

COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
MARCH 11, 2015

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

March 11, 2015
 1:40 p.m. – 2:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Minutes of the February 11, 2015 College Council (attachment A), **Pg. 2**
- III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B2) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart
 - New Courses
 - B1. AFR 2XX (204) Religion, Terrorism and Violence in the Africana World (LP), **Pg. 5**
 - B2. SOC 2XX (243) Sociology of Sexualities, **Pg. 18**
- IV. Proposal from the Interdisciplinary Studies Program (attachment C) – Professor Richard Haw
 - C. Proposal to Form a Department of Interdisciplinary Studies, **Pg. 33**
- V. New Business
- VI. Administrative Announcements – President Jeremy Travis
- VII. Announcements from the Faculty Senate – President Karen Kaplowitz
- VIII. Announcements from the Student Council – President Shereef Hassan

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Wednesday, February 11, 2015

The College Council held its fifth meeting of the 2014-2015 academic year on Wednesday, February 11, 2015. The meeting was called to order at 1:50 p.m. and the following members were present: Barna Akkas, Schevaletta Alford, Warren Benton, Adam Berlin, Jane P. Bowers, Claudia Calirman, Anthony Carpi, James Cauthen, Katarzyna Celinska, Marsha Clowers, Angelique Corthals, Sylvia Dapia, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Margaret Escher, Diana Falkenbach, Kaniz Fatima, Robert Furst, Katie Gentile, John Gutierrez, Shereef Hassan, Alma Huskic, Hunter Johnson, Faika Kabir, Karen Kaplowitz, Tiffani Kennedy, Maria Kiriakova, Louis Kontos, Carmen Kynard, Anru Lee, Anne Lopes, Vincent Maiorino, Xerxes Malki, Jay Pastrana, Giovannu Perna, Frank Pezzella, Robert Pignatello, Nicole Ponzo, Muhammad Rehman, Dainius Remeza, Raul Romero, Raul Rubio, Michael Scaduto, Ian Seda, David Shapiro, Francis Sheehan, Scott Stoddart, Charles Stone, Jeremy Travis, Janet Winter and Daniel Yaverbaum.

Absent were: Grace Theresa Agalo-os, Lynette Cook-Francis, Maki Haberfeld, Norris James, Tom Kucharski, Taisha Lazare, Kyoo Lee, Tiffany Onorato, Edward Paulino, Kyle Roberts, Rosann Santos-Elliott, Jon Shane, Dennis Sherman, Staci Strobl, Robert Till, Robert Troy, Arturo Urena and Kristal Wilkins.

- 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 December 11, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.
- III. Approval of the Members of the College Council Committees (attachment B)
A motion was made to adopt the membership list as presented with the following changes:
 - Tiffany Onorato replaces Nilsa Lam on the College Council Committee.
 - Henry Pontell replaces Ric Curtis on the Committee on Faculty Personnel, Budget and Planning Committee and the Provost Advisory Committee.

The motion was seconded and approved unanimously.
- IV. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C15)

A motion was made to adopt the new courses marked C1-C7 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C1-C7:

- | | | |
|-----|---------|--|
| C1. | AFR 1XX | Africana Oral Traditions (Com) |
| C2. | HON 3XX | The Idea of the Common Good Across Disciplines (JCII) |
| C3. | LLS 1XX | Introduction to Latin American History (LP) |
| C4. | LLS 2XX | Indigenous Latin America (WC) |
| C5. | SPA 3XX | Violence Against Women in the Spanish-Speaking World |
| C6. | SPA 3YY | Hispanic Film |
| C7. | SPA 3ZZ | Gay, Lesbian and Transgender Issues in Hispanic Literature |

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C8-C12 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C8-C12:

- | | | |
|------|-------------|--|
| C8. | GEN/BIO 255 | The Biology of Gender and Sexuality (Sci Wld) |
| C9. | HIS 325 | Criminal Justice in European Society, 1750 to the Present |
| C10. | PSY 378-379 | Fieldwork in Forensic Psychology |
| C11. | PAD 260 | International Public Administration |
| C12. | PAD 331 | Fraud, Waste, Abuse and Corruption in Public Organizations |

The motion was seconded and approved unanimously with the following revision:

The course revision marked "C8. GEN/BIO 255 The Biology of Gender and Sexuality (Sci Wld)," will add course EXE 103 to the revised prerequisites.

A motion was made to adopt the program marked "C13. Proposal to Re-Articulate the Joint Degrees in Economics, Specialization C Forensic Financial Analysis with the new BS in Fraud Examination." The motion was seconded and approved unanimously.

A motion was made to adopt the programs marked C14-C15 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the programs marked C14-C15:

- | | |
|------|---|
| C14. | Proposal to Revise the BA in English |
| C15. | Proposal to Revise the Minor in English |

The motion was seconded and approved unanimously.

V. Proposals from the Committee on Graduate Studies (attachments D1-D9)

A motion was made to adopt the new courses marked D1-D3 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked D1-D3:

D1.	PMT 7XX	GIS for Public Safety and Emergency Management
D2.	PMT 7XX	Emergency Management: Managing Response to Large-Scale Incidents
D3.	PMT 7XX	Seminar on Emergency Response Studies

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked D4-D5 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked D4-D5:

D4.	PMT 763	Emergency Management: Preparedness
D5.	ICJ 701	Economics for International Crime and Justice

The motion was seconded and passed.

In Favor: 51 Oppose: 0 Abstentions: 1

A motion was made to adopt the program marked "D6. Proposed Master of Science Degree in Emergency Management." The motion was seconded and approved unanimously.

A motion was made to adopt the program marked "D7. Proposed Advanced Certificate Program in Emergency Management Studies." The motion was seconded and passed.

In Favor: 51 Oppose: 0 Abstentions: 1

A motion was made to adopt the program marked "D8. Change in degree program: MS in Protection Management (removal of Emergency Management track)." The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked "D9. Excellence Fee proposal for John Jay Graduate Psychology Programs." The motion was seconded and approved unanimously.

VI. New Business

Dean Lopes made a motion to adopt the academic standard marked "Proposed Change to Admissions Requirements for the Master of Arts in Criminal Justice". The motion was seconded and approved unanimously.

