea of Equality” 122–130

Callicott, “Animal Liberation: A Triangular Affair” 142–156.

Week Eleven: Environmental Racism

“A Sierra Roundtable on Race, Justice, and the Environment” 1–17

Kelbessa, “Environmental Injustice in Africa” 322–334

Hamilton, “Testing for Environmental Racism: Prejudice, Profits, Political Power?” 340–351

Godsil, “Remedying Environmental Racism” 378–388

Week Twelve: Economics and Environmental Justice

Rees, “Sustainable Development: Economic Myths and Global Realities”, 498–507

Daly, “Consumption: The Economics of Value Added and the Ethics of Value Distributed”, 509–520

Sagoff, “At the Shrine of Our Lady of Fàtima, or Why Political Questions are not all Economic”, 555–562

Singer, “One Atmosphere” 579–586

Week Thirteen: Sustainability

Norton, Costanza, and Bishop, “The Evolution of Preferences: Why ‘Sovereign’ Preferences May not Lead to Sustainable Policies and What to Do about It”, 297–306

Hawken, “A Declaration of Sustainability” 308–320

Norton, “Sustainability, Human Welfare, and Ecosystem Health” 16–21

Brister, “Distributing Epistemic Authority: Refining Norton’s Pragmatist Approach to Environmental Decision-Making”, 322–334

Week Fourteen: Environmental Pragmatism, Part I

Rosenthal and Buchholz, “How Pragmatism is an Environmental Ethic”, 8–17

Hickman, “Nature as Culture: John Dewey’s Pragmatic Naturalism” 123–132

Booth, “Environmental Pragmatism and Bioregionalism”, 34–47

Carter, “Environmental Pragmatism, Global Warming, and Climate Change” 71–83

Week Fifteen: Environmental Pragmatism, Part II

Parker, “Pragmatism and Environmental Thought”, 625–633

Castle, “A Pluralistic, Pragmatism and Evolutionary Approach to Natural Resource Management”, 640–652

Weston, “Beyond Intrinsic Value: Pragmatism in Environmental Ethics” 27–39

Katz, “Searching for Intrinsic Value: Pragmatism and Despair in Environmental Ethics” 43–56

*****Term Paper Due*****

The Final Exam will be given at the date and time specified by the college.

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 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.

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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.**

For a syllabus template, see the **Faculty eHandbook** on the Center for Teaching website at: http://resources.jjay.cuny.edu/ehandbook/planning_syllabus.php#syllabus

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

Course Revision Form

Date Submitted: 11/14/2013

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Jay Walitalo

Email(s): jwalitalo@jjay.cuny.edu

Phone number(s): 212.484.1192

3. Current number, title, and abbreviated title of course: **LIT 286: The Horror Film**

(Abbreviated title: The Horror Film)

4. Current course description:

This course provides students an in-depth study of the horror film, including its defining characteristics, its critical reputation, its status as a genre, its relationship to folklore and religious traditions, its representations of gender, and its narrative traditions, particularly those relating to criminal or social justice themes. As students watch, contemplate, discuss, read and write about horror films, they will move toward a more complete understanding of the horror film's place and importance in both film and cultural history.

a. Number of credits: 3

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

c. Current prerequisites: ENG 102/201 and DRA 106 or LIT 275

5. Describe the nature of the revision: Change the course's prerequisites to ENG 102/201.

6. Rationale for the proposed change(s):

The pool of potential students for LIT 286 is very small given the current prerequisite requirement. Per the John Jay Student Bulletin, the prerequisite for other film courses is ENG 102/201.

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

a. Revised course description: N/A – no change

b. Revised course title: N/A – no change

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A – no change

- d. Revised learning outcomes N/A – no change
- e. Revised assignments and activities related to revised outcomes N/A
- f. Revised number of credits: N/A – no change
- g. Revised number of hours: N/A – no change
- h. Revised prerequisites: **English 102/201**

8. Enrollment in past semesters: 19 students registered in spring 2014.

9a. Will this course be offered as part of the new JJ General Education

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)?

Spoke with Lyell Davies from CTA department who is the Co-Coordinator of the Film Studies minor. He approves change in prerequisites.

11. Date of Department or Program Curriculum Committee approval: November 14, 2013

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

Valerie Allen, English

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

Course Revision Form

Date Submitted: 12/5/2013

1. Name of Department or Program: Psychology
2. Contact information of proposer(s):
Name(s): Jill Grose-Fifer, Ph.D.
Email(s): jgrose-fifer@jjay.cuny.edu
Phone number(s): 646-557-4578
3. Current number, title, and abbreviated title of course:
(Abbreviated title can be found on SIMS)

PSY 243, Theories of Personality

5. Current course description:

Critical survey of modern approaches to the organization and development of personality. An attempt is made to integrate experimental, clinical, and cultural evidence, with some consideration of problems of personality adjustment.

- a. Number of credits and hours: 3 credits, 3 hours
- b. Number of class hours (please specify if the course has lab hours): 3
- c. Current prerequisites: ENG 101 and PSY 101

6. Describe the nature of the revision:

The description of the course will be altered to reflect the material currently being covered. This course is more appropriately conceptualized as a 300-level course as its focus is on critical analysis and evaluation of theories. A background in "abnormal" psychology is a necessary foundation and as such, students will be required to take PSY 242 as a prerequisite. In the revised psychology major, this course falls in Part II – Core Electives, all courses in this section require STA 250, to ensure that students will be able to have some understanding of statistical methods used in primary source readings. This is especially critical for this course in which students must evaluate theory and its relation to the empirical literature. Making this a 300 level class will ensure that students have the necessary skills to read the supplemental primary source materials that will be provided and that they will gather for their research papers and reflects the level at which the course is taught. However, as is common with 300 and 400 level psychology courses in Personality, this course will use a textbook as its major source for readings to ensure that all students are introduced to all the key theories in a comprehensive

and somewhat standardized way across different course sections.

7. Rationale for the proposed change(s): The current course description does not accurately reflect the material being covered in the course.

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

a. Revised course description:

This course is an overview and critical evaluation of major Western personality theories across the history of psychology. Theories of personality attempt to describe and explain those relatively stable traits, processes, or patterns of behavior that come to constitute an individual's personality. Course readings and assignments cover the historical context, theoretical implications, diversity issues and practical applications of the various theories. Particular emphasis is placed on analyzing how different personality theories characterize the development, assessment, and treatment of psychopathology.

b. Revised course title: NA

c. Revised number of credits and hours: NA

d. Revised number of hours: NA

e. Revised prerequisites: **ENG 102/201 and PSY 101, PSY 242 and STA 250**

9. Enrollment in past semesters: approximately 320/semester

10. Does this change affect any other departments?

No

Yes

What consultation has taken place?

When we made this proposed change from a 200 level to a 300 level course we notified the advisors/directors of the Counseling minor (Drs. Melendez and Stavrianopoulos) of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: June 17, 2013

12. Name(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
Tom Kucharski

**THEORIES OF PERSONALITY
PSY 3XX
Spring SEMESTER, 2013
Fridays 9:40a-12:20p
CLASSROOM TBA**

INSTRUCTOR: TBA
OFFICE: TBA
OFFICE HOURS: Tuesdays 1-2p & Thursdays 3-4p
E-MAIL: TBA
PHONE: TBA

Course Text:

Engler, B. (2008). *Personality theories*. (8th ed.). Wadsworth (Cengage). (ISBN: 0547148348)
Supplementary readings will be distributed through blackboard

COURSE DESCRIPTION

This course is an overview and critical evaluation of major Western personality theories across the history of psychology. Theories of personality attempt to describe and explain those relatively stable traits, processes, or patterns of behavior that come to constitute an individual's personality. Course readings and assignments cover the historical context, theoretical and cultural implications, and practical applications of the various theories. Particular emphasis is placed on analyzing how different personality theories characterize the development, assessment, and treatment of psychopathology.

Course pre-requisites: ENG 101 and PSY 101, PSY 242 and STA 250

Learning Objectives:

At the end of this course, students will be able to

1. Describe and differentiate among the major Western psychological approaches that attempt to explain personality, and evaluate their relative strengths and weaknesses
2. Define and apply key concepts, terms and theories that relate to personality
3. Identify Western psychologists who have made major contributions to understanding personality
4. Explain the role of diversity in the study of personality
5. Apply psychological theories to analyze personality in real-life contexts

Course Requirements:

Readings:

The textbook and the readings that I am going to post on Blackboard are going to be your primary resource and you will be examined on their content **even if we didn't mention it or focus on it in class**. However, the applications of the theories to the therapy world will be mostly given in class, and you will be asked to know them as well.

Attendance and Participation:

Attendance is extremely important in this course. Many of the theories and the concepts in this

field are too difficult to understand or retain on an abstract level unless you have debated them in class and applied them to real life situations. Attendance will be taken in every class. You are allowed up to 3 unexcused absences throughout the semester. For any other absence you will have to bring in a formal note (meaning: a note from your mother will be sweet but not helpful). Failure to furnish a formal excuse will result in harm to your final grade. Please avoid it for everybody's benefit.

Passive attendance, however, is sub-optimal; ample research shows that the more you participate the better you remember, so participation is also important (see below how it affects your final grade). And beware – I have a bad habit of calling on people even if they didn't raise their hands to answer a question. Naturally, if you have difficulties participating for whatever reason, you are welcome to come see me and discuss it in person.

Grading:

Term Paper Assignment: You will be asked to focus on one character from a movie; the movie will be determined by the class. You will analyze the person using THREE different theoretical approaches. Only one of these approaches can be psychodynamic. Your paper should suggest plausible missing details to ask the person, should they come for evaluation, and (when appropriate) suggest therapeutic intervention for providing some relief from a major pattern of hardship in their life. You will be required to provide an outline by week 3, and a first draft by week 8 so that I can give you feedback that you can use to shape your final paper. The term paper outline and first draft will each be worth 5% of your final grade (total 10%). You must include primary source references for EACH of the three theoretical approaches (i.e., not the textbook). Final term papers should be at least 10-12 pages long, with one-inch margins, and 12-point font. The final term paper is worth 20% of your final grade. The full bibliography must be given in APA format. Handouts describing the paper assignment in greater detail and APA style will be forthcoming.

Examinations

There will be two exams in this class. The midterm will cover all the materials in the first half of the class, and the final will be a cumulative examination covering the materials in the entire course. The format of the exams will be a mix of multiple choice, short answer and essay questions.

Your final grade in this class will be calculated according to the following tally:

Midterm Exam: 30%

Final Exam: 30%

Paper Outline: 5%

Term Paper First Draft: 5%

Final Term Paper: 20%

Participation: 10%

Students with disabilities

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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)

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Writing Center

If you feel that you need help with your writing you can use the College’s Writing Center. The Writing Center provides tutoring and writing consultation to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and style. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. State-of-the-art computers, grammar/writing software and a small specialized library of books on writing are available. Students may be referred to the Center by members of the faculty, or arrange tutoring sessions themselves. Contact Room 1.68 New Building; Phone: 212.237.8569; <http://jjcweb.jjay.cuny.edu/writing/homepage.htm>

Course Outline

All supplemental readings will be available in Content folders grouped by week on Blackboard.

WK	Topic	Readings
1	Introduction to Personality What are we looking for and how do we go about looking for it? Select a movie that we will follow through the semester as a class	Engler - Chapter 1
2	(Neo)Psychoanalytic approaches to personality: Psychoanalysis (Freud) and Analytical Psychology (Jung)	Engler - Chapter 2, 3 Altman,1996; Janowitz (2011)
3	Interpsychic theories: Evolution of psychoanalysis – Interpersonal influences on	Engler - Chapter 4 DeRobertis (2011)

	personality (Adler & Sullivan)	
4	Psychoanalytic Social theories: Theory of neurosis (Horney); Role of individual freedom and social influences (Fromm)	Engler - Chapter 5 Adler (2011); Person & Ovesey (1983)
5	Developmental approach – Understanding personality developmentally (Anna Freud, Erikson, McAdams)	Engler - Chapter 6 Sorell & Montgomery (2001)
6	Experimental analysis approach – Linking behaviorism and psychoanalysis (Dollard, Miller, Skinner)	Engler - Chapter 8 Iwamasa (1997)
7	MIDTERM EXAMINATION	
8	Social learning theories – Proximal social influences on personality development (Bandura, Rotter, Mischel)	Engler - Chapter 9 Bandura (2002); Bem & Allen (1974); Tice & Baumeister (1985)
9	Dispositional and factor analytic theories of personality: Trait theory (Allport); Big Five Personality Traits (Cattell)	Engler - Chapter 10, 11 Anderson, Buckley, & Carnagey (2008); Paunonen & Ashton (2001)
10	Biological Theory of the causes of personality (Eysenck)	Engler - Chapter 12 Carver & Shier (2004); Pickering & Gray (1999) Rosenbloom (2003)
11	Humanism – Self-actualization and positive psychology (Rogers, Maslow); Existential psychoanalysis - May	Engler - Chapter 13, 14 Cozzarelli, Hoekstra & Bylsma (2000)
12	Cognitive Theories: Individuals as scientists – Kelly; Cognitive-Behavioral theories: Ellis, Beck	Engler - Chapter 15,16 Ellis (2004); Mischel & Shoda (1995)
13	Human relations theories: Relational-Cultural theories; Non-western perspectives: Eastern thought, mindfulness	Engler - Chapter 7, 17 Rentfrow, Gosling, & Potter (2008)
14	Personality Disorders – Risk factors and cross-cultural considerations	Afifi et al., (2011); Hellmuth & McNulty (2008); Church & Lonner (1998); Costa, Terracciano & McCrae, (2001); Gunderson et al., 2011
15	Final Examination (during finals week)	

Provisional Supplementary Reading List by week (these will be available on Blackboard)

Week 2

Altman, N. (1996). The accommodation of diversity in psychoanalysis. *Reaching across boundaries of culture and class: Widening the scope of psychotherapy*, 195-209.

Janowitz, N. (2011). The talking cure as action: Freud's theory of ritual revisited. *The American Journal of Psychoanalysis*, 71(3), 217-237.

Week 3

DeRobertis, E. M. (2011). Deriving a third force approach to child development from the works of Alfred Adler. *Journal of Humanistic Psychology*, 51(4), 492-515.

Week 4

Adler, J. M. (2011, September 12). Living into the story: Agency and coherence in a longitudinal study of narrative identity development and mental health over the course of psychotherapy. *Journal of Personality and Social Psychology*. Advance online publication. doi: 10.1037/a0025289

Person, E. S., & Ovesey, L. (1983). Psychoanalytic theories of gender identity. *Journal of the American Academy of Psychoanalysis*.

Week 5

Sorell, G.T., & Montgomery, M.J. (2001). Feminist perspectives on Erikson's theory: Their relevance for contemporary identity development research. *Identity: An International Journal of Theory and Research*, 1(2), 97-128.

Week 6

Iwamasa, G. Y. (1997). Behavior therapy and a culturally diverse society: Forging an alliance. *Behavior therapy*, 28(3), 347-358.

Week 8

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology*, 51(2), 269-290.

Bem, D. J., & Allen, A. (1974). On predicting some of the people some of the time: The search for cross-situational consistencies in behavior. *Psychological Review*, 81, 506-520.

Tice, D. M., & Baumeister, R. F. (1985). Masculinity inhibits helping in emergencies: Personality does predict the bystander effect. *Journal of Personality and Social Psychology*, 49, 420-428.

Week 9

Anderson, C. A., Buckley, K. E., & Carnagey, N. L. (2008). Creating your own hostile environment: A laboratory examination of trait aggressiveness and the violence escalation cycle. *Personality and Social Psychology Bulletin*, 34, 462-473.

Paunonen, S. V., & Ashton, M. C. (2001). Big Five factors and facets and the prediction of behavior. *Journal of Personality and Social Psychology*, 81, 524-539.

Week 10

Carver, C. S., & Scheier, M. F. (2004). Perspectives on biological processes and personality: Problems and prospects. In: *Perspectives on Personality* (pp. 155-186). Allyn & Bacon.

Pickering, A. D., & Gray, J. A. (1999). The neuroscience of personality. In L. A. Pervin (Ed.), *Handbook of personality: Theory and research* (2nd ed., pp. 277-299). New York: Guilford Press.

Week 11

Cozzarelli, C., Hoekstra, S. J., & Bylsma, W. H. (2000). General versus specific mental models of attachment: Are they associated with different outcomes. *Personality and Social Psychology Bulletin*, 26, 605-618.

Week 12

Ellis, A. (2004). How my theory and practice of psychotherapy has influenced and changed other

psychotherapies. *Journal of Rational-Emotive & Cognitive Behavior Therapy*, 22, 79-83.

Mischel, W., & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review*, 102, 246-268.

Week 13

Rentfrow, P. J., Gosling, S. D., & Potter, J. (2008). A theory of the emergence, persistence, and expression of geographic variation in psychological characteristics. *Perspectives on Psychological Science*, 3, 339-369.

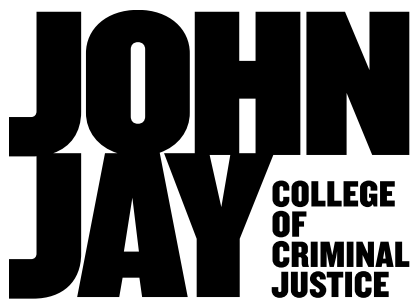
Week 14

Afifi, T. O. Mather, A., Boman, J., Fleisher, W., Enns, M. W., MacMillan, H., & Sareen, J. (2011). Childhood adversity and personality disorders: Results from a nationally representative population-based study. *Journal of Psychiatric Research*, 45(6), 814-822.

Costa, P., Terracciano, A., & R.R. McCrae (2001). Gender differences in personality traits across cultures: Robust and surprising findings. *Journal of Personality and Social Psychology*, 81(2) 322-331.

Church, A.T., & Lonner, W.J. (1998). The cross-cultural perspective in the study of personality rationale and current research. *Journal of Cross-Cultural Psychology*, 32-62.

Gunderson, J. G., Stout, R. L., McGlashan, T. H., Shea, M. T., Morey, L. C., Grilo, C. M., & Skodol, A. E. (2011). Ten-year course of borderline personality disorder: Psychopathology and function from the collaborative longitudinal personality disorders study. *Archives of General Psychiatry*, 68(8), 827-837.

**D19**

TO: Kathy Killoran and UCASC

FROM: Catherine Mulder, Major Coordinator (Economics)

RE: Change of prerequisites for Economics courses

DATE: November 24, 2013

In order to align the prerequisites of Economics courses with our newly developed introductory microeconomics and macroeconomics courses, we are requesting the following changes.

Rationale: ECO 120 and 125, Introduction to Macroeconomics and Introduction to Microeconomics have only recently been approved as new classes. Many transfer students take one or both of these classes at their prior institutions, thus they are stopped from enrolling in most other economics classes at John Jay College, without first taking ECO 101 and this is problematic. These students currently must do one of three things which are:

1. Enroll in ECO 101, thus taking an extra course for the major.
2. Come to the department for a prerequisite waiver.
3. Opt out of taking more economics classes.

All three options are undesirable, thus the reason for this change in all 13 classes.

COURSE NUMBER	CURRENT PREREQUISITES	REVISED PREREQUISITES
ECO 213 (Political Economy)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 215 (Economics of Regulation and the Law)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 231 (Global Economic Development and Crime)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 235 (Finance for Forensic Economics)	ECO 101 and MAT 108 or equivalent	ENG 101, MAT 108 or MAT 141, and ECO 101 or ECO 120 or ECO 125
ECO 245 (International Economics)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 260 (Environmental Economics, Regulation and Policy)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 265 (Introduction to Public Sector Economics)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125

ECO 270 (Urban Economics)	ECO 101 or ECO 170 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 280 (Economics of Labor)	ECO 101 and ENG 101	ENG 101 and ECO 101 or ECO 120 or ECO 125
ECO 310 (Economics of Historical Perspectives)	ECO 101, ENG 201 and Junior Standing or above	ECO 101 or ECO 120 or ECO 125, ENG 201 and Junior Standing or above
ECO 315 (An Economic Analysis of Crime)	ECO 101 or ECO 170, ENG 201 and Junior Standing or above	ECO 101 or ECO 120 or ECO 125, ENG 201 and Junior Standing or above
ECO 327 (The Political Economy of Gender)	ECO 101, ENG 201 and Junior Standing or above	ECO 101 or ECO 120 or ECO 125, ENG 201 and Junior Standing or above
ECO 333 (Sustainability: Preserving the Earth as Human Habitat)	ECO 101, ENG 201 and Junior Standing or above	ECO 101 or ECO 120 or ECO 125, ENG 201 and Junior Standing or above



Proposal for a
BACHELOR OF ARTS DEGREE WITH A
MAJOR IN SOCIOLOGY

Proposed by
The Department of Sociology
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Anticipated implementation of program Fall 2014

Dates of College Governance Approval:

College Council: Pending

Undergraduate Curriculum and Academic Standards Committee: January 31, 2014

Submitted by _____
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Sociology Major: Proposal Abstract

John Jay College of Criminal Justice proposes a B.A. in Sociology that provides students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today's globally interconnected world. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school. The new major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology's ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students' knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. Students will progress through a core of required courses, choose between two concentrations (one on *Global Change*; the second on *Inequality and Social Justice*), and have training in an array of sociological theories and research methods. Graduates of the major will be ready to excel in graduate study and law school, and will possess the specific competencies that employers seek when recruiting people skilled at analyzing social problems through evidence-based inquiry. The Sociology major will augment John Jay's expanding liberal arts curriculum overall, add richness and depth to the academic culture of the institution, and strengthen the critical intent of its "educating for justice" mission.

I. Purpose and Goals of the Program

A. Purpose of the Major

The department of sociology is the third largest academic department at John Jay College by number of full-time faculty. For many years we have housed the criminology major, but we have not had a Sociology major, despite an abundance of faculty trained as sociologists and the evidence that it would be a popular program of study based on a past survey that demonstrates student interest. Now, with the encouragement of College leadership, we are proposing a Sociology major that is rigorous and comprehensive. We expect that it will make an important contribution to the College's recent liberal arts expansion and to its overall mission of "educating for justice."

Sociology is the systematic study of society that examines patterns of social relations, social stratification, social interaction, and culture through systematic methodologies. The new major will teach students how to study society and critically evaluate macro and micro social processes in a historical and global context. The College's location in the heart of New York City lends itself to sociological examination. The *Global Change* concentration will focus on worldwide processes and changes, as well as the impacts of these changes on American society. The *Inequality and Social Justice* concentration will focus on how divisions and intersections along lines of race, class, and gender structure society.

Equipped to respond to and build upon the established mission of the college, this new major will offer a rigorous, innovative, and coherent curriculum. In the major students will develop the ability to think independently, to form and articulate interpretations, to conduct research, and to analyze and solve social problems. The Sociology major will prepare students for graduate study, as well as for direct pursuit of a number of professions.

This Sociology major will provide students with a rigorous survey of sociology and social issues. Specifically, this program will provide:

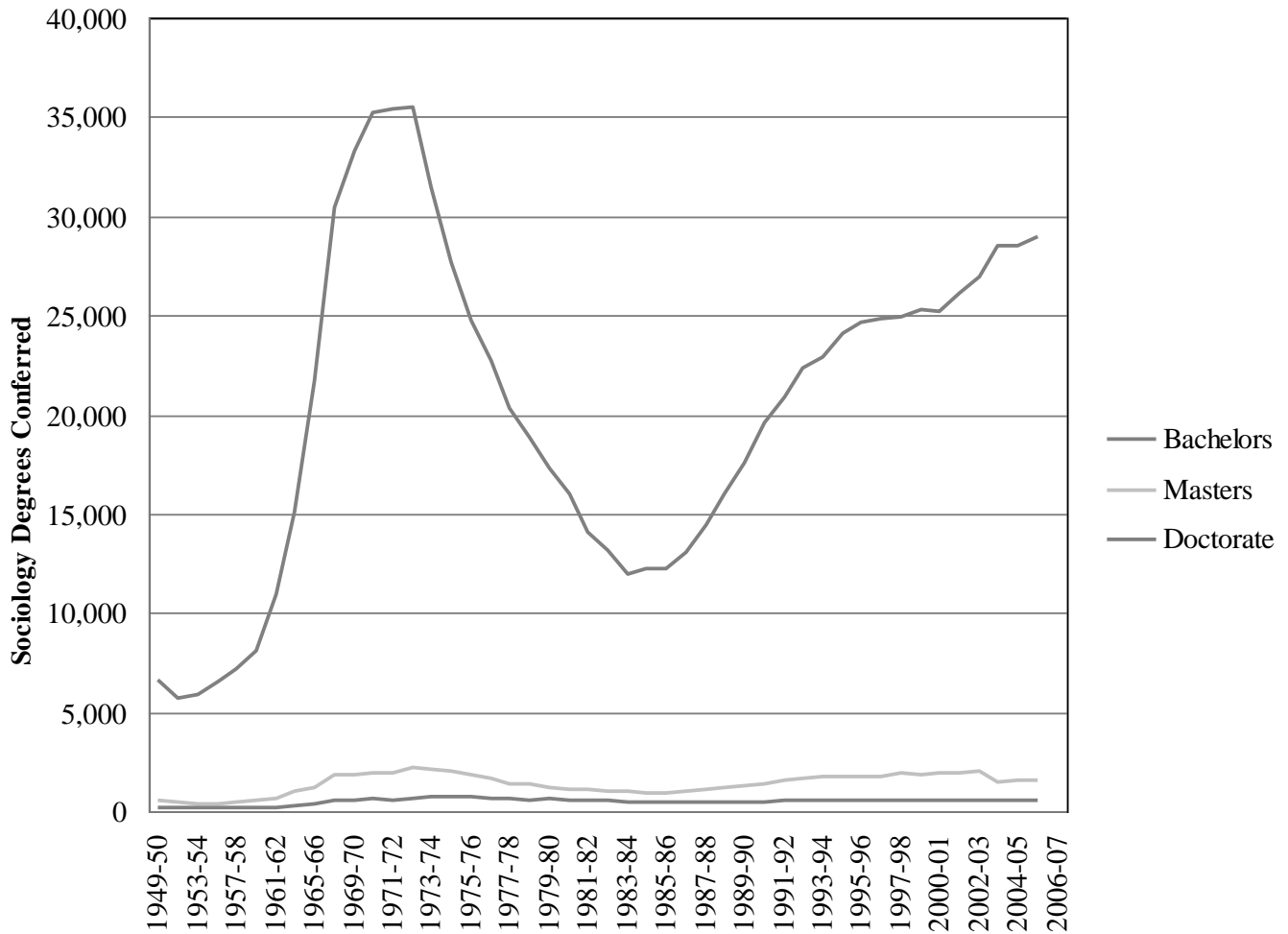
- 1) A foundation in the history, theory and methods of social inquiry.
- 2) The skills to critically analyze human relations and social organizations.
- 3) The knowledge to engage in global and local contemporary social issues as informed citizens and professionals.
- 4) The ability to conduct their own empirical investigations and enact changes to how we understand social interaction in a global environment.

B. Local and National Trends

Nationwide, the number of undergraduates majoring in Sociology has increased 70% since 1990, from 16,000 to 27,000 in 2004.¹ As Chart 1 shows, student interest in sociology is continuing in an upward direction. Locally, John Jay loses talented students every year who transfer to other colleges that offer a Bachelor of Arts in Sociology. John Jay College now has an opportunity to develop a Sociology major, which will enrich its curriculum, enhance the diversity of its student body, and facilitate student retention.

¹ http://www.asanet.org/galleries/Research/SocHealthsheet_Degrees.pdf

Chart 1. Degrees in sociology conferred by degree-granting institutions, by level of degree: Selected years 1949-50 through 2006-07²



As shown in Table 1, all six of CUNY’s community colleges offer a substantial number of sociology courses. In Fall 2013 the Borough of Manhattan Community College offered the most sections (89) of sociology courses. While the majority of these sections (69) were “Introduction to Sociology,” they also offered four other sociology-related courses, resulting in a total of twenty sections. A similar level of interest appears at the other community colleges where the number of “Introduction to Sociology” sections ranges from 30 to 71.³

² Chart 1 relies on data collected by the National Center for Education Statistics on October 27, 2009, from (http://nces.ed.gov/programs/digest/d08/tables/dt08_317.asp)

³ Excluding the one section offered at the new Guttman Community College.

Clearly, a substantial number of CUNY community college students are getting exposure to sociology through “Introduction to Sociology.” There is also enough student interest in sociology that the community colleges are offering classes that extend beyond “Introduction to Sociology.” Indeed, except for LaGuardia, every one of the community colleges offered at least one additional sociology course in Fall 2013 and included at least four sociology courses in their bulletin.

Table 1. Number of sociology sections offered in Fall 2013 at CUNY’S community colleges⁴

College	Introduction to Sociology (number of sections)	Other sociology courses (number of sections)	Total
Borough of Manhattan Community College	69	20	89
Bronx Community College	41	12	63
Guttman Community College	1	2	3
Hostos Community College	30	5	35
Kingsborough Community College	71	10	81
LaGuardia Community College	38	0	38
Queensborough Community College	48	9	57

C. Comparison with Other CUNY Senior Colleges

In addition to student interest in sociology at the community colleges, an assessment of the senior colleges makes clear that a substantial number of students are interested in majoring in sociology. As shown in Table 2, the number of students pursuing a B.A. in Sociology ranges from 65 to over 600 with a mean number of 310 students in each of the senior college’s sociology programs. Queens College has the highest number of students enrolled, followed by Lehman and Hunter Colleges. Baruch has the smallest enrollment with sixty-five students. Given the high levels of enrollment at other CUNY senior colleges and the large number of sociology faculty members at John Jay College who are willing and able to teach a diverse range of classes, we anticipate establishing a program that will attract similarly large numbers of sociology majors.

Table 2. Senior colleges that offer a Sociology major, January 2013

Campus	Areas of Concentration	Number enrolled ⁵
Baruch	Multiculturalism/ Globalization, Social Institutions, and Social Processes/ Change	65
Brooklyn	Open	128
City	Open	196
Hunter	Open	481
Lehman	Open	530
Queens	Open	642
York	Open	129

⁴ Information on number of sociology courses offered in the seven CUNY community colleges is taken from the CUNYFirst course schedule.

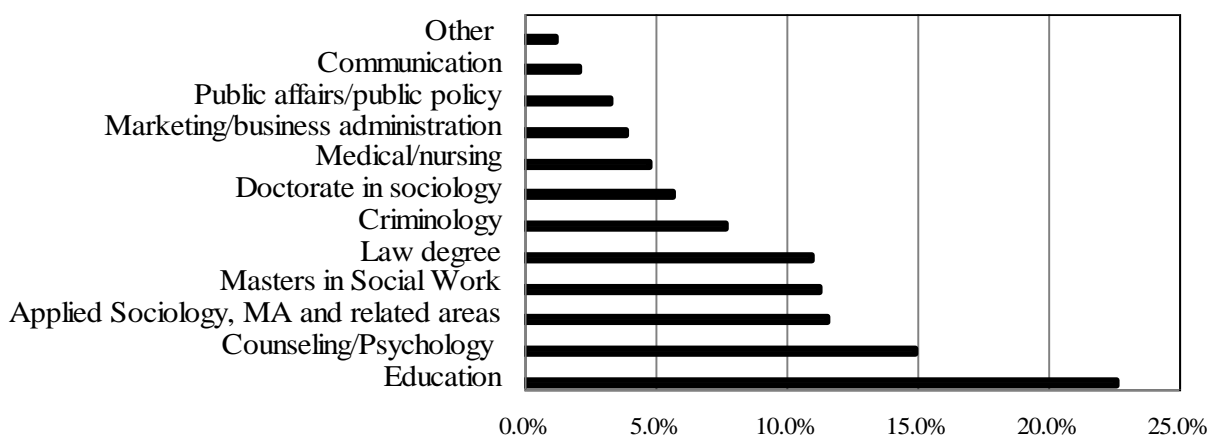
⁵ Enrollments as of January, 2013. Data were compiled from the CUNY Academic Programs Inventory.

D. Educational Goals and Career Objectives

We have designed our major so that students will acquire critical thinking and research skills, an awareness of the historical evolution of sociological theory and an array of social problems, and the ability to analyze data and make arguments through written and oral forms of communication. Additionally, our proposed major will include courses that focus on *Global Change* and *Inequality and Social Justice*—two broad topics with considerable import in today’s world. With this concentration students will learn how our central social institutions are changing in an increasingly interconnected global political economy. When students take classes from the *Inequality and Social Justice* concentration they will gain a broad theoretical and analytic awareness of how people’s race, class, and gender structure their life chances and outcomes. Exposure to one of these two different, yet interrelated, concentrations will equip students to form their own approach to critical issues involving ethics, human rights, cultural identity, diversity, and the right to dissent. An appreciation of these ideas is central to any undergraduate liberal arts education, and absolutely vital to John Jay’s mission of “educating for justice.”