The meeting was adjourned at 2:41 p.m.

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

New Course Proposal Form

Date Submitted __Oct. 1, 2014__ Revised for resubmission __Nov. 10, 2014__

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

2. a. **Title of the course**

Religion, Terrorism, and Violence in the Africana World

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __RELIGION TERRORISM & VIOLENCE _____

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 is an introductory Africana Studies course, and the readings and writing assignment are suitable for a 200 level. Some of the readings introduce theoretical legal, historiographical, and social scientific debates in the Africana world with some complexity, though no background in Africana Studies is required. Students will be asked to identify and evaluate academic arguments and will write research papers on select topics or those of their choosing.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): __AFR 2XX_____

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

In the past two decades, acts of violence by non-state agents professing strict Muslim or Christian identities have proliferated in Africa and the Middle East. John Jay College does not offer a course on terrorism in the Africana world, nor does it offer a course on the role of religious ideologies, movements, and struggles in motivating violence by Africana peoples. At this moment, there is a need for coursework on politicized religion and militarized faith ideologies and the security threats they have posed during the twentieth century. The Africana world shares a historical legacy of European colonialism with the Middle East and during decolonization the two regions experienced parallel movements for religious expression that resulted in what have become labeled as "terrorism" and "violence by non-state actors." In the post-colonial decades of the 1960s and 1970s, religious tensions hardened throughout the Africana world as a result of globalization, neoliberalism, authoritarianism, and underdevelopment. Terrorism and violence in the Africana world and its historically connected regions are therefore economic, political, and social phenomena that have religious manifestations.

This 200-level course will provide critical knowledge and insight into what constitutes "terrorism" and "violence by non-state actors" in the Africana world by examining the politics of religion in the late colonial and post-colonial periods. Students will deepen their knowledge of multi-confessional Africana

societies and learn how to conceptually evaluate themes such as religion, anti-imperialism, authenticity, assimilation, westernization, traditionalism, resistance, revolution, and rebellion. They will also learn how religion is politically and socially interpreted to justify violence. By expanding their theoretical vocabulary and developing their own interests by writing research papers on assigned subjects or those of their choosing, students will be able to make connections across time and place in the Africana world and its associated regions. 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 will expose its participants to questions and topics related to the emergence and expansion of terrorism as a military strategy in twentieth-century Africa, and how terrorist groups and other non-state actors have deployed Christianity and Islam to mobilize partisan sentiments and inspire violence. It follows colonial and post-colonial Christian and Muslim movements that have used violence against perceived enemies in the Africana world and investigates case studies of violence in such areas as Algeria, Nigeria, Sudan, and Uganda to better understand rebel movements, sectarian wars, and civil wars where religion has played a crucial role in dividing societies and nations.

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

6. Number of:

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

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

 x No Yes. If yes, then please provide:

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

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

Learning outcomes for all "Learning from the Past" courses:

Students will:

- Develop perspectives on the history of traditional, legal, political, judicial, and cultural contexts of struggles for justice in the Africana world
- Analyze how historical events 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**?

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

College Option:

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

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

This course is appropriate for the "Learning from the Past" category because throughout the course, students will investigate how past events and transformations have shaped current realities in the Africana world. The course will begin with an understanding of Islam and Christianity's integration into Africana cultures through trade, slavery, colonialism, and globalization. It will then discuss religious and political tensions that emerged at the end of the colonial period as Africana societies were becoming independent nation-states. The third part of the course will focus on the post-colonial decades and the recent past to examine religiously inspired violence and how it has shaped perceptions of what constitutes "terrorism" in the present day.

This course draws from history to present lessons in causation, recurrence, and cultural continuity, cultural transformation. The consequences of the past will be examined in depth in class lecture, discussion, assigned texts and writing assignments, and oral presentations.

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 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+ ☒ _____
- 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) _____ Project MUSE _____

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval ____ October 1, 2014 ____

15. **Faculty** - Who will be assigned to teach this course? ____ All Africana Studies department 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:

C. Jama Adams

Chair, Proposer's Department

____ **Jessica Gordon Nembhard (Minor Coordinator)** _____

Major or Minor Coordinator (if necessary)

John Jay General Education College Option Course Submission Form

Course Prefix & Number	AFR 2xx	
Course Title	Religion, Terrorism, and Violence 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 101	
Co-requisites		
Course Description	This course explores questions and topics related to the emergence and expansion of terrorism as a military strategy in twentieth-century Africa, and how terrorist groups and other non-state actors have deployed Christianity and Islam to mobilize partisan sentiments and inspire violence. The course sections examine colonial and post-colonial Christian and Muslim movements that have used violence against perceived enemies in the Africana world. The course will investigate case studies of violence in such areas as Algeria, Nigeria, Sudan, and Uganda and will explore the rebel movements, sectarian wars, and civil wars where religion has played a crucial role in dividing societies and nations and driving groups to terrorism and violence.	
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 type="checkbox"/> Justice in Global Perspective (300-level)	<input checked="" type="checkbox"/> Learning from the Past	<input type="checkbox"/> Communication

<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
	•
<p>I. Learning from the Past - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>The lectures, assigned texts, writing assignments, and oral presentations demand that students demonstrate their knowledge about relevant religious and political events in African history and the history of Islam, Christianity, colonialism, and state building. The first writing assignment requires students to discuss how the introduction of Islam or Christianity transformed property rights and power structures in Africa. This paper will challenge the student to develop an understanding of historical points of view and primary research analysis. The second paper assigned is a more in-depth research paper and it requires making arguments that connect events in the early twentieth century to recent events. This develops understandings of correlation versus causation, contingency, and deductive reasoning.</p>	<ul style="list-style-type: none"> Develop perspectives on the history of traditional, legal, political, judicial, and cultural contexts of struggles for justice in the Africana world
<p>In the first assigned oral presentation in Week 7, students will present the trajectory of religious community building in the Africana world. Their oral presentation will demand that they verbally articulate how small communities who share codes and rituals develop into broad-based social movements with specific religious agendas. Along with the second paper, the first oral presentation will demand that students are attentive to the setting in which the Islamic or Christian movements operated and engaged with politics, economics, justice, and law.</p>	<ul style="list-style-type: none"> Analyze how historical events have shaped societies and cultures throughout the Africana world
<p>Understanding multiple perspectives is key to determining the causes and consequences of religiously motivated violence. In Weeks, 10, 11, and 12, and in the second paper, students will discuss, research, and write about the multiple perspectives on religious violence by differentiating between the point of view of the victim and the point of view of the perpetrator. The second paper will also require that students detail how religious communities define their political, social, and cultural morals. Through their class discussions and second oral presentation, they will present on the motivations of religious violence and what motivates peace as part of religious understanding. All assignments will require that students contextualize the acts of religious violence as part of broader systems of either slavery, colonialism, underdevelopment, or state failure.</p>	<ul style="list-style-type: none"> Differentiate multiple perspectives on the same subject.

Faith and Terrorism in the Africana World

AFR 2XX

Mon/Weds XX:00-XX:00

Room XX

Faculty

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.

Course Description

This course will expose its participants to questions and topics related to the emergence and expansion of terrorism as a military strategy in twentieth-century Africa, and how terrorist groups and other non-state actors have deployed Christianity and Islam to mobilize partisan sentiments and inspire violence. It follows colonial and post-colonial Christian and Muslim movements that have used violence against perceived enemies in the Africana world and investigates case studies of violence in such areas as Algeria, Nigeria, Sudan, and Uganda to better understand rebel movements, sectarian wars, and civil wars where religion has played a crucial role in dividing societies and nations. It will also critically examine the role of local resistance to terrorism and violence in national and sub-national communities. Surveying religiously inspired terrorism in the Africana world from the colonial era to the present day allows students to move through space and time in the Africana world, deepen their knowledge of multiconfessional Africana societies, and learn how to conceptually evaluate themes such as religion, secularism, anti-imperialism, assimilation, westernization, traditionalism, resistance, revolution, and rebellion. Students are exposed to how Islam and Christianity are politically and socially interpreted to justify violence against majority and minority peoples (women, sexual minorities, ethnicities, and religious minorities) as well as how they can be mobilized in peace processes and anti-terror campaigns. 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.

Learning Outcomes:

Students will:

- Develop perspectives on the history of traditional, legal, political, judicial, and cultural contexts of struggles for justice in the Africana world
- Analyze how historical events have shaped societies and cultures throughout the Africana world
- Differentiate multiple perspectives on the same subject

The course is organized as a series of case studies of African nation-states in which Muslim and/or Christian social groups have engaged in violent conflict. The course opens with an examination of the history of Christianity and Islam in the pre-colonial and colonial eras in Africa and analyzes the development of regional and ethnic communities with religious identities. The course then moves to a study of religiously inspired terrorism and violence in the African country of Algeria during the colonial and early post colonial periods. The course opens with Algeria in order to demonstrate the role of Islam in the war of decolonization known as the Algerian War, and how religious inspiration for violence gave rise to contemporary understandings of what constitutes “terrorism.” The course then examines acts of religious violence as well as sectarian movements in late colonial and postcolonial Nigeria, a country with large Christian and Muslim populations, and draws parallels between this history and the histories of other national case studies--Sudan and Uganda—which will complete the rest of the course.

Each phase of the course develops your ability to analyze historical events in which violence and terrorist attacks occurred and apply new knowledge about how Christianity or Islam can be strategically deployed to inspire violence. As we go through the semester, you will develop an understanding of the effect of religious ideology on violence and the rule of law. The course will also help you understand the range of practices and techniques of terrorism, including guerilla warfare, acts of war by non-state actors, mass murder, purges, human rights atrocities, and war crimes.

By the end of this course, you will develop your knowledge of formative events and intellectual developments beginning in the early 1900s through the present day in Africa. You'll do this by writing one short paper, one longer research paper, and giving two oral presentations describing, analyzing, and assessing the roots of faith-based violence in Africa. You will be asked to identify, analyze, and articulate the significance of major historical developments during the twentieth century when acts of terrorism caused a major disturbance or transition in an African society's or nation's history.

This course will work largely with primary sources, but also be asked to read secondary sources for context. 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 perspectives and motives of various religious communities in Africa, and how these communities perceive violence as a strategy to forward a specific religious end. Complementing the writing assignments, you will give two short oral presentations that will reflect your understandings of the case studies. You should see these oral presentations as an opportunity to develop your skills in public presentation, public speaking, and oral argumentation.

Required Reading

Students will need to purchase the following books:

Julia Clancy-Smith and Charles Smith. *The Modern Middle East and North Africa: A History in Documents*. (Oxford: Oxford University, 2013). ISBN 978-0195338270

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:

Toyin Falola. *Violence in Nigeria: The Crises of Religious Politics and Secular Ideologies*. (Rochester: University of Rochester Press, 1998), pages 20-31.

Jonathon Glassman. *War of Words, War of Stones: Racial Thought and Violence in Colonial Zanzibar*. (Bloomington: University of Indiana Press, 2011), pages. 3-23, 230-264.

Julia Clancy-Smith. *Rebel and Saint: Muslim Notables, Popular Protest, Colonial Encounters (Algeria and Tunisia 1800-1904)*. (Berkeley: University of California Press, 1997), pages 168-213.

Benjamin Stora and R.H. Mitsch, "Women's Writing Between Two Algerian Wars," *Research in African Literatures*, 30, 3 (Autumn 1999): 78-94

J.D.Y. Peel. *Religious Encounter and the Making of the Yoruba*. (Bloomington: Indiana University Press, 2003), pages 56-89.

Paul Gifford, "Evil, Witchcraft, and Deliverance in the African Pentecostal Worldview," in Clifton R. Clarke, ed., *Pentecostal Theology in Africa*. Pickwick, 2014.

Benjamin Maiangwa et al. "Baptism by Fire": Boko Haram and the Reign of Terror in Nigeria." *Africa Today* 59, 2 (Winter 2012): 41-57.

Erin Augis, "Religion, Religiousness, and Narrative: Decoding Women's Practices in Islamic Reform." *Journal for the Scientific Study of Religion*, 51, 3 (September 2012): 429-441.

Heather Sharkey, *Living with Colonialism: Nationalism and Culture in the Anglo-Egyptian Sudan*, (Berkeley: University of California Press, 2003), pages 16-40 and 120-137.