The proposed major will help prepare students for graduate school in a variety of disciplines. In 2005, the American Sociological Association (ASA) Research and Development Department surveyed almost 1,800 seniors who were majoring in sociology about their career plans once they graduated. Almost forty percent of Sociology majors planned to pursue a graduate degree. As illustrated in Chart 2, 5.7% of the Sociology majors interviewed were planning to enroll in a Sociology Ph.D. program, 11.6% planned on pursuing graduate-level work in applied sociology, 11.3% were planning on getting a Masters in Sociology, and 11.0% planned on getting a law degree.

Chart 2. Future educational plans of students graduating with a major in Sociology, 2005⁶



⁶ Chart 2 adapted from “*What Can I Do With a Bachelor’s in Sociology*”, October 27, 2009, from http://www.asanet.org/galleries/Research/ASACHartBook_0117w1.pdf

Thirty percent of incoming John Jay College students identify law as their desired career. A major in Sociology can help students develop the skills needed for law school. As the American Bar Association explains, the “core skills and values that are essential for competent lawyering include analytic and problem-solving skills, critical reading abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice.”⁷ Our Sociology major will reinforce the analytic reasoning and research skills desired of law school candidates. Moreover, a Sociology degree will give our students the knowledge needed to place the law and societal problems in a larger social context, while also developing their ability to empathize with the situations of other people.

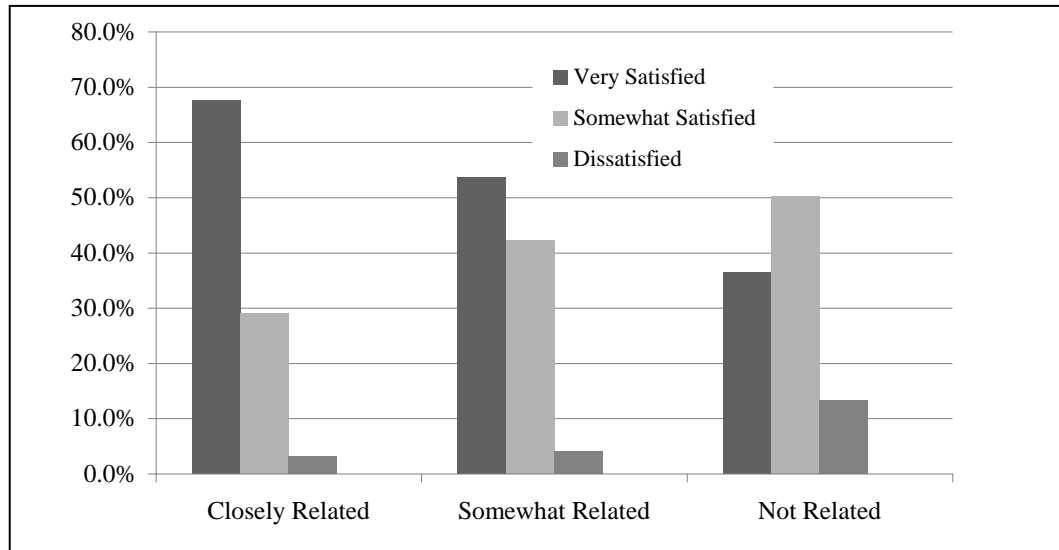
The proposed major will also prepare students for a variety of jobs that do not require an advanced degree. As shown in Table 3, after completing their studies sociology graduates pursue a diverse range of careers, including education, communications, public policy, marketing, and criminology. The majority of sociology graduates are “very satisfied” with their major. As shown in Chart 3, job satisfaction is especially high for students who obtained a B.A. in Sociology and are working in jobs that are related to sociology.

Table 3. Occupational categories of sociology baccalaureates by job status⁸

Occupation	Internship	Part-Time	Full-Time
Social Services, Counselors, Psychologists	54.8%	17.5%	26.5%
Clerical/administrative support	4.8%	12.5%	15.8%
Management	2.4%	5.8%	14.4%
Teachers, Librarians	4.8%	18.3%	8.1%
Services	0%	18.3%	8.3%
Sales, Marketing	0%	10.8%	10.1%
Social Science Researchers	23.8%	12.5%	5.7%
Others	7.1%	2.5%	4.4%
Other Professionals (includes PR and IT)	2.4%	1.7%	6.8%
TOTAL	100%	100%	100%

⁷ www.abanet.org

⁸ Table 3 adapted from “*What Are They Doing With a Bachelor’s in Sociology*”, October 27, 2009, from http://www.asanet.org/galleries/Research/ASAResearchBrief_revised.pdf

Chart 3. Overall satisfaction with the Sociology major by relation to job⁹

In Spring 2009 we surveyed approximately 30% of students working towards a minor in Sociology. Consistent with the ASA’s national survey, we found that 100% of them were “extremely satisfied” with having a minor in Sociology. Each respondent also emphasized how important career options were for John Jay College students. Because so many John Jay students are first-generation college students, we want to make sure that our students find jobs upon graduating with a Sociology degree. To help students who are not interested in graduate school develop career connections, our major will also include an internship elective.

E. Faculty Interest and Commitment

John Jay College is one of the few senior colleges in the country that has a Sociology department with no Sociology major. Yet, our Sociology faculty is one of the largest in all of CUNY. As shown in Table 4, the average number of sociology department faculty members in the senior colleges is 17. The Sociology department at John Jay College has 27 faculty members and is currently conducting a faculty search for one more faculty member.

⁹ Chart 3 adapted from “*What Are They Doing With a Bachelor’s in Sociology*”, October 27, 2009, from http://www.asanet.org/galleries/Research/ASAResearchBrief_revised.pdf

Table 4. Number of faculty teaching Sociology at CUNY senior colleges¹⁰

CUNY Senior College	Full-Time Sociology Faculty
Baruch	14
Brooklyn	14
City	15
Hunter	20
Lehman	10
Queens	32
York	12
Overall Average	17
John Jay College	27

In part because it is so large, our faculty can also teach a diverse array of courses with a number of different sections. As shown in Table 5, in Fall 2013 the Sociology department at John Jay College offered 170 sections of 32 different sociology courses. Currently, our course offerings range from “Social Problems,” which is a typical sociology course, to “Sex and Culture” and the “Crime, Media, and Public Opinion,” which are more distinct, targeted courses. Smaller sociology programs might struggle to find people to teach unique courses and enroll enough students to run a course like “Sex and Culture.” Because our faculty is so large and diverse, we can easily cover foundational classes in sociology and more unique courses. While we selected our areas of concentration because we feel strongly that New York City provides the ideal setting in which to examine *Global Change* and *Inequality and Social Justice* through a sociological lens, we have also selected these areas because the majority of our faculty members are willing and able to teach a diverse array of classes that focus on these concentrations.

Table 5. Number of Sociology courses and sections offered at John Jay College (Fall 2013)¹¹

	Number of courses	Number of sections
Introduction to Sociology	1	35
Other 100-level courses	1	19
200-level courses	12	68
300-level courses	15	41
400-level courses	3	7
Total	32	170

¹⁰ Information on number of full-time Sociology faculty in CUNY senior colleges is from the individual College websites or their Undergraduate Bulletins/College Catalogs.

¹¹ Information on number of Sociology courses and sections offered is taken from the CUNY eSchedule for Fall 2013.

II. Need and Justification

A. Relationship to the Mission of the College

John Jay College has a mission-based commitment to “education for justice” in the context of the needs of public service and criminal justice agencies, but also in terms of addressing issues about inequality, fairness, and the rule of the law. By offering a Sociology major that specifically focuses on *Global Change* and *Inequality and Social Justice*, we will equip students with the knowledge and skills needed to place issues related to justice, fairness and the rule of the law in a larger social context. Additionally, the college is transitioning from a college that offers a comprehensive criminal justice oriented education to a standard CUNY senior college that will provide a general liberal arts education. Almost every four-year liberal arts college in the country offers sociology courses and the overwhelming majority have a Sociology major. By offering a B.A. in Sociology, John Jay College will move another step forward in achieving its goal of providing a solid four-year liberal arts education to its students.

B. Relationship to Existing CUNY Programs

All of the CUNY Senior colleges currently offer a Sociology major, except John Jay. Rather than proposing a major that will compete with other CUNY Sociology programs, our Sociology major will: (1) offer a home to students interested in the systematic study of society, specifically in *Global Change* and *Inequality and Social Justice*; (2) rearticulate the College’s commitment to a formal liberal arts education; and (3) contribute to the overall success of the CUNY enterprise by strengthening its resources and increasing opportunities available to students.

The major that we are proposing will be distinct from the other CUNY Sociology programs. To begin we are proposing a program of study that will require students to take more foundational courses than any of the other CUNY programs currently require. As shown in Table 6, the majority of colleges require students to take four foundational courses: Introduction to Sociology, one theory course, and two methods’ courses. Our students will have to take seven required courses. To introduce our program’s foci of *Global Change* and *Inequality and Social Justice*, students will have to take “Social Stratification” early on in the major after taking “Introduction to Sociology.” Rather than a single sociological theory course that most programs offer (usually classical sociological theory), we will require both “Classical Sociological Theory” and “Contemporary Sociological Theory.” Our students will also have to take two courses in research methods. Finally, they will be required to complete their Sociology B.A. degree with a senior capstone course, which only two of the other CUNY senior colleges programs currently require.

Table 6. Courses required at CUNY senior colleges¹²

Course Name	Baruch	Brooklyn	City	Hunter	Lehman	Queens	York	John Jay
Introduction to Sociology	X	X	X	X	X	X	X	X
Theory I	X	X	X	X	X	X	X	X
Theory II		X		X				X
Methods I	X	X	X	X	X	X	X	X
Methods II ¹³		X		X	X	X	X	X ¹⁴
Sociological analysis						X	X	
Social Stratification								X
Capstone		X				X		X
Total	3	6	3	5	4	5	5	7

While a greater number of foundational courses will distinguish us from the other CUNY programs, another major difference will be the requirement that students take courses in either the *Global Change* or *Inequality and Social Justice* concentrations. Currently none of the other sociology programs, aside from Baruch, require students to take classes in areas of concentration. To distinguish ourselves from the other CUNY programs, provide more in-depth study in areas we think are particularly important for our students and build on our faculty strengths, we will require that students take courses from one of these concentrations.

III. Student Interest and Enrollment

There is good reason to believe that Sociology will become one of the most popular majors at John Jay College. As mentioned above, the number of undergraduates majoring in Sociology nationally has increased 70% since 1990, from 16,000 to 27,000 in 2004. The number of Sociology majors at the CUNY senior colleges ranges from 26 at Baruch to over 600 students at Queens College. While the mean number of Sociology majors at the CUNY senior colleges is 280, John Jay College has one of the largest Sociology faculties in all of CUNY, and we are continuing to hire additional Sociology professors. Based on all of this information we expect to have 350 students enrolled in the Sociology major within the next five years. Additionally, as the college phases out two-year programs, we anticipate that many of CUNY's junior college students will view John Jay College as the place to come after they have finished their required junior college courses. Because so many Sociology courses are taught at CUNY's junior colleges, we anticipate that many of the students who transfer to John Jay College will be interested in majoring in Sociology. Table 7 presents the projected enrollment estimates by year.

¹² Information on number of required sociology courses offered at the CUNY senior colleges is taken from the websites of individual colleges where the undergraduate curriculum is posted

¹³ The second methods course may be Social Statistics (i.e. Hunter) or Social Research II (i.e. York).

¹⁴ In addition to "Principles and Methods of Statistics" and "Research Methods in the Behavioral Sciences," students will have the option of picking their second research methods course, which could be "Advanced Social Statistics," "Advanced Sociological Methodology," "Evaluation Research," or "Qualitative Research Methods."

Table 7. Projected 5-year Enrollment in BA in Sociology

Projected Student Enrollment	YEAR I 2014-15		YEAR II 2015-16		YEAR III 2016-17		YEAR IV 2017-18		YEAR V 2018-19	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	30	35	60	50	90	86	120	137	143	143
P-T	10	15	15	20	20	27	20	37	20	44
Sub-totals	40	50	75	70	110	113	145	174	163	187
Totals	90		145		223		319		350	

*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 Anthropology 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).

We will also attract students to the major through the College's general education curriculum. The first required course in our proposed major's curriculum, "SOC 101: Introduction to Sociology" is already a highly popular course in the curriculum's "Individual and Society" concentration. We are also developing a Freshman Seminar course, "SOC 1XX: Tabloid Justice," that we think will also draw students in the major. We plan on submitting more courses in the future for consideration in the general education curriculum.

IV. Curriculum

The American Sociological Association is critical of sociology curriculums that "begin with a required introductory course followed by a loose configuration of required and elective courses."¹⁵ Instead, it encourages Sociology programs to offer a core of courses that are taken in a logical sequence and end with a capstone course. We have taken care to design a program that follows the suggestions of the American Sociological Association. Our major offers a logical sequence of courses followed by a capstone course. Additionally, rather than provide students with an array of loosely connected electives, our students will take courses in two areas of concentration that we feel are strengths of the Sociology faculty, and fit well with the college's mission, location, and student body.

¹⁵ www.asanet.org

The proposed major has a 36-credit course of study. We will require students to complete “Introduction to Sociology” (SOC 101) as a prerequisite for the major. This course also counts for the “Individual and Society” general education requirement in the common core. After completing “Introduction to Sociology,” we will encourage students to take “Social Stratification” (SOC 232) to further introduce them to the discipline and the areas of concentration in *Global Change* and *Inequality and Social Justice*. The Sociology department currently offers “Social Stratification” and it satisfies requirements for the Sociology minor.

A. Theory

After students have completed “Introduction to Sociology” and “Social Stratification,” they will take both “Classical Sociological Theory” and “Contemporary Sociological Theory.” While most CUNY sociology programs require one theory course, we feel strongly that training in both classical and contemporary sociological theory would provide our students with the best foundation in the discipline. Training in sociological theory will give students a thorough understanding of how major sociological ideas and concepts emerged and how they have changed over time. At the end of the theory sequence students will know how to explain an array of social phenomena using major sociological theories. We will be developing a new “Classical Sociological Theory” (SOC 3XX) course, which students will take first in the theory sequence. The Sociology department currently offers a “Modern Sociological Theory” (SOC 315) course, which we will revise so that the course description fits the major’s learning outcomes better:

SOC 3XX: Classical Sociological Theory: This course offers an introduction to classical sociological theory. We will explore several topics, namely: 1) what are the major themes of the foundational texts of sociology; 2) how these texts were shaped by the social context in which they were produced; 3) how do these texts connect with broader development in social and economic thought in the nineteenth and early twentieth century; 4) how do the key authors compare with one another; and 5) how do they influence sociological theorizing today. The more general objective is to learn about and reflect on the role of theory in sociological research. - Professor Louis Kontos will be developing this course and revising “SOC 315: Modern Sociological Theory.”

B. Research Methods

Our rigorous methods requirements set our major apart from others at CUNY and nationally. We will require students to take “Principles and Methods of Statistics” (STA 250), which is an integral aspect of social science research. Once students have completed “Introduction to Sociology” and “Social Stratification,” and have obtained junior standing or above, they will be able to enroll in “Research Methods in the Behavioral Sciences” (SSC 325), which is our general methods course that provides a solid foundation of the research enterprise. The Sociology department has been offering this course for several years, and our faculty members teach all of the sections of this course.

In addition to these courses, we will require students to take one additional, more specialized research methods course. They will choose this additional course from the following

four: “Advanced Social Statistics” (SOC 324), “Advanced Sociological Methodology” (SOC 327), “Qualitative Research Methods” (SOC 328), and “Evaluation Research” (SOC 329).

C. Areas of Focus

While students are taking “Social Stratification,” we will urge them to begin taking courses in the *Global Change* and *Inequality and Social Justice* Concentrations. Many of the courses that we offer in the concentrations are at a 200-level so that students can see early into the major how sociology applies to substantial areas of study. We will require students to choose from these concentrations within which they will take nine credits.

1. Global Change

The sociology department currently offers eight courses that would fit in the *Global Change* concentration. These courses are: “Urban Sociology” (SOC 201), “Crime, Media, and Public Opinion” (SOC 222), “Sociology of Human Rights” (SOC 251), “Sociology of Global Migration” (SOC 253), “Sport in Global Perspective” (SOC 346), “Social Change” (SOC 350), “Gangs and Transnationalism” (SOC 354), and “Corporate and White Collar Crime” (SOC/ECO 360).