Francis M. Deng, "Sudan—Civil War and Genocide: Disappearing Christians of the Middle East," *The Middle East Quarterly*, Winter 2001: 13-21.

Martin R. Doornbos, "Ethnicity, Christianity, and the Development of Social Stratification in Colonial Ankole, Uganda," *The International Journal of African Historical Studies*, 9, 4 (1976): 555-575.

“Charge delivered to the members of the Uganda Mission on the eve of the meeting of the Synod of 1913,” *The Church in Uganda*, by John Jamieson Willis, 1913.

Susan Dicklitch, Berwood Yost, and Bryan M. Dougan. “Building a Barometer of Gay Rights: A Case Study of Uganda and the Persecution of Homosexuals.” *Human Rights Quarterly* 34, 2 (May 2012): 448-471.

Kevin Ward, “The Armies of the Lord: Christianity, Rebels, and the State in Northern Uganda,” *Journal of Religion in Africa*, 31, 2 (2001): 187-221.

Course Requirements

Course Requirements:

Participation and class discussion: 20%
Short assignment due during Part 2: 10%
Short oral presentation 1: 10%
Research paper due at the end of Part 3: 20%
Short oral presentation 2: 20%
Final Exam: 20%

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) 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: ORIGINS OF ISLAM AND CHRISTIANITY IN AFRICA AND ITS COROLLARIES FOR GROUP AND IDENTITY FORMATION

Week 1: Introduction: Roots of Christianity and Islam in Africa

Discussion: Islam and Christianity's beginnings in Africa, pre-colonial trade, slavery, and European colonialism

Week 2: Colonialism and the Role of Religion in European Empires in Africa

Discussion: Indigenizing Islam and Christianity and forming faith communities under colonialism

Reading: Julia Clancy-Smith and Charles Smith. *The Modern Middle East and North Africa: A History in Documents*. (Oxford: Oxford University, 2013), pages 10-13.

Toyin Falola. *Violence in Nigeria: The Crises of Religious Politics and Secular Ideologies*. (Rochester: University of Rochester Press, 1998), pages 20-31.

Jonathon Glassman. *War of Words, War of Stones: Racial Thought and Violence in Colonial Zanzibar*. (Bloomington: University of Indiana Press, 2011), pages. 3-23.

Week 3: Ethnicity and Religious Identity in Africa at the End of Empire

Discussion: community formation and the role of religion and language, the formation of ethno-religious communities, and the origins of sectarianism

Readings: J.D.Y. Peel. *Religious Encounter and the Making of the Yoruba*. (Bloomington: Indiana University Press, 2003), pages 56-89.

Julia Clancy-Smith and Charles Smith. *The Modern Middle East and North Africa: A History in Documents*. (Oxford: Oxford University, 2013), pages 20-38.

PART 2: CASE STUDIES: ALGERIA AND NIGERIA

Week 4: ALGERIA CASE STUDY: Anti-Colonialism and the Political and Military Mobilization of Islam in Algeria

Discussion: Imperialism, resistance, the Algerian War

Reading: Julia Clancy-Smith and Charles Smith. *The Modern Middle East and North Africa: A History in Documents*. (Oxford: Oxford University, 2013), pages 38-47.

Julia Clancy-Smith. *Rebel and Saint: Muslim Notables, Popular Protest, Colonial Encounters (Algeria and Tunisia 1800-1904)*. (Berkeley: University of California Press, 1997), pages 168-213

Week 5: ALGERIA CASE STUDY: The Algerian Civil War and Islamic Sectarianism, Gendered Suffering and Violence

Discussion: Civil conflict, Islamist rebel groups, the Islamic Salvation Front, National Liberation Front, Violence against women in the Algerian Wars

Reading: Julia Clancy-Smith and Charles Smith. *The Modern Middle East and North Africa: A History in Documents*. (Oxford: Oxford University, 2013), pages 23-47.

Benjamin Stora and R.H. Mitsch, "Women's Writing Between Two Algerian Wars," *Research in African Literatures*, 30, 3 (Autumn 1999): 78-94.

Week 6: FIRST PAPER DUE AT THE END OF WEEK 6

This paper is to be roughly 3 pages or 1500 words in length. In the paper you will compare and contrast two acts of religious violence that were committed in Algeria over the course of the 20th century. These acts of violence must have been linked to a Christian or Islamic agent or group of agents who claimed to be committing the act in the name of a religious idea, concern, or requirement. In the first part of your paper describe the two acts that you are comparing: when did they occur and by whom? In the second part of your paper, discuss how colonial rule or postcolonial rule affected the enactment or outcome of this act of violence. Was this act of violence explicitly enacted to resist the colonial or the postcolonial state? Or was it rather an act of violence intended to harm or frighten another group of non-state actors? In what way did the agents communicate their intentions and significance to their victims? In your conclusion, describe whether the act of violence was described at the time of its enactment as an act of “terrorism.” If the act was not termed a “terrorist act” or “terrorism” by contemporaneous observers, do historians now consider it an act of terrorism? You may use any of the assigned historical readings, books, primary sources, or newspaper articles to provide examples of your ideas of violence and the experiences of individuals or groups within religious communities enacting violence.

Week 6: ORAL PRESENTATIONS ON THE FIRST 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 first paper, which is a reflection of what you have learned the first part of this course. This segment has covered the themes of violence as an individual or group response to colonialism, the creation of ethnicity, and the struggle over resources in a colonized space.

Week 7: NIGERIA CASE STUDY: Missionary Christianity and the Roots of Ethnic Conflict in Africa: Nigeria

Discussion: ethnic identity formation in Nigeria, traditionalism, and Christianity in southern Nigeria

Reading: J.D.Y. Peel. *Religious Encounter and the Making of the Yoruba*. (Bloomington: Indiana University Press, 2003), pages 56-89.

Week 8: NIGERIA CASE STUDY: Islamic Communities under Colonial Rule and the Roots of Ethnic Conflict in Africa: Nigeria

Discussion: ethnic identity formation, traditionalism, and Islam in northern Nigeria and the emergence of socio-religious tensions

Reading: Toyin Falola. *Violence in Nigeria: The Crises of Religious Politics and Secular Ideologies*. (Rochester: University of Rochester Press, 1998), pages 29-41.

Week 9: NIGERIA CASE STUDY: Jihad and the militarization of Islam in postcolonial Nigeria and West Africa – and local Islamic resistances to jihad

Discussion: African jihad, Nigerian Islamic interpretations of Western culture, Boko Haram, violence against women in West Africa, Islamic critique of radical Islam

Reading: Benjamin Maiangwa et al. “Baptism by Fire’: Boko Haram and the Reign of Terror in Nigeria.” *Africa Today* 59, 2 (Winter 2012): 41-57.

Toyin Falola. *Violence in Nigeria: The Crises of Religious Politics and Secular Ideologies*. (Rochester: University of Rochester Press, 1998), pages 1-28.

Erin Augis, "Religion, Religiousness, and Narrative: Decoding Women's Practices in Islamic Reform." *Journal for the Scientific Study of Religion*, 51, 3 (September 2012): 429-441.

PART 3: CASE STUDIES: SUDAN AND UGANDA

Week 10: SUDAN CASE STUDY: Muslim and Christian communities in Anglo-Egyptian Sudan

Discussion: The Muslim north and the Christian south and the Egyptian condominium

Reading: Heather Sharkey, *Living with Colonialism: Nationalism and Culture in the Anglo-Egyptian Sudan*, (Berkeley: University of California Press, 2003), pages 16-40.

Week 11: SUDAN CASE STUDY: Muslim cooperation and Christian violent resistance against Arab governance in Sudan

Discussion: Ethno-religious divisions in Sudan and the evolution of the war in South Sudan, civil war and religiously motivated genocide, outbreak of the civil war in 1955.

Reading: Heather Sharkey, *Living with Colonialism: Nationalism and Culture in the Anglo-Egyptian Sudan*, (Berkeley: University of California Press, 2003), pages 120-137

Francis M. Deng, "Sudan—Civil War and Genocide: Disappearing Christians of the Middle East," *The Middle East Quarterly*, Winter 2001: 13-21.

Week 12: UGANDA CASE STUDY: Christian Religious Resistance to British Colonial Rule in Uganda

Discussion: Protestant Missionary schools, ethnic and religious divisions, and resource conflict

Readings: Martin R. Doornbos, "Ethnicity, Christianity, and the Development of Social Stratification in Colonial Ankole, Uganda," *The International Journal of African Historical Studies*, 9, 4 (1976): 555-575.

"Charge delivered to the members of the Uganda Mission on the eve of the meeting of the Synod of 1913," *The Church in Uganda*, by John Jamieson Willis, 1913.

Week 13: UGANDA CASE STUDY: Religiously Motivated Terrorism in postcolonial Uganda

Discussion: Religion and recruitment, Christianity and ritual killing in postcolonial Uganda, LGBT persecution

Readings: Kevin Ward, "The Armies of the Lord: Christianity, Rebels, and the State in Northern Uganda," *Journal of Religion in Africa*, 31, 2 (2001): 187-221.

Paul Gifford, "Evil, Witchcraft, and Deliverance in the African Pentecostal Worldview," in Clifton R. Clarke, ed., *Pentecostal Theology in Africa*. Pickwick, 2014, pages 201-223.

Susan Dicklitch, Berwood Yost, and Bryan M. Dougan. "Building a Barometer of Gay Rights: A Case Study of Uganda and the Persecution of Homosexuals." *Human Rights Quarterly* 34, 2 (May 2012): 448-471.

Week 14: PAPER DUE ON PART 2 OF COURSE

This paper is to be roughly 5 pages or 2500 words in length. This paper will analyze the concepts of "terrorism," "jihad," "genocide," and "purge" in colonial and postcolonial Africa. In this paper, You will write about the differences between the "victims" and the "perpetrators."

B1

At this point we will have discussed four African countries and their religious communities in depth. For this paper, choose an example of a specific rebellion, attack, or violent conflict in these countries that was carried out by a group with a religious identity. In the first part of your paper describe who the principal “perpetrators” were in the act of violence and who were the “victims”? In the second part of the paper describe whether the distinctions between the “victims” and the “perpetrators” were religious, ethnic, class, gender, or another distinction. Third, describe how religion was deployed to recruit agents to commit acts of violence. Did agents cite religious texts? Did agents believe in religious reward for their acts? You may use any of the assigned historical readings, books, speeches, or films to provide examples of your ideas of violence and terrorism and the experiences of individuals or groups with religious identities in carrying out or being victimized by such acts.

Week 14: Final in-class oral presentationsTuesday

First half of the alphabet presents on their final paper topics

Thursday

Second half of the class presents on their final paper topics

Instructions for the oral presentation

Your oral presentation is a 5-minute overview of your second paper, which fits into PART 2 of this course segment. This second segment has covered the themes of individual and group experiences with violence in the current era.

Week 15: FINAL EXAM

Final wrap-up and 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 10/20/14

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 Sociology

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

Antonio (Jay) Pastrana, Jr. and Crystal Jackson

Email address(es) apastrana@jjay.cuny.edu; crjackson@jjay.cuny.edu

Phone number(s) (212) 237-8665; (212) 393-6410

2. a. **Title of the course** Sociology of Sexualities

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) SOCIOLOGY OF SEXUALITIES

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:

As a 200-level course, it is expected that students build upon some of the basic knowledge about sociology, like how norms and institutions structure the day-to-day lives of individuals today. This course will further investigate two key issues covered in Sociology 101 or Gender Studies 101, namely sexuality and gender relations. It will require students to build upon these central issues/topics while they examine how sexuality has been socially constructed and contested by various social forces like the government, families, and other important institutions. Further, this course will help students develop their capacity to digest and create sociological inquiries around sexuality.

Students will evaluate the social construction of sexuality through writing assignments during each class period, and shorter formal reaction papers, building to larger mid-term and final papers. In so doing, they will learn to connect personal understandings of sexuality with larger societal forces.

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.)

The sociological study of sexuality is an established field of study in sociology. The American Sociological Association established a "Sexualities" section in 1997. There are journals devoted to the topic, such as the well-respected, international journal "Sexualities." This course helps the department provide a thorough study of sociology for the new major. Further, this course aligns with the college's mission to "Educate for Justice" as it explores how sexuality is policed and regulated.