2. Inequality and Social Justice

The sociology department currently offers seven courses that would fit in the *Inequality and Social Justice* concentration. These courses are: “Race and Ethnic Relations” (SOC/PSY 213), “Social Control and Gender: Women in American Society” (SOC 215), “Political Imprisonment” (SOC 275), “Political Sociology” (SOC 278), “Sociology of Violence” (SOC 308), “Problems of Minority Groups” (SOC 401), and “Women and Crime” (SOC/CRJ 420).

D. Additional Elective Courses

Along with the areas of concentration we want our students to take an additional course so that the major will expose them to how sociology applies to areas outside of the concentrations. Additionally, we want to offer students an opportunity to take classes that they may find interesting, even if they do not relate to *Global Change* and *Inequality and Social Justice*. We currently offer nine courses that we will include as electives for the Sociology major. These course are: “The Family: Change, Challenges and Crisis Intervention” (SOC/PSY 202), “Sociology of Conflict and Dispute Resolution” (SOC 206), “Sociology of Work and Jobs” (SOC 209), “Social Deviance” (SOC 240), “Selected Topics in Sociology” (SOC 290), “Social Problems” (SOC 302), “Sociology of Law” (SOC 305), “Culture and Personality” (SOC/ANT/PSY 310), and “Sociology Internship” (SOC 378).

E. Capstone Course

After students have completed all of their core and research methods courses we will be require them to complete a senior seminar course, which will integrate theory, research methods, and the training they have received from the other sociology courses:

SOC 4XX: Senior Seminar: Contemporary Issues in Society. This course focuses on the core principles of theory and practice of sociology through choosing a major issue and/or social problem in the world at large to focus upon. In this way the area under discussion will be

approached structurally, contextually and historically to demonstrate the power, range and flexibility of modern sociology. Areas of study may range from the events of Katrina and 9/11 to the financial meltdown of recent years. Whatever the focus of the course a sociological lens will be used to reveal the underlying causes and social processes of the phenomenon and its relevance for the development of social theory. Students will be expected to complete a semester-long research paper which will test and hone their analytical skills in addition they will be expected to read independently and critically in the literature. By the end of the course, students will have been given the opportunity to reinforce prior to graduating their social scientific writing skills, their grasp of sociological knowledge and their ability to apply theory to empirical data. They will also better understand what it is to be a “sociologist” in an interconnected globalized world full of “experts,” “expert knowledge,” complex events and media-dominated information/analysis.

- Professors Andrew Karmen and Barry Spunt will be developing this course

B.A. in Sociology Outline (36 credits)
(Prerequisites in parentheses)

Prerequisite (3 credits) SOC 101 Introduction to Sociology

As is common in many Sociology programs, “Introduction to Sociology” will serve as a sound introduction to the major. Students are strongly urged to complete SOC 101 during their first year in the College. This course will also help fulfill the University’s “Individual and Society” general education requirements.

PART I. CORE COURSES (12 credits)

Required

SOC 232 Social Stratification (Prerequisites: SOC 101 and ENG 201)

SOC 3XX (new course) Classical Sociological Theory (Prerequisites: SOC 232)

SOC 315 (revised course) Contemporary Sociological Theory (Prerequisites: proposed new course: “Classical Sociological Theory” SOC 3XX)

SOC 4XX (new course) Senior Seminar: (Prerequisites: ENG 201, SOC 315, SSC 325)

PART II. RESEARCH METHODS (9 credits)

Required

STA 250 Principles and Methods Statistics (ENG 101, MAT 108 or 141)

SSC 325 Research Methods in the Behavioral Sciences (Prerequisites: SOC 101, ENG 201, and junior standing and above)

Select one course:

SOC 324 Advanced Social Statistics

SOC 327 Advanced Sociological Methodology

SOC 328 Qualitative Research Methods

SOC 329 Evaluation Research

PART III. AREAS OF FOCUS

(9 credits)

A. Global Change (0 or 9 credits)

Select one area of focus & complete three courses

SOC 201 Urban Sociology
SOC 222 Crime, Media, and Public Opinion
SOC 251 Sociology of Human Rights
SOC 253 Sociology of Global Migration
SOC 346 Sport in Global Perspective
SOC 354 Gangs and Transnationalism
SOC 350 Social Change
SOC/ECO 360 Corporate and White Collar Crime

Or:

B. Inequality and Social Justice

Select one area of focus & complete three courses

SOC/PSY 213 Race and Ethnic Relations
SOC 215 Social Control and Gender: Women in American Society
SOC 275 Political Imprisonment
SOC 278 Political Sociology
SOC 308 The Sociology of Violence
SOC 401 Problems of Minority Groups
SOC/CRJ 420 Women and Crime

PART IV. SOCIOLOGY ELECTIVE

(3 credits)

Select one course

SOC/PSY 202 The Family: Change, Challenges and Crisis Intervention
SOC 206 Sociology of Conflict and Dispute Resolution
SOC 209 Sociology of Work and Jobs
SOC 240 Social Deviance
SOC 282 Selected Topics in Sociology
SOC 302 Social Problems
SOC 305 Sociology of Law
SOC/ANT/PSY 310 Culture and Personality
SOC 329 Evaluation Research
SOC 377 Internship in Sociology

F. Articulation Prospects

We have established one articulation agreement with Guttman Community College's Liberal Arts and Sciences A.A. program. We will explore other articulation agreements with community colleges both within and outside the City University of New York.

V. Cost Assessment

A. Faculty

Because the major builds on current courses and an existing minor, offering the major will not require a shift in faculty commitments or take faculty away from their current teaching. In the last five years, the Sociology department has hired six new professors, all of whom are contributing to the vibrancy of the department. We are currently conducting a search for an additional senior faculty member who will serve as our departmental chair. A number of our new faculty members are currently using course releases and, as a result, are not teaching a full load of courses. However, new faculty members must use their contractual hire course releases within the first five years of employment. Thus, within a few years of offering the new major, recent hires will increase their workload to the standard 21 credits a year. We are confident that the number and diverse teaching interests of current and new full-time faculty are sufficient to support this proposed Sociology major.

B. Library

The Sociology Department has been in contact with Professor Ellen Sexton in the library about additional resources that the new Sociology major may require. Professor Sexton explained that “because the library collection development policy specifies that they collect primarily in criminal justice and related areas, the library has collected materials to support the social sciences (including Sociology) as fully as their budget will allow.” At this point the library’s monograph and electronic journal collections for sociology are solid. Additionally, the library has the major databases, including Sociological Abstracts and SocINDEX, which students will need to conduct literature reviews on major sociological topics. The proposed major does not require any additions to the library’s collection development policy.

C. Budget Table for Implementing the Sociology major

Appendix C. includes the financial projections for implementing the Sociology major. The proposed budget is based on a projected enrollment of 350 students in the Sociology B.A. by the academic year 2018-2019. Over the last four semesters the department has had 74 students declare a minor in sociology. Our budget assumes that 35 students (47%) that currently have a minor in Sociology will adopt it as their major. Our cost assessment projects an increasing demand for Sociology courses, with the understanding that some courses will not fill to capacity immediately upon the adoption of the major. The assessment also projects that the Sociology major will attract new students to John Jay that otherwise would not have come to the college.

Fulltime faculty will be able to staff the majority of the new sections needed. We estimate that adjunct faculty will be needed to staff two, four and six sections respectively in the latter three years of the five year projection. The Sociology Department has received six new lines to date so by year five of the program, the new faculty will have exhausted their research leave and be available to dedicate their full teaching load to the major.

VI. Evaluation and Assessment

A. Internal Evaluation and Outcomes

Program Assessment

Assessment of the Sociology Major will follow the standard five-year cycle of assessment of majors currently established at John Jay College. The Department of Sociology will conduct on-going assessment of the Learning Outcomes of the Sociology major in order to assure proper curriculum development and student performance.

Sociology major Learning Outcomes

Students who take this major will:

LO1: Demonstrate through assignments and class discussion a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.

LO2: Understand through readings and class discussion how the scientific study of society transcends common sense beliefs and conventional wisdom about people's attitudes and behaviors.

LO3: Test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using qualitative and quantitative methods of collecting evidence.

LO4: Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.

LO5: Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills

Plan for Assessment

The Sociology Department Assessment Task Force along with the major coordinator will develop and conduct program assessment. Following the procedures set forth in *Guidelines for Assessment at John Jay*, the Assessment Task Force will decide which learning outcomes to assess in which courses each academic year. This assessment plan will be shared with the entire department faculty via email and through presentation and discussion at departmental meetings at the beginning of the term. As is current practice for the Criminology major assessment, full-time faculty teaching an assessed course will join the Assessment Task Force to participate in the planning and assessment activity for that course. Initially, assessment of learning outcomes will focus on the required theory and methods courses of the new major. Subsequent assessment will focus on a variety of courses in the major, including the capstone course when feasible, so that by the end of the first five-year cycle of assessment we will have the data required to assess the major as a whole.

Information regarding assessment planning and the assessment results will be shared with department faculty via written assessment plans and reports and during regularly scheduled department meetings. Any needed improvements to the curriculum indicated by assessment findings will be discussed with the faculty with the department Curriculum Committee implementing any formal curriculum changes.

Appendix A.

Sociology Faculty

Appendix A: Sociology Department Faculty

Table 9 lists the full-time tenured and tenure-track faculty that will be involved in the Sociology major. Because the major builds on current courses and an existing minor, offering the major will not require a shift in faculty commitments or take faculty away from their current teaching. In the last five years, the Sociology department has hired six new professors, all of whom are contributing to the vibrancy of the department. We are currently conducting a search for an additional senior faculty member who will serve as our departmental chair. A number of our new faculty members are currently using course releases and, as a result, are not teaching a full load of courses. However, new faculty members must use their contractual hire course releases within the first five years of employment. Thus, within a few years of offering the new major, recent hires will increase their workload to the standard 21 credits a year. We are confident that the number and diverse teaching interests of current and new full-time faculty are sufficient to support a Sociology major.

Table 9. Sociology full-time, tenure and tenure track faculty at John Jay

Full-Time Faculty	Tenure	Tenure Track	Specialization
Amy Adamczyk	X		Religion, sociological theory, health, deviance
Jana Arsovska		X	Organized crime; Balkan studies; state crime; human rights; cultural criminology
Rosemary Barbaret	X		Methods; sociological theory; human rights; violence
Carla Barrett		X	
Mucahit Billici		X	Cultural sociology; social theory; American Islam; law and society; citizenship and terrorism
David Brotherton	X		Social exclusion and resistance; subcultural theory; social movements; social control and immigration; cultural criminology; sociology of education
Janice Johnson Dias		X	Urban poverty; race, class, and gender; research methods; welfare; human services organizations; health disparities; immigration
Gail Garfield	X		Social policy and child welfare; public housing; sociology of violence; qualitative methods; feminist theory
Robert Garot	X		Sociology of immigration; sociology of education; sociology of emotions; qualitative methodology
David Green		X	Crime and the media; crime and public opinion; crime and political culture; sociology of punishment; qualitative methods
Crystal Jackson		X	
Andrew Karmen	X		Criminology; social problems; race relations; research methods; statistics and general sociology
Lila Kazemian	X		Life-course criminology; quantitative methods
Louis Kontos		X	
Leona Lee	X		Juvenile delinquency; juvenile justice; court dispositions; integration of psychological and sociological concepts in the explanation of crime
Roy Lotz	X		Introductory sociology; research methods; sociology of the family; public opinion; mass communication; juvenile delinquency
Richard Lovely	X		Deviance and social control; organizational responses to

			technology; computer applications in research
Jayne Mooney	X		Domestic violence; crime and the inner city; victimization surveys; experiences of the Irish community in London
Richard Ocejo		X	Urban sociology; qualitative methods; research methods; sociology of culture
Susan Opatow	X		Conflict; justice; identity; moral exclusion; hate; post-war/post-disaster reconstruction
Jay Pastrana, Jr.		X	Latina/o studies and race/ethnicity; methods; sexualities; social justice
Valli Raja-Mandery	X		Sociology of domestic violence; social stratification; qualitative research methodologies
Michael Rowan		X	
Barry Spunt	X		Sociology of drugs and violence; history of heroin scene in New York City, qualitative methods
Lucia Trimbur		X	Race and racisms; sociology of gender; urban sociology and inequality; social theory; the sociology of crime and punishment; ethnographic field methods
Maria Volpe	X		Conflict; dispute resolution; restorative justice; race and ethnic relations; sociology of law
Susan Will	X		Sociology of law; social problems; legal sanctions and social control; environmental sociology; white collar and corporate crime; social change; political sociology
Total	16	11	

Appendix B.

Course Descriptions and Syllabi

(Syllabi to be added)

Appendix B. Existing Courses in the Sociology Major

(All courses are 3 hours and 3 credits unless indicated)

AFR 110 Race and the Urban Community

An introduction to problems of contemporary race relations in major urban areas with particular emphasis on the impact of race and racism on the interactions between the African-American community and other racial or ethnic groups.

AFR 121 Africana Communities in the United States

This course provides an introduction to the origins and development of Africana Communities in the U.S. The course provides an exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as health, housing, education, immigration, the family, crime and the criminal justice system.

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

AFR 237 Institutional Racism

A critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African-Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business.

Prerequisites: ENG 101, and one of the following: AFR 110, AFR 121, AFR 123, SOC 101

SOC 101 Introduction to Sociology

This course provides an overview of the theoretical frameworks and data-collection methods that sociologists use to analyze political trends, economic developments, and cultural changes in society. It investigates the many ways that a society may influence the attitudes and actions of individuals and entire groups. In particular, this course examines social institutions like families and school systems; social stratification in the form of racial and ethnic groups, privileged groups, and social classes; cultural norms such as gender roles; organizations like bureaucracies and corporations; and social processes such as discrimination, de-industrialization, globalization and militarization. Divisive issues and social problems (such as poverty and crime) that spark social conflicts, generate movements, and raise questions of social justice will be explored.

(Flexible Core: Individual & Society)

SOC 201 Urban Sociology

Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future.

Prerequisites: ENG 101, SOC 101

SOC/PSY 202 The Family: Change, Challenges and Crisis Intervention

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout Western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.

Prerequisites: ENG 101, SOC 101, PSY 101

SOC 206 Sociology of Conflict and Dispute Resolution

Focuses on why there are struggles over income, property and power on the interpersonal, community, national and international levels. Examines the causes of disputes, the difficulties that arise in resolving them, the alternative methods for settling them (conciliation, mediation, arbitration, adjudication) and the advantages of peaceful resolution.

Prerequisites: ENG 101, SOC 101

SOC 213 Race and Ethnic Relations

(Same course as PSY 213)

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in urban ghetto communities, the role of minority group police officers, the community environment and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities and American groups contesting for program funding and services in the urban environment.

Prerequisites: ENG 101, and one of the following: ANT 101 or PSY 101 or SOC 101

SOC 215 Women in American Society

The effects of various systems of social control on women in American society. The systematic impact of race, ethnicity, informal and formal sources of social control of women, ranging from traditional family sex roles to the treatment of women by courts and prisons, health care institutions and schools. Examination of organized efforts by women to change both their social roles and organized institutions.

Prerequisites: ENG 101, and one of the following: ANT 101 or PSY 101 or SOC 101

SOC 222 Crime, Media, and Public Opinion

The course explores the nature of public understandings of social problems and solutions, particularly related to crime and justice, and the media's role in facilitating those understandings. The media provide audiences a distorted view of crime and punishment as well as the cognitive tools to think about crime and what should be done about it. The first aim of the course is to examine international, interdisciplinary scholarship from a range of empirical and theoretical perspectives that address the relationship between crime, media and public opinion in an evolving media landscape. The second aim is to challenge students to think critically, both about

the course materials and about the messages they encounter through the media, and to consider innovative ways to improve the interplay between crime, media and criminal justice policy.

Prerequisites: ENG 101, SOC 101

SOC 232 Social Stratification

This course reveals that there are social classes in America as well as individuals and groups; how all societies have classes within them; how different interests cause conflicts between the classes; how members of various classes have different attitudes and life styles; how class differences influence personality, sexual behavior, job preferences, health, criminal activity and treatment by the justice system; and what patterns and trends exist for individual and group mobility up and down the social ladder.

Prerequisites: ENG 101, SOC 101

SOC 240 Social Deviance

Analysis of the manner in which societies come to define certain behaviors as deviant. Particular attention will be paid to the social and cultural processes of social disorganization and conflict, civil disorder and violence, crime, mental illness, suicide, addiction and sexual deviance.