The various forms of social control of sexuality, and resistance to forms of social control, provide a mirror for social norms and anxieties. For example, sociologists have studied police brutality against lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals and sexually-non-conforming individuals. Other studies have examined how those who work in the criminal justice system manage their own sexual identities. The laws that govern sexuality reveal much about power, inequality, politics, morality, and social control today. Sexuality is a fundamental aspect of social life in the United States.

This course examines sexuality, and how sexuality intersects with other aspects of social life, to shape social identity and determine the social organization of society. By examining how sexuality is historically and socially constructed, how it has changed over time, and the possible directions for future change, students will develop an understanding of sexuality as a key area of social control and inequality. We will analyze how and why relations of power—manifested as domination and subordination—often incorporate sexual identity, behavior, and acts in our society.

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

This course uses a sociological lens to explore how sexuality is socially constructed, policed, expressed, and suppressed, with particular attention to how sexuality intersects with race, gender, and class. Sexual identities—gay, straight, bisexual, or queer—and sexual behaviors are key aspects of social relationships between people, and between people and their communities, families, governments, and cultures. It will focus on U.S. society while using cross-cultural comparisons in order to examine major trends within sexualities 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 101, and SOC 101 or GEN 101

6. Number of:
- a. Class hours 3
 - b. Lab hours
 - c. Credits 3
7. Has this course been taught on an **experimental basis**?
- X No Yes. If yes, then please provide:
- a. Semester(s) and year(s):
 - b. Teacher(s):
 - c. Enrollment(s):
 - d. Prerequisites(s):
8. **Learning Outcomes** (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 outcomes incorporate both the new Sociology major learning outcomes and the Gender Studies learning outcomes.

Students will:

- (1) Connect personal understandings of sexuality with larger societal forces. Students will be able to articulate a working understanding of key definitions of sexuality.
- (2) Investigate, through readings and class discussion, how the scientific study of society often challenges common sense beliefs and conventional wisdom about people's attitudes and behaviors toward sexuality.
- (3) Identify the interrelationships between sexuality and gender, and other identity categories such as race, class, nationality, age, and physical disability.
- (4) Connect theories of sexuality to public policy.
- (5) Explain and describe a working knowledge of major theoretical and applied approaches to the sociological and feminist studies of sexualities.
- (6) Organize thoughts and communicate arguments effectively in writing, and present material to an audience of your peers.

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

 No x Yes

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

This course will be part of the new Sociology Major, specifically, the Inequality and Social Justice concentration, and an option for the Sociology Minor. The course will also be a Gender Studies Electives option for Category C of their Major, and an option for the Gender Studies Minor (See Appendix B at end of this proposal for GS approval).

10a. 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 as follows (taken from the attached syllabus):

Below is a brief tally of all tasks for this course and how each is related to the overall grade for this course. For more detailed information about each of these, please consult the handout on Instructions for Assignments.

Task	Percent of Course Grade
In-Class Writings / Informal Reactions	10%
Take-Home Midterm	25
Take-Home Final	25
In-Class Group Presentation	20
Formal Reaction Papers (2 total)	20 (10% for each assignment)
Total	100%

In-Class Writings / Informal Reactions (Every class session). At the start of each class period, there will be time devoted toward reflection on a theme related to our class. These in-class reactions are to be written and will vary in length, according to the topic being explored. It is expected that you participate every time reactions are collected.

Take-Home Midterm Exam. The material for all exams will come directly from the readings and lectures. Due to scheduling constraints, lectures may not necessarily cover all of the material in the readings. However, you are responsible for all materials assigned throughout the course. In other words, though our discussions may not mention a particular aspect covered in the reading, you will be responsible for all of the material covered in the reading assignments listed below. You will be provided with detailed instructions for a take-home essay that will cover material from the beginning to the middle of the course. Essays are to be five pages in length- a 1750 words minimum, 12 pt font, Times New Roman, double-spaced, 1 inch margins. Include a reference page that does not count toward word count. Please incorporate at minimum five quotes, properly cited and contextualized. You will be given the exam questions on _____, and you will be expected to turn it in on _____.

Take-Home Final Exam. The material for all exams will come directly from the readings and lectures. Due to scheduling constraints, lectures may not necessarily cover all of the material in

the readings. However, you are responsible for all materials assigned throughout the course. In other words, though our discussions may not mention a particular aspect covered in the reading, you will be responsible for all of the material covered in the reading assignments listed below. You will be provided with detailed instructions for a take-home essay that will cover material from the middle to the end of the course. Essays are to be five pages in length- a 1750 words minimum, 12 pt font, Times New Roman, double-spaced, 1 inch margins. Include a reference page that does not count toward word count. Please incorporate at minimum five quotes, properly cited and contextualized. You will be given the exam questions on _____, and you will be expected to turn it in on _____.

In-Class Group Presentation (1 total). Everyone must prepare and deliver a brief multi-media in-class group presentation, the parameters of which will be discussed in consultation with me and with your assigned group (Note: This will become clearer as the semester progresses, and the exact length of the presentation will depend on the number of students registered in the class). Time will be set aside in class for groups to meet, but the groups are expected to work together outside of class, as well.

Formal Reaction Papers (2 total). There will be assignments that require work conducted outside of the classroom. It is expected that you submit these course assignments on time and during class time (***not*** in my mailbox, during office hours, or via email). Lateness in submitting an assignment will result in a decrease in the grade for that assignment. For example, three points will be subtracted for every subsequent class meeting until you submit your assignment. These course assignments are designed to be extended reflections of, and reactions to, our class discussions. Formal reaction papers will be 1 page (Times New Roman, 12-point font, 1-inch margins, double-spaced). Further instructions for these assignments will be distributed during class time. There will be 2 of these assignments in total.

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> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ ➤ LexisNexis Universe _____ ➤ Criminal Justice Abstracts <u>X</u> 	<ul style="list-style-type: none"> ➤ PsycINFO <u>X</u> ➤ Sociological Abstracts <u>X</u> ➤ JSTOR <u>X</u> ➤ SCOPUS _____ ➤ Other (please name) _____
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13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval October 7, 2014

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

ANTONIO (JAY) PASTRANA, JR.

CRYSTAL JACKSON

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.