Selected theories of deviance will be critically examined.

Prerequisites: ENG 101, SOC 101

SOC 251 Sociology of Human Rights

This course is an introduction to the sociology of human rights. It will enable students to understand major sociological debates surrounding the topic, mainly how human rights became part of social expectation, how they vary in socio-cultural space, and how they are distributed across different categories of people. It will enable them to think critically about human rights issues in a global world. The focus will be on the role of non-state actors, including Amnesty International and Human Rights Watch, multi-national companies and the media, in both promoting and violating human rights.

Prerequisites: ENG 101, SOC 101

SOC 275 Political Imprisonment

Political Imprisonment asks what forcible confinement means in modern society and what its historical and contemporary forms, such as the prison, the death camp, quarantine, the gulag, the refugee camp, the boarding school, and forced relocation can tell us about the tensions between individual rights and governmental control. The course uses case studies from countries such as the United States, Kenya, Egypt, Australia, Germany, Palestine, and Sudan to examine how states have interned individuals living within their borders and the political, social, and economic conditions that have motivated governments to so radically limit individual freedom. Ultimately this course seeks to disentangle the relationships among confinement, patriarchy, class hierarchies and racism.

Prerequisites: ENG 101, and SOC 101 or ICJ 101

SOC 278 Political Sociology

Analysis of the relationships of socio-psychological factors to political phenomena. An examination of man in political society and political society in man. Emphasis on the

interdisciplinary study of power, authority, elites, political and social change, political violence, social inequality, technology, ideology and political socialization.

Prerequisites: ENG 101, and GOV 101 or POL 101 or SOC 101

SOC 282 Selected Topics in Sociology

This course will study a significant topic of interest in the field to be chosen by the instructor.

Prerequisites: ENG 101

SOC 302 Social Problems

This course surveys how undesirable social conditions like poverty, inequality, racism, sexism, corruption, pollution and overpopulation come to be defined or ignored as social problems.

Reviews the wide variety of possible solutions to these social problems proposed by different interest groups and social movements.

Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 305 Sociology of Law

An understanding of the place of legal systems within social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. Manifest and latent functions in the administration of justice, the interactions of lawyers, police, prosecutors and judges as well as their relations with the public will be studied.

Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 308 The Sociology of Violence

This course examines the changes in the methods, patterns and meanings of violence. Special attention is paid to individual and collective violence in the streets, in schools, at home, within the media, by the police, by terrorists and by the military. The major theories explaining the causes of violence, and important research about attitudes toward violence and the use of force to bring about change are reviewed.

Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 315 Contemporary Sociological Theory

This course reveals the basic principles common to societies around the world and throughout time, and how social theories are used to guide policy and spark change. Sociological theories are contrasted with major psychological, economic, and political outlooks about human behavior. The modern theories grapple with crucial issues like the reasons for revolution, the problems with developing nations, the effects of bureaucratization, the roots of alienation, and the role of ideology and the media in shaping courses.

Prerequisites: ENG 201, SOC 314

SOC 346 Sport in Global Perspective

This course looks at past and contemporary understandings of sport from a global perspective. It seeks to illustrate the multiple ways sport has been studied and explores how understandings of sport have been debated, defended, and used over time. Special attention is devoted to the politics that are invested in sport and uses of the body as well as the overarching ideologies that the sporting body supports at various moments in time. Focusing on how the body intervenes in

social processes, the course also considers how athletes have used sport to resist and subvert stereotypes and to create alternative racial, class, and gender identities. We conclude by contemplating new ways that sport might be considered.

Prerequisites: ENG 201, SOC 101

SOC 350 Social Change

Theory and descriptions of causations, modes, and consequences of change in social and cultural systems. Evolutionary and revolutionary change; historical and contemporary change. Impact of technology, knowledge, generational success, social contradiction, class and population.

Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 354 Gangs and Transnationalism

This course will explore definitions, theories and histories of both street gangs and transnationalism, considering both how local gangs have globalized and how global influences and currents shape local gangs. Case studies of a variety of different groups from around the world will be considered within this conceptual, theoretical and historical context.

Prerequisites: ENG 201, SOC 101

SOC 377/387/379 Internship in Sociology

Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from sociological concepts, theories, and methods, that they have learned in the classroom, internships in Sociology give students a chance to be a participant-observer in a wide-range of workplace settings where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting perspective employers. This course has two components that must be fulfilled—successful completion of at least 96 hours at a placement site and completion of the academic portion of the course which includes a mandatory 15 hours of instruction. Interns will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact the Center for Career and Professional Development.

Prerequisites: ENG 201, junior standing or above

SOC 401 Problems of Minority Groups

This course reviews theories about the causes of racism; investigates how minority groups face discrimination in schooling, housing, jobs; and looks into the controversy over whether there is a dual system (or double standard) of justice.

Prerequisites: ENG 201, senior standing

SSC 325 Research Methods in the Behavioral Sciences

An introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered, with concern for elementary analysis of data. (Registration is through the Department of Sociology.)

Prerequisites: ENG 201, PSY 101 or SOC 101, and junior standing or above

STA 250 Principles and Methods of Statistics

Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers.

Prerequisites: ENG 101, MAT 108 or MAT 141

Appendix C.

New York State Department of Education Forms

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							
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	3				
Col Option: Justice Core First Year Seminar	3	X				Req Core: Life & Physical Science	3	X					
Flex Core: US Exp in its Diversity	3	X				Flex Core: World Cultures – FL 101	3	X					
Flex Core: Creative Expression	3	X				MAT 108 Social Science Math	3	X			MAT 105 or Placmt		
Term credit total:	15	15	0			Term credit total:	15	15	3				
Term: Fall 2						Term: Spring 2							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Col Option: Communications - FL 102	3	X			FL 101	SOC Area of Focus A: #1 SOC 201 Urban Sociology	3	X	X		ENG 101, SOC 101		
Flex Core: Scientific World	3	X				Elective or Minor	3						
Area of Focus:B. #1 SOC/PSY 213 Race & Ethnic Relations	3	X	X		ENG 101, SOC 101 or ANT 101 or PSY 101	Area of Focus A: #2 SOC 251 Sociology of Human Rights	3	X	X		ENG 101, SOC 101		
SOC 232 Social Stratification	3	X	X		ENG 101, SOC 101	Col Option: Learning From the Past	3	X					
STA 250 Principles & Methods of Statistics	3	X	X		MAT 108 or 141	Flex Core: 6 th course (World Cultures)	3	X					
Term credit total:	15	15	9			Term credit total:	15	12	6				
Term: Fall 3						Term: Spring 3							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
SOC 3XX Classic Sociological Theory	3	X	X	X	ENG 201, SOC 232	SOC 315 Contemporary Sociological Theory	3	X	X		ENG 201, SOC 3XX		
SOC 325 Research Methods in Behavioral & Social Sciences	3	X	X		ENG 201, SOC 101 or PSY 101, jr stand	SOC 327 Advanced Sociological Methodology	3	X	X		ENG 201, SSC 325		
Col Option: Justice Core 300-level	3	X			ENG 201	Area of Focus A: #3 SOC 350 Social Change	3	X	X		ENG 201, SOC 101		
Sociology Elective: SOC 213 The Family	3	X	X			Elective or Minor	3	X					
Elective or Minor	3					Elective or Minor	3						
Term credit total:	15	12	9			Term credit total:	15	12	9				
Term: Fall 4						Term: Spring 4							
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
SOC 377 Internship/Fieldwork in Sociology	3		X		ENG 201, SOC 101	SOC 4XX Senior Seminar in Sociology	3	X	X	X	ENG 201, SOC 315, SSC 325		
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:	15	9	3			Term credit total:	15	12	3				
Program Totals:		Credits: 120			Liberal Arts & Sciences: 102 (Gen Ed = 42)			Major: 36			Elective & Other: 42		

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 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.
Susan Opotow, Professor	SOC 206 Sociology of Conflict.& Dispute Resolution SOC 251 Sociology of Human Rights SOC 2XX Environmental Sociology SOC 2XX Sociology of Injustice SOC 4XX Senior Seminar	30%	PhD Columbia University	
David Green, Assistant Professor	SOC 222 Crime, Media, And Public Opinion SOC 1XX Tabloid Justice SOC 2XX Media Sociology	45%	PhD, Criminology, University of Cambridge; MPhil, Criminological Research, University of Cambridge; BS, Urban Studies, Worcester State College	
Richard Ocejo, Assistant Professor	SOC 101 Intro to Sociology SOC 201 Urban Soc SOC 209 Sociology of Work &Jobs SOC 325 Research Methods SOC 327 Advanced Sociological Methods SOC 328 Qualitative Research Methods SOC 440 Senior Seminar SOC 2XX Sociology of Culture	45%	PhD CUNY	

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.
Lucia Trimbur, Assistant Professor	SOC 201 Urban Sociology SOC 213 Race and Eth Relations SOC 232 Social Stratification SOC 275 Political Imprisonment SOC 302 Social Problems SOC 315 Contemporary Sociological Theory SOC 328 Qualitative Research. Methods SOC 346 Sport in Global Perspective SOC 350 Social Change SOC 401 Problems. of Minority Groups SOC 3XX Classical Sociological Theory SOC 4XX Senior Seminar	100%	PhD Soc. and African American Studies, Yale University	
Carla Barrett, Assistant Professor	SOC 101 Introduction to Sociology SOC 328 Qualitative Research Methods SOC 308 Sociology of Violence SOC 3XX Classical Sociological Theory	30%	PhD in Soc. CUNY Graduate Center	John Jay WI (Writing Intensive) Certified
Rosemary Barberet, Associate Professor	SOC 251 Sociology of Human Rights SOC 3XX Global Social Movements	15%	Ph.D., Criminology and Criminal Justice, University of Maryland, 1994.	Representative to the United Nations for the International Sociological Association

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.
Gail Garfield, Associate Professor	SOC 101 Intro. to Sociology SOC 213 Race & Ethnic Relations SOC 308 Sociology of Violence SOC 401 Problems of Minority Groups SOC 420 Women & Crime SOC 2XX Sociology of Injustice	100%	PhD CUNY	
Valli Rajah, Associate Professor	SOC 101 Introduction. to Sociology SOC 213 Race & Ethnic Relations. SOC 232 Social Stratification SOC 302 Social Problems SOC 308 Sociology of Violence SOC 315 Contemporary Sociological Theory SOC 328 Qualitative Research. Methods SOC 401 Problems of Minority Groups SOC 420 Women & Crime SOC 3XX Classical Sociological Theory SOC 4XX Senior Seminar SSC 325 Research Methods in the Behavioral Sciences	100%	PhD; Columbia University	John Jay Writing Intensive certified

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.
Mukahit Bilici, Assistant Professor	SOC 315 Contemporary Sociological Theory SOC 2XX Religion in a Global World SOC 3XX Classic Sociological Theory SOC 4XX Senior Seminar	40%	PhD in Soc., University of Michigan, Ann Arbor	Expertise in Islam and Muslim societies
David Brotherton, Professor	SOC 201 Urban Sociology SOC 2XX Sociology of Culture SOC 315 Contemporary Sociological Theory SOC 3XX Classic Sociological Theory SOC 3XX Global Social Movements SOC 4XX Senior Seminar	45%	PhD, University of California, Santa Barbara	
Jayne Mooney, Associate Professor	SOC 308 Sociology of Violence SOC 4XX Senior Seminar	30%	PhD, Middlesex University, U.K.	
Louis Kontos, Professor	SOC 201 Urban Sociology SOC 315 Contemporary Sociological Theory SOC 3XX Classic Sociological Theory SOC 3XX Global Social Movements SOC 4XX Senior Seminar	60%	PhD Northeastern University	

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.
Michael Rowan, Professor	SOC 201 Urban Sociology SOC 315 Contemporary Sociological Theory SOC 327 Qualitative Research Methods SOC 3XX Classic Sociological Theory SOC 4XX Senior Seminar	60%	PhD NYU	
Andrew Karmen, Professor	SOC 101 Introduction to Sociology SOC 302 Social Problems SOC 4XX Senior Seminar SSC 325 Research Methods	25%	Ph.D. Soc., Columbia University	
Antonio (Jay) Pastrana, Jr., Assistant Professor	SOC 101 Introduction to Sociology SOC/PSY 202 The Family SOC 213 Race & Ethnic Relations SOC 251 Sociology of Human Rights SOC 327 Advanced Sociological Methods SOC 2XX Sociology of Sexuality SOC 3XX Global Social Movements SOC 4XX Senior Seminar SSC 325 Research Methods in Behavioral Sciences STA 250 Principles & Methods of Statistics	100%	PhD CUNY	Research Mentor Certificate Writing Intensive Certificate

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.
Jana Arsovska, Assistant Professor	SOC 101 Introduction to Sociology SOC 251 Sociology of Human Rights SOC 328 Qualitative Research Methods SOC 341 International Criminology SOC 354 Gangs & Transnationalism	45%	PhD in Criminology, Catholic University of Leuven, Belgium MA International Criminology, Catholic University of Leuven, Belgium BA, International Relations and Foreign Affairs, American College of Thessaloniki, Greece	
Barry Spunt, Associate Professor	SOC 101 Introduction to Sociology SOC 327 Advanced Sociological Methods SOC 440 Senior Seminar SSC 325 Research Methods in the Behavioral Sciences	75%	Ph.D. Fordham University Soc. 1990	Former Department Chair
Richard W Lovely, Associate Professor	SOC 201 Urban Sociology SOC 240 Social Deviance SOC 305 Sociology of Law SOC 308 The Sociology of Violence SOC 326 Advanced Social Statistics SOC/ECO 360 Corporate & White Collar Crime SOC 4XX Senior Seminar SSC 325 Research Methods in the Behavioral Sciences STA 250 Principles & Methods of Statistics	10%	Ph.D. , Soc., Yale University	

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.
Leona Lee, Assistant Professor	SOC 302 Social Problems SOC 327 Advanced Sociological Methods SOC 329 Program Evaluation	15%	Ph.D. Criminal Justice Rutgers University	
Janice Johnson Dias, Assistant Professor	SOC 213 Race & Ethnic Relations SOC 232 Social Stratification SOC 240 Social Deviance SOC 278 Political Sociology SOC 302 Social Problems SOC 328 Qualitative Research Methods SOC 308 Sociology of Violence SOC 401 Problems of Minority Groups SOC 2XX Food Justice SOC 2XX Sociology of Sexuality SOC 2XX Sociology of Injustice STA 250 Principles & Methods of Statistics	100%	PhD & MA in Sociology, Temple University, BA in Sociology, Brandeis University	Urban and Political Soc. Qualitative Methods Evaluation Research Women and Justice Black Women and Obesity
Susan Will, Assistant Professor	SOC 305 Sociology of Law SOC/ECO 360 Corporate & White Collar Crime SOC 377/378 Internship in Sociology	90%	Ph.D. University of California, Irvine	

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.
Maria R. Volpe, Professor	SOC 206 Sociology of Conflict & Dispute Resolution SOC 213 Race & Ethnic Relations SOC 377/378 Internship in Sociology	33-50%	PhD in Sociology, New York University	Internationally known scholar who has lectured, researched, and written extensively about conflict resolution and has been widely recognized for her distinguished career in conflict resolution.
Amy Adamczyk, Associate Professor	SOC 302 Social Problems SOC 3XX Classical Sociological Theory SOC 4XX Senior Seminar: SSC 325 Research Methods in the Behavioral Sciences	57%	Ph.D. Pennsylvania State University	26 Peer-reviewed publications, mostly within Sociology.
Roy Lotz, Professor	SOC/PSY 202 The Family	85%	PhD University of Washington (Seattle)	
Crystal Jackson, Assistant Professor	SOC 209 Sociology of Work and Jobs SOC 215 Social Control & Gender SOC 232 Social Stratification SOC 240 Social Deviance SOC 251 Sociology of Human Rights SOC 278: Political Sociology SOC 302 Social Problems SOC 305 Sociology of Law SOC 315 Contemporary Sociological Theory SOC 328 Qualitative Methods SOC 350 Social Change SOC 401 Problems of Minority	85-100%	Ph.D., Soc., University of Nevada, Las Vegas (UNLV) Graduate Certificate, Women’s Studies, UNLV	

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.
	Groups SOC 2XX Sociology of Injustice SOC 2XX Sociology of Sexuality SOC 3XX Global Social Movements SOC 4XX: Senior Seminar SSC 325: Research Methods in Behavioral Sciences			

Table 3: Part-Time Faculty

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.
David Singer, Ph.D. Adjunct Assistant Professor	SOC 101 Introduction to Sociology SOC 209 Sociology of Work and Jobs SOC 232 Social Stratification SOC 240 Social Deviance SOC 278 Political Sociology SOC 302 Social Problems SOC 350 Social Change SOC 2XX Sociology of Injustice SOC 2XX Sociology of Mental Illness SOC 2XX Environmental Sociology SOC 3XX Classic Sociological Theory	B. S. City College of CUNY M.A., Ph.D. New York University M.A. New School for Social Research	Licensed Psychologist, NY State Have practiced clinical psychology for 37 years. Over 35 years of experience in research and teaching in the social sciences, including sociology, economics, political science, psychology, and education. Seventeen years of business experience in industries including banking, brokerage, manufacturing, and health insurance. Published research in social psychology and political economy.
Olga Teploukhova, Adjunct Professor	SOC 302 Social Problems SOC 310 Culture and Personality SOC 2XX Sociology of Culture SOC 3XX Classic Sociological Theory	PhD in Sociology (the Far Eastern Federal University, Russia) MA in Psychology (the Far Eastern Federal University, Russia)	
Andrea Siegel, Adjunct Professor	SOC 101 Intro to Sociology SSC 325 Research Methods in the Behavioral Sciences	PhD CUNY GRADUATE CENTER	

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.
Angel J. Camacho, Adjunct Faculty	SOC 101 Introduction to Sociology SOC 201 Urban Sociology SOC 213 Race & Ethnic Relations. SOC 222 Crime, Media, and Public Opinion SOC 251 Sociology of Human Rights SOC 253 Sociology of Global Migration SOC 275 - Political Imprisonment. SOC 308 Sociology of Violence. SOC 354 - Gangs & Transnationalism. SOC 360 Corporate & White Collar Crime SOC401 Problem of Minority Groups. SOC2XX Sociology of Sexuality. SOC2XX Sociology of Injustice. SOC 2XX Religion in a Global World	MA, John Jay College Major: CRJ & Judicial Process Concentration: Law & Criminology BS, John Jay College Major: Criminal Justice Concentration: Criminology Minor: Sociology	Occupational Experience: <i>Former US Counter Intelligence Specialist</i> , Security Clearance: Top Secret /NSA Duty: US Embassy Bogota, Columbia & Unified Intelligence Division NYC Professional Certification Diploma John Jay College/NYS Dispute Resolution Certification, CUNY <u>Major: <i>Dispute/Conflict Resolution</i></u> Professional Certification Diploma: St. Joseph's Seminary, Yonkers, NY <i>Master Level Certification in Divine Studies & Social/ Pastoral Counseling .</i> <u>Courses & Concentrations Areas:</u> Moral Theology Canon Law Comparative World Religion Studies Eastern Religious Studies (Islam) Jewish & Christian Studies Sacred Scriptures -Old/New Testament Ecumenical Cultural/Ethnic Studies Sacramental Theology Human Sexuality & Society Family Conflict Studies Social Justice: Beliefs & Practices Pastoral Care & Social Counseling History of World Spirituality History of the Church & Vatican II Documents Professional Certification: 140 hours White Plains Hospital , New York Pastoral Care & Family Counseling Specializations: End of Life Hospice Care, ICU, ICC, ER, Hospital Chaplin.

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.
<p>Yolanda Ortiz-Rodriguez Adjunct Instructor</p>	<p>SOC 101 Introduction to Sociology SOC/PSY 202 The Family SOC 215 Social Control and Gender SOC 240 Social Deviance SOC 308 The Sociology of Violence SOC 309 Juvenile Delinquency SOC/CRJ 420 Women and Crime</p>	<p>MA Forensic Psychology – John Jay College- 1999 MPhil. Criminal Justice- CUNY Graduate Center- 2011</p>	<p>Program Director of Juvenile Detention Program (6 years) Program Director Domestic Violence Services (4 years) Substance Abuse Counselor & Family Counselor (3 years) Adjunct Instructor- 2002- Present:</p> <ul style="list-style-type: none"> • John Jay College: 2002-2004 • St. John’s University: 2004-2005 • John Jay College: 2005- Present
<p>Cyann Zoller, Adjunct</p>	<p>SOC 101 Intro to Sociology SOC 328 Quantitative Research Methods SOC 2XX Sociology of Culture SOC 2XX Sociology of Injustice SSC 325 Research Methods in the Behavioral Sciences</p>	<p>MS – University of Maryland</p>	<p>3/4 of PhD completed</p>
<p>Claudia Riveron, Adjunct Lecturer</p>	<p>SOC 240 Social Deviance SOC 302 Social Problems SOC 309 Juvenile Delinquency.</p>	<p>M.A. John Jay College</p>	<p>Best Adjunct Teacher Award - 2002</p>

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.
Theresa Eddins, lecturer	SOC 232 Social Stratification SOC 315 Contemporary Sociological Theory SOC 3XX Classic Sociological SOC 2 Sociology of Sexuality SOC 240 Social Deviance SOC 202 The Family: Change, Challenges and Crisis Intervention SOC 310 Culture and Personality SOC 2XX Sociology of Culture SOC 2XX Religion in a Global World SOC 215 Social Control and Gender: Women in American Society	M.S. Virginia Commonwealth University	
Shirley Leyro, Adjunct	SOC 101 Introduction to Sociology SOC 201 Urban Sociology SOC 232 Social Stratification SOC 240 Social Deviance SOC 253 Sociology of Global Migration SOC 308 Sociology of Violence	M.A., PhD Candidate	
Jacqueline Young Adjunct	SOC 101 Introduction to Sociology SOC 222 Crime, Media, and Public Opinion SOC 215 Social Control and Gender SOC 308 The Sociology of Violence SOC/CRJ 420 Women and Crime	BS Victimization, CUNY Baccalaureate MA Criminal Justice, John Jay College (Spring 2014)	I currently work at Sing Sing Correctional Facility an all male maximum-security prison. I am a rehabilitation counselor. I am a certified rape crisis counselor and have been working with victims of trauma

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.
	SOC 240 Social Deviance		for the past 5 years.
Bahar Tabakoglu	SOC 209 Sociology of Work & Jobs SOC 232 Social Stratification SOC 278 Political Sociology SOC 2XX Sociology of Religion	PhD Candidate	

Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

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

Table 5: New Resources

Expenditures (all include 3% inflation)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Full Time Faculty (replacement)	6,616	6,814	7,018	7,228	7,444
Part Time Faculty (includes 10% inflation)	-	-	7,277	14,991	22,487
Full Time Staff	0	0	0	0	0
Part Time Staff (includes 10% fringe)	17160	17,675	18,205	18,752	19,314
Library (Includes Staffing)	0	0	0	0	0
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (Other than Personal Services)	5,000	4,120	3,090	3,093	3,186
Capital Expenditures	0	0	0	0	0
Other	0	0	0	0	0
Total all	28,776	28,609	35,590	44,064	52,431

[\[1\] 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>	\$263,865	\$370,581	\$486,330	\$771,535	\$678,214
<u>02. From New Sources[5]</u>	\$213,795	\$416,910	\$631,653	\$826,835	\$988,428
03. Total	\$477,660	\$787,491	\$1,117,983	\$1,598,370	\$1,666,642
<u>State Appropriation[6]</u>					
04. From Existing Sources [*]	\$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 [*]	\$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 [*]	\$263,865	\$370,581	\$486,330	\$771,535	\$678,214
11. From New Sources	\$213,795	\$416,910	\$631,653	\$826,835	\$988,428
TOTAL	\$477,660	\$787,491	\$1,117,983	\$1,598,370	\$1,666,642

^[1] 3% inflation was used for projections.

[2] Specify the academic year.

[3] Please explain how tuition revenue was calculated.

[4] Existing sources means revenue generated by continuing students. Please remember to account for attrition and graduation rates.

[5] New sources means revenue generated by new students. The revenue from new sources from one year should be carried over to the next year.

[6] Public institutions should include here State appropriations applied to this specific 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 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 (list separately)					
1 course for adjunct faculty to replace FT Faculty to Coordinate Major - 1 course release per year (calculated at Asst Prof. Rank \$73,53 x 45 hrs)	3,308	3,407	3,509	3,614	3,722
1 course for adjunct faculty to replace FT faculty who provides advisement in the major - 1 course release per year (calculated at Asst Prof. Rank \$73,53 x 45 hrs)	3,308	3,407	3,509	3,614	3,722
Current Full Time Faculty Overload (include Summer)					
New Full Time Faculty Base Salary (list separately)					
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (33.0%)	NA	NA	NA	NA	NA
Total (Links to Full-Time Faculty on Program Exp Worksheet)	6616	6814	7018	7228	7444
Part Time Faculty Actual Salaries (+ Inflation rate 3%) Adjunct faculty will be needed beginning in yr 3 (2, 4, 6 sections respectively) (Asst Prof. rate: \$74.53 x 45 hrs)	0	0	6,616	13,629	20,443
Part Time Faculty Actual Fringe Benefits (10%)			661	1362	2044
Total (Links to Part-Time Faculty Program Exp Worksheet)	0	0	7277	14991	22487
Full Time Staff Base Salary (list separately)					

Full Time Staff Fringe Benefits (33%)
Total (Links to Full-Time Staff on Program Exp Worksheet)

0	0	0	0	0
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)

	2014-15	2015-16	2016-17	2017-18	2018-19
	15,600	16,068	16,550	17,047	17,558
	1560	1607	1655	1705	1756
	17160	17675	18205	18752	19314

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)

	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0

EQUIPMENT

Computer Hardware
 Office Furniture
 Other (Specify)
Total (Links to Equipment on Program Exp Worksheet)

	0	0	0	0	0

LABORATORIES

Laboratory Equipment
 Other (list separately)

	0	0	0	0	0
	2014-15	2015-16	2016-17	2017-18	2018-19
TOTAL (Links to Laboratories on Program Exp Worksheet)					
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria					
Office Supplies					
Instructional Supplies					
Faculty Development					
Travel and Conferences					
Membership Fees					
Advertising and Promotion (+ 3% inflation)	5,000	4,120	3090	3093	3186
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)	5000	4120	3090	3093	3186
CAPITAL EXPENDITURES					
Facility Renovations					
Classroom Equipment					
Other (list separately)					
TOTAL (Links to Capital Expenditures on Program Exp Worksheet)	0	0	0	0	0
Other (list separately)					

TOTAL (Links to Other on Program Exp Worksheet)

0	0	0	0	0

**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) - 95% of JJ students are NYS residents

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)

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
	33	48	64	102	83
	\$5,430	\$5,539	\$5,649	\$5,762	\$5,878
	\$179,190	\$265,853	\$361,560	\$587,761	\$487,841
	0	0	0	0	0
	\$179,190	\$265,853	\$361,560	\$587,761	\$487,841
	2	3	3	5	4
	\$14,550	\$14,841	\$15,138	\$15,441	\$15,749
	\$29,100	\$44,523	\$45,413	\$77,203	\$62,998
	0	0	0	0	0
	\$29,100	\$44,523	\$45,413	\$77,203	\$62,998
	\$208,290	\$310,376	\$406,973	\$664,964	\$550,839

Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME In State Students) - 95% of JJ students are NYS residents
 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) - 5% of JJ students come from out of state
 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

TOTAL EXISTING PART TIME REVENUE

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Majors	14	15	20	27	32
Total Enrolled Credits	15	15	15	15	15
Tuition Income	\$230	\$235	\$239	\$244	\$249
Total Tuition	\$48,300	\$52,785	\$71,788	\$98,852	\$119,501
Student Fees					
Total Fees	0				
Total Instate Tuition & Fees	\$48,300	\$52,785	\$71,788	\$98,852	\$119,501
Number of Majors	1	1	2	2	2
Total Enrolled Credits	15	15	15	15	15
Tuition Income	\$485	\$495	\$505	\$515	\$525
Total Tuition	\$7,275	\$7,421	\$7,569	\$7,720	\$7,875
Student Fees					
Total Fees	0				
Total Out of State Tuition & Fees	\$7,275	\$7,421	\$7,569	\$7,720	\$7,875
TOTAL EXISTING PART TIME REVENUE	\$55,575	\$60,206	\$79,357	\$106,572	\$127,375

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) - 95% of JJ students are NYS residents

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) - 5% of JJ students are from out of state

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

	2014-15	2015-16	2016-17	2017-18	2018-19
	\$263,865	\$370,581	\$486,330	\$771,535	\$678,214
	29	57	85	114	136
	\$5,430	\$5,539	\$5,649	\$5,762	\$5,878
	\$157,470	\$315,700	\$480,197	\$656,909	\$799,355
	0	0	0	0	0
	\$157,470	\$315,700	\$480,197	\$656,909	\$799,355
	1	3	5	6	7
	\$14,550	\$14,841	\$15,138	\$15,441	\$15,749
	\$14,550	\$44,523	\$75,689	\$92,643	\$110,246
	0	0	0	0	0
	\$14,550	\$44,523	\$75,689	\$92,643	\$110,246
	\$172,020	\$360,223	\$555,886	\$749,552	\$909,600

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

Total Out of State Tuition & Fees

TOTAL NEW PART TIME REVENUE

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Majors (Enter # of NEW PART-TIME In State Students)	10	14	19	19	19
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	\$230	\$235	\$239	\$244	\$249
Total Tuition	\$34,500	\$49,266	\$68,198	\$69,562	\$70,953
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Instate Tuition & Fees	\$34,500	\$49,266	\$68,198	\$69,562	\$70,953
Number of Majors (Enter # of NEW PART-TIME Out of State Students)	0	1	1	1	1
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	\$485	\$495	\$505	\$515	\$525
Total Tuition	\$7,275	\$7,421	\$7,569	\$7,720	\$7,875
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$7,275	\$7,421	\$7,569	\$7,720	\$7,875
TOTAL NEW PART TIME REVENUE	\$41,775	\$56,687	\$75,767	\$77,282	\$78,828

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

\$213,795	\$416,910	\$631,653	\$826,835	\$988,428

2014-15 2015-16 2016-17 2017-18 2018-19

State Revenue from EXISTING sources-identify sources

0	0	0	0	0

STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

\$0	\$0	\$0	\$0	\$0

State Revenue from NEW sources-identify sources

0	0	0	0	0

STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

\$0	\$0	\$0	\$0	\$0

FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS

2014-15 2015-16 2016-17 2017-18 2018-19

Other Revenue From Existing Sources (specify and explain)- LINKS TO REVENUE SPREADSHEET ROW 13)

	0	0	0	0
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Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

	0	0	0	0
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Appendix D.

Letters of Support

March 16, 2013

Dr. Brotherton, Chair
Department of Sociology
John Jay College of Criminal Justice.
899 Tenth Avenue
New York, NY 10019

Dear. Dr. Brotherton,

Thank you for sharing your proposed curriculum for a BA degree in Sociology at the John Jay College of Criminal Justice.

As exiting Graduate Coordinator and former Director of the interdisciplinary Cultural Studies program at UNLV, I am most impressed by the scope and depth of this proposed degree, both in general terms but also in comparison to the undergraduate curriculum in our own department. Your proposed curriculum shows a strong foundation in sociological theory and in research methods –the two pillars of any scientific discipline— but also a well designed focus on the two substantive key areas of Global Change and Social Justice.

What especially impresses me about the curriculum is that it ensures that students will be skilled in both qualitative and quantitative research methods. In our own department (and in too many others), students are typically required to take one general research methods course and one course in statistics. We do not require students to take a qualitative research methods class – a fact I deeply deplore. Because I believe that a skilled researcher should be well-versed in a wide variety of methods and approaches to scientific inquiry, I applaud your decision.

I am also very impressed by the diversity of courses you are offering in the two substantive areas of study. Thus, while UNLV undergraduates must complete the same *number* of credits in Sociology as your future students, what I find especially strategic is that your program organizes these credits so as to define a specialization in the areas of Global Change or Social Justice.

As Director of the UNLV Sociology's Graduate program who has reviewed dozens of application files, there is absolutely no doubt in my mind that students obtaining a BA degree in your proposed program would not only excel in our graduate program, but would be strongly encouraged to apply, aggressively recruited, and would most probably be offered funding.

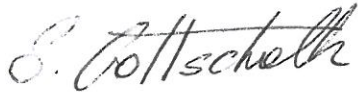
UNIVERSITY OF NEVADA, LAS VEGAS

In sum, the Department of Sociology's undergraduate program proposed here would provide undergraduate students with the two essential components of a rigorous education in our discipline: A solid and rigorous foundation in theory and research methods, and a well-designed array of courses enabling them to develop their expertise in one of two focused domains of interest. I enthusiastically support it, and trust that it will be approved.