The syllabus and reading list were shared with Katie Gentile, Director, Gender Studies Program, in order to avoid duplication of material covered. Dr. Gentile offered feedback and welcomed the submission of this new course. She agreed the course is suitable to be added to the Gender Studies major and minor. She also suggested we add that SOC 101 or GEN 101 are sufficient as a pre-requisite for the course (in addition to ENG 101). (See the addendum at the end of this proposal.)

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:

Ric Curtis, Interim Chair, Sociology Department

Name of Chair giving approval, Proposer's Department

ADDENDUM TO COURSE PROPOSAL – GENDER STUDIES CONSULTATION

On Fri, Oct 3, 2014 at 7:44 PM, Katie Gentile <kgentile@jjay.cuny.edu> wrote:

Crystal and Jay,

Gender Studies will be including your new course Sociology of Sexualities in the Gender Studies major and minor as an option in our electives, category C.

Thank you for creating such an important course. Gender Studies is thrilled to include it in our program.

Katie

Katie Gentile, Ph.D.
Associate Professor, Counseling
Director, Gender Studies Program
John Jay College of Criminal Justice
524 W. 59th Street, Rm. 68.15L
New York City, NY 10019
Tel. [212.237.8110](tel:212.237.8110)
Fax. [212.484.1319](tel:212.484.1319)
Co-Editor, Studies in Gender & Sexuality:
<http://www.tandf.co.uk/journals/HSGS>
<http://www.routledgejournalhealth.com/books/details/9780881634389/>

SOC 2xx: Sociology of Sexualities

John Jay College of Criminal Justice, CUNY
524 West 59th Street
NY, NY 10019

Professor: ANTONIO (JAY) PASTRANA, JR.

<u>Class information</u> <i>Semester and class time:</i> F/S, XX:XX-XX:XX <i>Classroom:</i> TBD <i>Email:</i> apastrana@jjay.cuny.edu	<i>Office hours:</i> By appointment <i>Office location:</i> 3223-N <i>Office phone:</i> 212-237-8665
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Course Description

Prerequisites: ENG 101, and SOC 101 or GEN 101

This course uses a sociological lens to explore how sexuality is socially constructed, policed, expressed, and suppressed, with particular attention to how sexuality intersects with race, gender, and class. Sexual identities—gay, straight, bisexual, or queer—and sexual behaviors are key aspects of social relationships between people, and between people and their communities, families, governments, and cultures. It will focus on U.S. society while using cross-cultural comparisons in order to examine major trends within sexualities studies.

Learning Outcomes

Students will:

- (1) Connect personal understandings of sexuality with larger societal forces. Students will be able to articulate a working understanding of key definitions of sexuality.
- (2) Investigate, through readings and class discussion, how the scientific study of society often challenges common sense beliefs and conventional wisdom about people's attitudes and behaviors toward sexuality.
- (3) Identify the interrelationships between sexuality and gender, and other identity categories such as race, class, nationality, age, and physical disability.
- (4) Connect theories of sexuality to public policy.
- (5) Explain and describe a working knowledge of major theoretical and applied approaches to the sociological and feminist studies of sexualities.
- (6) Organize thoughts and communicate arguments effectively in writing, and present material to an audience of your peers.

Required Materials

1. Seidman, Steven. 2003. *The Social Construction of Sexuality*. New York, NY: W.W. Norton and Co. (ISBN: 0-393-97510-X)
 - a. This book is currently not available at the John Jay College Library.
(Noted as "BOOK: Seidman" in the reading schedule.)
2. Access to the E-Reserve system at the Lloyd Sealy Library of John Jay College. Other readings will be made available to students via this E-Reserves system. These readings are gathered from scholarly books and articles about sexuality studies.

Assessment

Readings. All reading assignments are to be done prior to the class time. It is expected that you bring a hard copy of your readings with you to class. Additional required readings may be assigned during the semester, and will be made available on E-Reserve via the John Jay College library website. There may be some minor changes to the schedule or assigned readings as we go along. Throughout the semester, we will be doing in-class readings and analyses.

In-Class Writings / Informal Reactions (Every class session). At the start of each class period, there will be time devoted toward reflection on a theme related to our class. These in-class reactions are to be written and will vary in length, according to the topic being explored. It is expected that you participate every time reactions are collected.

Take-Home Midterm Exam. The material for all exams will come directly from the readings and lectures. Due to scheduling constraints, lectures may not necessarily cover all of the material in the readings. However, you are responsible for all materials assigned throughout the course. In other words, though our discussions may not mention a particular aspect covered in the reading, you will be responsible for all of the material covered in the reading assignments listed below. You will be provided with detailed instructions for a take-home essay that will cover material from the beginning to the middle of the course. Essays are to be five pages in length- a 1750 words minimum, 12 pt font, Times New Roman, double-spaced, 1 inch margins. Include a reference page that does not count toward word count. Please incorporate at minimum five quotes, properly cited and contextualized. You will be given the exam questions on _____, and you will be expected to turn it in on _____.

Take-Home Final Exam. The material for all exams will come directly from the readings and lectures. Due to scheduling constraints, lectures may not necessarily cover all of the material in the readings. However, you are responsible for all materials assigned throughout the course. In other words, though our discussions may not mention a particular aspect covered in the reading, you will be responsible for all of the material covered in the reading assignments listed below. You will be provided with detailed instructions for a take-home essay that will cover material from the middle to the end of the course. Essays are to be five pages in length- a 1750 words minimum, 12 pt font, Times New Roman, double-spaced, 1 inch margins. Include a reference page that does not count toward word count. Please incorporate at minimum five quotes, properly cited and contextualized. You will be given the exam questions on _____, and you will be expected to turn it in on _____.

Make-up Policies. Make up of exams **will not** be granted. If you do not submit your exam on the due date, you will earn a zero score for that exam.

In-Class Group Presentation (1 total). Everyone must prepare and deliver a brief multi-media in-class group presentation, the parameters of which will be discussed in consultation with me and with your assigned group (Note: This will become clearer as the semester progresses, and the exact length of the presentation will depend on the number of students registered in the class). Time will be set aside in class for groups to meet, but the groups are expected to work together outside of class, as well.