Should you require more information, feedback, or documentation expressing my support, please do not hesitate to contact me.

Wishing you luck and success with your proposed program,

Sincerely,



Simon Gottschalk, PhD.
Professor



The Graduate School and University Center
The City University of New York
365 Fifth Avenue
New York, NY 10016-4309
TEL 212.817.8770 FAX 212.817.1536

March 12, 2013

Professor David Brotherton
John Jay College of Criminal Justice
899 Tenth Avenue
New York, New York 10019

Dear Professor Brotherton:

I am writing to give my most enthusiastic support for the establishment of a B.A. in Sociology at John Jay College.

The major you have outlined is excellent, providing grounding in basic theory and qualitative and quantitative methods along with exciting – and intellectually stimulating – areas of focus on global change and social justice. The major would draw on existing courses but also involve new ones as well, including such important offerings as the sociology of culture, religion in a global world, and --- a subject close to my own interests --- the sociology of global migration. A senior seminar for majors, to give students a capstone experience, rounds out a splendid program.

This is a well-thought out major, combining traditional sociology courses with an innovative focus on global change and social justice. It's a terrific mix, and the B.A. program in sociology will also be able to draw on the talents of a first-rate faculty.

I wholeheartedly support the proposed B.A. in Sociology, and, in fact, plan to show the proposal to my colleagues at Hunter to see what we can learn from it!

Sincerely,

Nancy Foner
Distinguished Professor of Sociology
Hunter College and the Graduate Center, City University of New York

OFFICE OF ACADEMIC AFFAIRS
237 High Street
Middletown, Connecticut 06459-0280
860 685-2010 Fax: 860 685-2011



ROB ROSENTHAL
Provost and Vice President for Academic Affairs

March 13, 2013

Professor David Brotherton
Department of Sociology
John Jay College of Criminal Justice
899 Tenth Avenue
New York, NY 10019

Dear Professor Brotherton,

I've reviewed your proposed curriculum for a B.A. in Sociology and find it both reasonable and exciting. Reasonable because it provides the building blocks any graduate student would need; exciting because it combines this with an emphasis on (fittingly) justice and international concerns.

I applaud, in particular, your combination of the themes of justice and globalization as their interplay will determine the shape of our planet in the coming decades. Students must truly think globally now if they are to understand even the most local of problems.

Good luck in you efforts! I look forward to hearing more about your program.

Yours truly,

Rob Rosenthal
John E. Andrus Professor of Sociology
Provost and Vice President for Academic Affairs

April 11, 2013

David Brotherton
Professor and Co-Chair
Sociology
John Jay College of
Criminal Justice
New York City

Dear David:

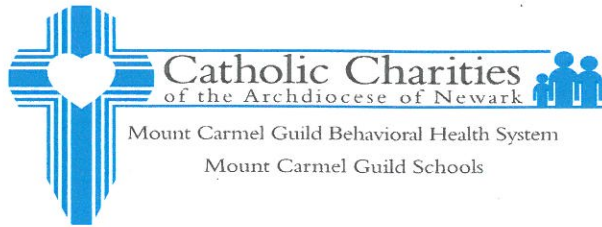
I was very glad to hear of your proposed sociology major, and enthusiastic about the program description that you recently sent me. It seems to me that you are setting out to develop a thorough and rigorous curriculum, with all of the elements I consider essential to the education of a sociology major.

More than that, the curriculum is distinctive for its focus on social change under the appropriate rubric of global change. And it gives me great confidence in the work my colleagues at John Jay are doing that you include a substantial emphasis on social justice and the range of issues having to do with racial and gender inequalities that are essential to a consideration of injustice in the United States.

All this bodes well for the future of the program, and is wonderfully consistent with the turn to an emphasis on questions of injustice at John Jay as a whole.

Thank you for your good work.

Frances Fox Piven
Distinguished Professor of
Sociology and Political Science
Graduate Center
City University of New York



Office of the Executive Director

February 8, 2013

Anne Lopes, Dr. Phil.
Dean of Undergraduate Studies
John Jay College of Criminal Justice
Haaren Hall
524 West 59th Street Room 532
New York, NY 10019

Dear Dean Lopes:

I write to express my support for John Jay College's proposed new baccalaureate degree in Sociology.

Mission-driven organizations like Catholic Charities are always seeking talented, well-rounded and responsible college graduates who have the will and ability to contribute in career-entry positions. We rely on colleges to build their skills and habits. This major appears designed to do just that. The requirement of three research methods courses speaks for the importance John Jay must place on the development of analytic skills. Moreover, it is clear that much thought has gone into the sequencing of courses. This will help students to synthesize and retain what they learn as they move toward graduation.

What is especially interesting about the proposed new major is that it addresses areas of learning and ability that are too often given only cursory attention: global awareness and moral thinking. The people who benefit from our services are of intentionally diverse backgrounds, and often face life challenges rooted in unjust inequalities of opportunity. The prospect of being able to recruit among recent college graduates who are sensitized to the sort of issues our clients contend with is exciting to us.

Graduates of this program would surely be attractive to Catholic Charities when we recruit for entry level positions in such areas as case manager.

I congratulate John Jay College for developing a progressive and academically rigorous degree proposal. This sociology program will prepare young women and men to work effectively in the highly interconnected world we live in now, while giving them the tools to stay morally grounded. In human services such traits are highly valued. I hope we can look forward to recruiting John Jay Sociology graduates in coming years.

Sincerely,

Allan J. Daul, M.S.W.
Executive Director



CAMBA

where you can

March 13, 2013

Dear Dean Lopes:

I am delighted to express my support for John Jay College's proposed new baccalaureate degree in Sociology.

Employers like CAMBA count on colleges and universities to teach students skills and instill in them habits that serve them well in the workplace. This new major appears designed to do just that. The requirement of three research methods courses speaks for the importance John Jay must place on the development of analytic skills. Moreover it is clear that much thought has gone into the sequencing of courses. This will help students to synthesize and retain what they learn as they move toward graduation.

What is especially interesting about the proposed new major is that it addresses areas of learning and ability that are too often given only cursory attention: global awareness and moral thinking. The people who benefit from our services are of internationally diverse backgrounds, and often face life challenges rooted in unjust inequalities of opportunity. The prospect of being able to recruit among recent college graduates who are sensitized to the sort of issues our clients contend with is exciting to us.

Hence, CAMBA would eagerly recruit among graduates with this degree for entry level positions in such areas as Economic Development, Family Support Services, Educational and Youth Development, Legal Services, Housing Services and Development, and HIV/AIDS Services.

I applaud John Jay College for developing a forward-looking and academically rigorous degree proposal. The major would help students "think globally" while "acting locally" in a morally self-aware way. In human service such traits are highly valued. I hope we can look forward to your first group of graduates in coming years.

Sincerely,

Joanne M. Oplustil
President/CEO

Appendix E.

Articulation Agreement with Guttman Community College

[DRAFT]

THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT BETWEEN
STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE
AND
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. SENDING AND RECEIVING INSTITUTIONS

Sending Institution: Stella and Charles Guttman Community College
Program: Liberal Arts and Sciences
Degree: Associate of Arts

Receiving Institution: John Jay College of Criminal Justice
Department: Sociology
Program: Sociology (*proposed*)
Degree: Bachelor of Arts

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Minimum GPA- 2.0

Students who graduate from the Guttman Community College with an Associate in Arts in Liberal Arts and Sciences will have fulfilled all Lower Division General Education requirements for the John Jay College Baccalaureate in Political Science. Students will be required to meet New York State Liberal Arts requirements and all Upper Division General Education requirements.

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

Guttman Community College		John Jay College		
Course Number & Title	Credits	Course Number & Title	Credits	Credits Awarded
<i>NCC General Requirements, 30 credits</i>				
ENGL 103 Composition I	3	ENG 101 Composition I	3	3
ENGL 203 Composition II	3	ENG 201 Composition II	3	3
MATH 103 Statistics <i>or</i> MATH 103A <i>and</i> MATH 103B	3	STA 250 Principles and Methods of Statistics	3	3
BIOL 122 Intro to Biology: Life in New York City	3	Gen Ed credit under “Life & Physical Sciences” area	3	3
LASC 101 City Seminar I	3	Gen Ed credit under “World Cultures & Global Issues” area	3	3
LASC 102 City Seminar II	3	Gen Ed credit under “U.S. Experience in Its Diversity” area	3	3
SOSC 111 Ethnographies of Work I	3	Gen Ed credit under “Individual and Society” area	3	3
SOSC 113 Ethnographies of Work II	3	Gen Ed credit under “Individual and Society” area (6 th flexible)	3	3
CHEM 110 Introduction to Chemistry	3	Gen Ed credit under “Scientific World” area	3	3
LASC 200 The Arts in New York City	3	Gen Ed credit under “Creative Expression” area	3	3
			Subtotal	30
<i>Liberal Arts Program Requirements, 27 credits</i>				
ECON 223 The Economics of Social Issues	3	ECO 101 Principles of Economics	3	3
ENGL 213 20 th Century American Literature: Ethnicity & Immigration	3	Literature elective credit	3	3
SOCS 110 Foundations in the Social Sciences	3	Social science elective credit	3	3
LASC 103 Foundations in the Humanities	3	Humanities elective credit	3	3
HIST 201 Who Built New York? New York City History	3	HIS 217 Three Hundred Years of NYC: A History of the Big Apple	3	3
<i>(Choose one)*</i> PSYC 201 Psychology: Social and Behavioral Studies <i>or</i> GOVT 202 American Government and Politics <i>or</i> SOC 102 Introduction to Sociology	3	PSY 101 General Psychology I <i>or</i> POL 101 American Government and Politics <i>or</i> SOC 101 Intro to Sociology	3	3

UBST 201 Urban Anthropology: Poverty and Affluence	3	ANT 208 Urban Anthropology	3	3
LASC 201 Environmental Ethics	3	philosophy elective credit	3	3
LASC 254 Capstone Seminar in Liberal Arts & Sciences	3	elective credit	3	3
Subtotal				27
<i>Electives, 3 credits</i>				
(Choose one) LASC 243 Internship Seminar <i>or</i> MATH 150 The Real Basics of Mathematics <i>or</i> ENGL 211 Cities in Film and Literature	3	elective credit	3	3
Total				60

*Students interested in pursuing the Bachelor's of Arts in Sociology at John Jay are strongly advised to select SOCI 102, which is equivalent to SOC 101 at John Jay – a requirement of the major.

**D. ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS & SCIENCES FROM
GUTMANN COMMUNITY COLLEGE
(Semester-by-Semester Example)**

Guttman Community College	Cr	John Jay College credit acceptance	Cr
<u>Year I</u>			
<u>Fall I</u>			
City Seminar I	3	World Cultures and Global Issues	3
Ethnographies of Work I	3	Individual and Society	3
Statistics	3	STA 250	3
<i>Subtotal</i>	9	<i>Subtotal</i>	9
<u>Fall II</u>			
The Arts in New York City	3	Creative Expression	3
Intro to Biology <i>or</i> Intro to Chemistry	3	Life and Natural Sciences	3
<i>Subtotal</i>	6	<i>Subtotal</i>	6
<u>Spring I</u>			
City Seminar II	3	U.S. Experience in its Diversity	3
Ethnographies of Work II	3	Individual and Society	3
Composition I	3	ENG 101 Composition I	3
Environmental Ethics	3	philosophy elective credit	3
<i>Subtotal</i>	12	<i>Subtotal</i>	12
<u>Spring II</u>			

D20

Foundations in the Social Sciences	3	Social science elective credit	3
<i>Subtotal</i>	4	<i>Subtotal</i>	3
<u>Year 2</u>			
<u>Fall I</u>			
Foundations in the Humanities	3	Elective credit	3
Who Built New York? New York City History	3	HIS 217	3
Composition II	3	ENG 201 Composition II	3
Intro to Chemistry <i>or</i> Intro to Biology	3	Scientific World	3
<i>Subtotal</i>	12	<i>Subtotal</i>	12
<u>Fall II</u>			
Psychology: Social and Behavioral Studies <i>or</i> American Government and Politics <i>or</i> Introduction to Sociology	3	PSY 101 POL 101 SOC 101 (recommended)	3
<i>Subtotal</i>	3	<i>Subtotal</i>	3
<u>Spring I</u>			
Urban Anthropology: Poverty and Affluence	3	ANT 208	3
The Economics of Social Issues	3	ECO 101	3
20 th Century American Literature: Ethnicity & Immigration	3	literature elective credit	3
Elective (see table above)	3	elective credit	3
<i>Subtotal</i>	12	<i>Subtotal</i>	12
<u>Spring II</u>			
Capstone Seminar in the Liberal Arts & Sciences	3	elective credit	3
<i>Subtotal</i>	3	<i>Subtotal</i>	3
Total	60	Total	60

E. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

Course Number & Title	Credits
General Education Requirements	
Choose one course from those listed under "Struggle for Justice & Equality in the U.S." OR "Justice in Global Perspective" (see John Jay bulletin under Gen Ed)	3
Choose one course from those listed under "Learning from the Past" OR "Communications" (see John Jay bulletin under Gen Ed)	3
Total Gen Ed at JJC	6
Remaining Requirements in Major	
I. Core Courses (12 credits, with GCC carryover)	
SOC 101 Introduction to Sociology (Equivalent to SOCI 102 at GCC)	3
SOC 232 Social Stratification	3
SOC 3XX (new course) Classical Sociological Theory	3
SOC 315 Contemporary Sociological Theory	3
SOC 4XX (new course) Senior Seminar	3
Subtotal	12
II. Research Methods, (6 credits with GCC carryover)	
STA 250 Principles & Methods of Statistics (Equivalent to MAT 103 at GCC)	3
SSC 325 Research Methods in the Behavioral Sciences	3
<i>Select one course:</i>	3
<ul style="list-style-type: none"> • SOC 324 Advanced Social Statistics • SOC 327 Advanced Sociological Methodology • SOC 328 Qualitative Research Methods • SOC 329 Evaluation Research 	
Subtotal	6
III. Areas of Focus (9 credits)	
A. <u>Global Change</u> (0 or 9 credits)	9 or 0
SOC 201 Urban Sociology	
SOC 222 Crime, Media, and Public Opinion	
SOC 251 Sociology of Human Rights	
SOC 253 Sociology of Global Migration	
SOC 346 Sport in Global Perspective	
SOC 350 Social Change	
SOC 354 Gangs and Transnationalism	
SOC /ECO 360 Corporate and White Collar Crime	
<i>OR:</i>	
B. <u>Inequality and Social Justice</u> (0 or 9 credits)	9 or 0
SOC/PSY 213 Race in Ethnic Relations	
SOC 215 Social Control and Gender: Women in American Society	
SOC 275 Political Imprisonment	
SOC 278 Political Sociology	
SOC 308 The Sociology of Violence	
SOC 401 Problems of Minority Groups	
SOC/CRJ 420 Women and Crime	
Subtotal	9

	Total credits in major	27-30*
Free electives		24-27
	Total credits at John Jay	60

*(Depending on whether SOCI 102 is taken at GCC)

John Jay General Education Requirements	6
Remaining Core Requirements in Major	24-27
John Jay Electives	27-30

Total Credits to be earned at John Jay College:	60
Total Credits to be earned at Guttman CC:	60
Total Credits required for B.A. degree:	120

E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:

Guttman 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 Guttman 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.:

Guttman 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. 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 GUTTMAN COMMUNITY COLLEGE:

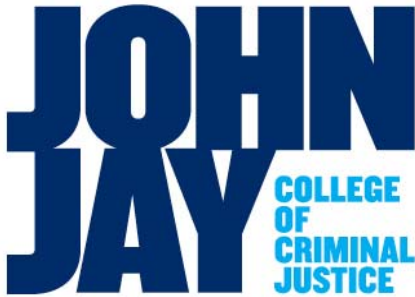
*FOR JOHN JAY COLLEGE
of CRIMINAL JUSTICE*

Scott E. Evenbeck Date
President

David Brotherton Date
Chairperson, Sociology

Joan M. Lucariello, Ph.D. Date
Vice President and Provost,
Office of Academic Affairs

Jane Bowers, Ph.D., Date
Provost, Senior Vice President
for Academic Affairs

**D21**

Office of the Registrar
 524 West 59th Street
 New York City, NY 10019
 T. 646.781.5081
 F. 212.237.8875
 registrar@jjay.cuny.edu

TO: Members of the Academic Standards Subcommittee

FROM: Adam J. Stone, Registrar

RE: PROPOSAL FOR A PART-TIME DEAN'S LIST

DATE: December 17, 2013

Effective Date: Fall 2014

At the end of each spring semester, John Jay College issues a list of **part-time** matriculated undergraduate students who have achieved distinguished academic records. The dean's list for part-time students recognizes students who have completed the following requirements at the time the list is computed for the semester the dean's list is to be awarded:

- The dean's list for part-time students is calculated once a year at the end of each spring semester.
- The calculations are based on fall term, winter session, and spring term in the same academic year.
- The student must be a matriculated student in a baccalaureate degree-granting program for all terms and sessions in which he or she has enrolled in that academic year.
- Over the span of the academic year, the student must have completed at least 12 credits, in addition to any courses taken as P/F, which must be successfully completed (*P*).
- The student must have earned a GPA of 3.5 or better for the academic year.
- The student must earn grades of *C* (2.0) or better in all courses taken (grades of *C-* or below will disqualify the student).
- Any marks of Incomplete, *NGR*, *PEN*, *R*, *W*, *WA*, *WN*, or *WU*, if any are present when the dean's list is run for the academic year, will disqualify the student.

No student is eligible for both full- and part-time dean's lists. Any student enrolling in 12 or more graded credits (not counting pass/fail courses) in any single term during the academic year will be ineligible for part-time dean's list in that year. Instead, such students will be considered for full-time dean's list in the term(s) where they have full-time enrollment.

Once the dean's list is published, it is final. Students who later attain a qualifying average through a grade change or removal of an Incomplete will not be included on the dean's list for that semester.

Note that students who have requested "Restricted Release of Directory Information" (a FERPA block) will not appear on the Dean's List (although a notation is reflected on the transcripts of all students who achieve the honor).

Proposal Approved by the Committee on Graduate Studies 12/11/13**E1.****December 10, 2013 Revision of November 10, 2013 Proposal****Proposal for an Addition to the Graduate Studies Master's Thesis Guidelines**

There is currently no policy in the Graduate Bulletin about the issue of student authorship.

Rationale

Because there is not a policy on graduate student authorship, practices vary widely from program to program and, at times, from faculty member to faculty member. This can create the perception among students and faculty that some practices are "unfair." The recommended policy below addresses this issue.

Placement

The following text is to be inserted after the first paragraph subtitled "Security Management" on page 19 of the current graduate bulletin.

Proposed Text

Some programs provide students the option of undertaking a publishable manuscript for a peer-reviewed journal article rather than a traditional thesis. Each program is responsible for its own specific criteria for this option in accordance with the following general criteria.

The document may or may not have already been submitted for publication at the time of the student's submission to the Office of Graduate Studies; however, if it has not been submitted for publication, it should be in final form (i.e., not a working draft).

1. The student is to be the lead author of the publishable manuscript unless the student declines or more than one year has elapsed since the completion of the thesis. Authorship of the publication shall be determined following professional ethics, through documented communication with the student and the faculty advisor, in advance of initiation of the project.
2. The document may follow the structure, formatting style, and other requirements of the projected journal or the formatting style of traditional master's theses.

December 10, 2013 Revision of November 10, 2013 Proposal

Proposal to Change the Steps to Completing a Thesis

Rationale

1. The steps to completing a thesis are unclear as written in the bulletin (p. 18; see below verbatim copy of the current policy).
2. The current requirement does not include review by the program director. It is customary for program directors to review the thesis in order to ensure that the thesis meets the standards of the program.
3. The encouragement of review at the program level will illuminate the extent to which the learning goals of the thesis have been achieved. The review will also shed light on the thesis requirement. Program-level review may encourage the development and adoption of other culminating experiences that are aligned with professional, career or post-graduation goals outside of research or the pursuit of the doctorate, all of which attract and are suited to specific subsets of graduates.

Current Policy

Steps to Completing a Thesis:

- Permission of the instructor teaching the prospectus seminar is required
- Identify a full-time thesis advisor
- Successful registration of 791 and 792 (CRJ/FCM/SEC/ICJ/PSY), or 797 (FOS)
- CRJ/FCM/ICJ/PSY/SEC: Receive approval of first and second advisors and the Dean of Graduate Studies—the student will then receive a passing letter grade (P)
- FOS: Complete prospectus and receive approval of the mentor and prospectus instructor—the student will then receive a passing letter grade (P)
- Submit two copies of the Approved thesis to the John Jay Library for binding
- Submit the original and one copy of the thesis approval page and a receipt from the Library and Bursar's Office for the binding fee to the Registrar's Office for clearance.

Proposed Revision

Steps to Completing a Thesis

To complete the thesis requirement, students must follow the guidelines for their programs as stipulated in the Program Specific Requirements Section below.

In addition to the program specific guidelines, the following policies apply to all students.

Proposal Approved by the Committee on Graduate Studies 12/11/13**E1.**

- All students must complete the thesis by the end of the thesis course. Only in exceptional circumstances may the student request an extension by written petition to the faculty advisor, program director and dean. If the request is approved, the student will be granted a limited time period to complete the thesis, which may not exceed one year from the completion of all degree program requirements exclusive of the thesis requirement.
- After the program director has approved the thesis, a passing grade (P) will be posted. The student must submit two copies of the thesis (on bond paper) to the library for binding.
- The student must submit the following to the Registrar's Office: 1) the original and one copy of the signed thesis' approval page; 2) a receipt from the library that indicates that the thesis was submitted, and 3) a receipt from the bursar for the binding fee.

Program Specific Requirements

Committee on Graduate Studies

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Graduate Studies via email to jcarrington@jjay.cuny.edu.

Date Submitted: October 28, 2013

1. Name of Program: Advanced Certificate in Terrorism Studies

2. Contact information of proposer(s):

Name(s): Charles B. Strozier

Email(s): charlesbstrozier@yahoo.com

Phone number(s): 212-539-1842

3. Current number, title, and abbreviated title of course: CRJ 772, "Proseminar in Terrorism Studies"

(Abbreviated title can be found on SIMS)

5. Current course description:

The proseminar in terrorism studies is the core experience of all students pursuing their "Certificate in Terrorism Studies." The proseminar is open only to students seeking the certificate. It meets on 15 Fridays over the course of the academic year. Students are expected to read in advance publications by the distinguished scholars who present their work at the seminar, participate in discussions, and write critiques of the presentations they have heard and publications they have read. Students also meet periodically with the professor teaching the class.

a. Number of credits and hours: 3.0

b. Number of class hours (please specify if the course has lab hours): 5 and 5 for a total of 10

c. Current prerequisites: none

6. Describe the nature of the revision:

The Advanced Certificate in Terrorism Studies includes this seminar of ten sessions taken by students over the course of the academic year. The requirements for the course are to read a book written by each presenter, write a 3-5 page critical assessment, and keep a log about the seminars themselves. The course was unfortunately set up by the registrar so that students registered for a 3-credit course in their first semester. At the end of that first semester, they receive an incomplete that is completed at the end of the next semester (assuming they do all the work for the ten seminars). The suggested revision is to break the course into two segments of 1.5 credits for which students register each semester and receive a grade at the end of the semester (assuming they complete the written assignments successfully).

7. Rationale for the proposed change(s): It is a burden and unfair to students in good academic standing to require that they carry an incomplete. That is particularly hard on students receiving some kind of financial assistance. Veterans, for example, lose all their benefits if they have an incomplete.

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

a. Revised course description: The seminar in terrorism studies is the core experience of all students pursuing their "Certificate in Terrorism Studies." The seminar is open only to students seeking the certificate. It meets on 5 Fridays in each semester, or 10 Fridays over the course of the academic year. Students are expected to read in advance publications by the distinguished scholars who present their work at the seminar, participate in discussions, and write critiques of the presentations they have heard and publications they have read. Students will interact on BlackBoard with the professor teaching the class.

b. Revised course title: Seminar in Terrorism Studies

c. Revised number of credits and hours: CRJ 772-1 and CRJ 772-2

d. Revised number of hours: 1.5 credits each semester (a total of 3 credits for the two combined courses)

e. Revised prerequisites: NA

9. Enrollment in past semesters: In the fall there were 29 students enrolled in two sections of the course.

10. Does this change affect any other program?

no

What consultation has taken place? The faculty and program director have had many conversations with the dean's office and the registrar to discuss the best approach for credit distribution. The Council on Graduate Studies discussed the title change.

11. Date of Program Committee approval:

February 11, 2014

12. Signature Program Director proposing this revision:

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

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

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

1. Program Description and Purpose

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

Answer: The Advanced Certificate in Criminal Investigation is an interdisciplinary program. All courses are offered by the Master of Arts in Criminal Justice program. The program's core offers advanced instruction on contemporary law and process of criminal investigation in three courses: (1) CJ 708 Law, Evidence and Ethics; (2) CJ 733 The Constitution and Criminal Justice, and (3) CJ 751 Crime Scene Investigation. Electives include CRJ 745 The Legal Aspects of Undercover Activity, CJ 752 Law and High Technology Crime, CJ 753 Investigating Cybercrime, CJ/PA 754 Investigative Techniques, and CJ 762 Investigating Violent Crime. The Advanced Certificate in Criminal Investigation is appropriate for students who wish to engage in research, become homeland security professionals at local, state or federal levels, or join U.S. agencies concerned with criminal investigation. This is a stand-alone certificate at the post-baccalaureate level. A student may pursue the Certificate independent of a master's program or while pursuing a John Jay master's degree. Students who successfully complete the program are awarded a New York State Education Department certificate.

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

Answer: Students will (1) demonstrate knowledge of the Constitution as it relates to criminal investigations, (2) apply the rules and ethics of evidence to case studies, (3) use the rules and ethics of crime scene investigation to analyze

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

diverse examples of crime sciences.

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

Answer: John Jay College of Criminal Justice of The City University of New York is a “liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service.” A certificate in criminal investigation is directly related to John Jay’s mission of providing higher educational offerings related to criminal justice.

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

Answer: The courses for this program were developed by faculty over time and were part of an “Investigation Techniques” specialization within the CJ MA program for many years. After an extensive discussion and four faculty meetings, the faculty voted to create the four course certificate with three specific core courses and one elective.

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

Answer:

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

Answer: Year 1: 10 students; Year 2: 30 students; Year 3: 35 students; Year 4: 50 students; Year 5: 60 students.

2. Sample Program Schedule

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

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

3. Faculty

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

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

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

4. Financial Resources and Instructional Facilities

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

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

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

5. Admissions

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

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

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

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

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

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

6. Academic Support Services

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

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

7. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: No credits granted for experience.

8. Program Assessment and Improvement

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

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

9. Transfer Programs

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

Table 1: Program Schedule

- Indicate **academic calendar** type: 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)
- Copy/expand the table as needed to show additional terms

Term: Fall 1				Term: Spring 1			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
CJ 708 Law, Evidence and Ethics (required)	3			CJ 751 Crime Scene Investigation (required)	3		
CJ 733 Constitution & Criminal Justice (required)	3			CJ 753 Investigating Cybercrime-OR--CJ 762 Investigating Violent Crime—OR-- CJ 745 Legal Aspects of Undercover Activity	3		
Term credit total:	6			Term credit total:	6		
Term:				Term:			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)

Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			

Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			

Program Totals:	Credits:	
	12	

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

Table 2: Full-Time Faculty

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

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Avram Bornstein, Program Director			Columbia PhD Anthropology	Author of book and numerous articles on state violence including research on criminal justice pedagogy.
William Heffernan, Professor	CJ 733 Constitution & Criminal Justice CJ 708 Law, Evidence and Ethics		Harvard PhD History U Chicago JD	Founding Editor, Criminal Justice Ethics; co-editor of <i>Police Ethics: Hard Choices in Law Enforcement</i> and co-author <i>From Social Justice to Criminal Justice: Poverty and the Administration of the Criminal Law</i> (Oxford University Press, 1999; and author of numerous articles
Adina Schwartz, Professor	CJ 733 Constitution & Criminal Justice CJ 752 Law and High Technology Crime		Yale JD Rockefeller PhD Philosophy	Author of Security and Privacy 2001 and other articles on high tech surveillance.

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.
Joseph Pollini, Lecturer	CJ 751 Crime Scene Investigation		MA Criminal Justice John Jay College	Retired Det 33 years with NYPD
	CJ 762 Investigating Violent Crime			
Richard Lovely, Professor	CJ 753 Investigating Cybercrime		PhD Yale	Served as a U.S. Army Signal Corps instructor, a counter-intelligence officer with the US Army with a specialty in electronic counter-measures, and as a special agent with the US Secret Service
	CJ 752 Law and High Technology Crime			

Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Steve Wasserman	CJ 708 Law, Evidence and Ethics		Practicing Legal Aid lawyer NYC
	CJ 745 Legal Aspects of Undercover Activity		
Daniel Boggiano	CJ 751 Crime Scene Investigation		Det. Ret NYPD
Adam Zion	CJ 753 Investigating Cybercrime		Practicing ADA in Brooklyn (King’s County) DA’s Office specializing in cybercrime investigation

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

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

Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date

Table 5: New Resources

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Laboratories and Equipment			
Supplies & Expenses (Other Than Personal Service)			

Capital Expenditures			
Other			
Total all			

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

State Education Department Contact Information

New York State Education Department

Office of Higher Education

Office of College and University Evaluation

89 Washington Avenue

Albany, NY 12234

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

EXPEDITEDCERTS@mail.nysed.gov

Definitions for Certificate and Advanced Certificate Proposals

I. General Definitions*

Adequate, approved, equivalent, satisfactory, sufficient: Adequate, approved, equivalent, satisfactory, sufficient, respectively in the judgment of the commissioner.

Higher education means postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institutions.

Advanced Certificate: For the purposes of the expedited certificate process, a Certificate program that is composed of graduate-level courses.

Branch campus: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

Certificate: A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

College: A higher educational institution authorized by the Regents to confer degrees.

Commissioner: The Commissioner of Education.

Course: An organized series of instructional and learning activities dealing with a subject.

Credit: A unit of academic award applicable towards a degree offered by the institution.

Curriculum or program: The formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.

Department: The Education Department of the State of New York.

Extension center: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

Extension site: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

Junior college or two-year college: A higher educational institution which is authorized by the Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

Principal center: The location of the principal administrative offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases and with the approval of the commissioner, an institution may designate more than one principal center for an institution that offers curricula leading to degrees and that is part of a public or independent multi-institution system, *principal center* means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.

Registration: Approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.

Semester hour: A credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

University: A higher educational institution offering a range of registered undergraduate and graduate curricula in the liberal arts and sciences, degrees in two or more professional fields, and doctoral programs in at least three academic fields.

II. Format Definitions

Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion.

Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Day Program: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during traditional daytime study.

Distance Education: A major portion of the requirements for the degree or other award can be completed through study delivered by distance education.

Evening: All requirements for the degree or other award must be offered during evening study.

Evening/Weekend: All requirements for the degree or other award must be offered during a combination of evening and weekend study.

External: All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

Independent Study: A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

Language: The program is taught in a language other than English.

Not Full-Time: The program cannot be completed on a full-time basis: for example, a 24-credit program that leads to a Certificate that cannot be completed in two semesters. Such programs are not eligible for TAP payments to students.

Standard: For programs having **Independent, Distance Education, External, or Accelerated** formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

Weekend: All requirements for the degree or other award must be offered during weekend study.

* From TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER, § 50.1

*Silvia G. Dapía, PhD
Chair
Department of Foreign
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TO: Members of the College Council

FROM: Silvia Dapía, Chair, Department Foreign Languages and Literatures

DATE: 12/16/13

RE: Request for Name Change

The Department of Foreign Languages and Literatures is requesting that its name be formally changed to the Department of Modern Languages and Literatures. There is a healthy trend in American universities to abandon the “foreign language” label. Thus, the Modern Language Association, the principal professional association in the United States for scholars of language and literature, used to issue reports on “foreign language enrollments,” but more recently has gone with studies of “enrollments of languages other than English.”

There are several reasons why “foreign” does not appear as an accurate label for our department. Given that Spanish is the language with the largest enrollment in our department and the fact that there are approximately 37.6 million Spanish speakers in the U.S., it seems inaccurate to call this language or the department that is teaching it “foreign.” Furthermore, “foreign” suggests a division of the world into the United States and everyone else, and in this sense, it is perceived as an Americentric label.

For the above reasons, we request a name change.