Formal Reaction Papers (2 total). There will be assignments that require work conducted outside of the classroom. It is expected that you submit these course assignments on time and during class time (**not** in my mailbox, during office hours, or via email). Lateness in submitting an assignment will result in a decrease in the grade for that assignment. For example, three points will be subtracted for every subsequent class meeting until you submit your assignment. These course assignments are designed to be an extended reflection of, and reaction to, our class discussions. Formal reaction papers will be 1 page (Times New Roman, 12-point font, 1-inch margins, double-spaced). Further instructions for these assignments will be distributed during class time. There will be 2 of these assignments in total.

Grading

Tally of Tasks. Below is a brief tally of all tasks for this course and how each is related to the overall grade for this course. For more detailed information about each of these, please consult the handout on Instructions for Assignments.

Task	Percent of Course Grade	Frequency / Due Dates
In-Class Writings / Informal Reactions	10%	Every class session
Take-Home Midterm	25	Week 7
Take-Home Final	25	Final Exam Day - TBD
In-Class Group Presentation	20	Week 15 (and possibly on Final Exam Day)
Formal Reaction Papers (2 total)	20 (10% for each assignment)	Week 3, and 10
Total	100%	

Grading Scale. The grading scale below is loosely based on the standards reflected in the John Jay College Undergraduate Bulletin.

Letter Grade	Transcript Value	Description	Numerical Course Grade
A	4.0	Excellent	93 – 100
A-	3.7	Excellent	90 – 92.9
B+	3.3	Very Good	87.1 – 89.9
B	3.0	Very Good	83 – 87
B-	2.7	Very Good	80 – 82.9
C+	2.3	Satisfactory	77.1 – 79.9
C	2.0	Satisfactory	73 – 77
C-	1.7	Poor	70 – 72.9
D+	1.3	Poor	67.1 – 69.9
D	1.0	Very Poor	63 – 67
D-	0.7	Very Poor	60 – 62.9
F	0	Failure	0 – 59.9

Course Grades. Grades should be a reflection of the work produced from all components listed above: in-class writings, in-class short quizzes, site visits, in-class group presentations, and formal reaction papers throughout the semester. All grades are not negotiable once the course is completed. Also, incompletes WILL NOT be granted for this course.

Extra Credit. I may offer extra credit at my discretion, to the entire class (not to one student or group of students as make-up or for any other reason).

Open-Door Policy. After the midterm exam, I strongly encourage each of you to visit me during my office hours to discuss your progress. Please be aware of John Jay College's course withdrawal policies which can be obtained in the Undergraduate Bulletin.

In-Class Expectations

Attendance. It is expected that you attend class regularly AND on time. If you miss a class, please consult with a classmate. It is advised that you inform me of any emergencies or long-term illnesses as soon as possible. This course requires ACTIVE participation. Therefore, it is important for you to attend every time we meet.

Electronic Devices. Mobiles and other electronic communication devices must be silenced during class time. Ear attachments for any unapproved devices are not allowed in class. You will be asked to leave the class should such devices cause a disturbance. If you use a laptop or other portable device for taking notes, you will be expected to submit an electronic copy to me [apastrana@jjay.cuny.edu] after each class session.

Respect. Students are expected to be respectful at all times during lecture and discussions. Students are not allowed to interrupt the instructor or other classmates while they are speaking. This course may delve into issues that may be uncomfortable and/or controversial for some of us to discuss. I ask that everyone be respectful of one another's viewpoints and that everyone adheres to the university's expectation for student conduct. This course is designed to (a) help all of us become more aware of social constructs and how they affect us, and (b) help students develop an open mind toward individual differences.

Sexuality is central to our sense of self. It is both deeply personal and deeply embedded in social norms. Sexuality is also highly policed and regulated in our society. Consequently, it is important that we be sensitive to each other and ensure that each individual is respected and supported. This course is meant to be both personally safe and intellectually rewarding for you.

Student Counseling Services

The John Jay Counseling Services Center offers free counseling for students, Room L.68.00, 212-237-8111.

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 L.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.

The Writing Center

The Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. The office is located in Room 1.68 – New Building. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism

Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering for this course, you are promising to abide by all the requirements stated in this policy.

From the Undergraduate Bulletin: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free

guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

Course Schedule

WEEK 1: How is sexuality a social construct?

What does it mean to say something is socially constructed? How does this differ from saying something is “natural” or “normal?”

BOOK: Seidman, p. xi-xix

E-Reserve: Goffman, Erving. *Stigma: Notes on the Management of Spoiled Identity*, excerpts from p. 1-40

WEEK 2: Defining sexual identities

How does society shape the way we interpret sexual identities and behaviors? How do sociologists explore the ways in which human sexuality is social, rather than natural?

BOOK: Seidman, p. 1-39

WEEK 3: The social construction of heterosexuality

DUE: FORMAL REACTION PAPER

BOOK: Seidman, p. 43-52.

E-Reserve: Blank, Hanne. *Straight: The Surprisingly Short History of Heterosexuality*. 2012. p. 67-94.

Photos and videos to view in-class:

- http://www.huffingtonpost.com/hanne-blank/10-surprising-facts-about-heterosexuality_b_1269706.html#s676594&title=10_Heterosexual_Thank
- “A Conversation with Hanne Blank on *Straight: The Surprisingly Short History of Heterosexuality*”
<https://www.youtube.com/watch?v=hJOt70KiQQk>

WEEK 4: The social construction of love

E-Reserves: Illouz, Eva. *Why Love Hurts: A Sociological Explanation*. p. 1-17; and p. 109-112, 130-155.

Video to view in-class: *Love is all you need*

WEEK 5: Critiquing the fight for marriage equality. Review.

This week we will think through how and why some queer people and people of color critique the fight for marriage equality. What are some of the ways that society dictates our intimate connections and sexual identities? Later this week, we will review the social construction of sexuality and you will receive your take-home midterm exam.

E-Reserves: Nair, Yasmin. *Against Equality: Queer Critiques of Gay Marriage*. p. 1-10

Farrow, Kenyon. 2010. “Is Gay Marriage Anti-Black??” p. 21-32.

WEEK 6: Interpreting public sex

Why is sex a “private” act? What does it mean to have sex in a public space? And how can scholars ethically study public sex?

E-Reserves: Humphreys, Laud. 2008/1970. *Tearoom Trade: Impersonal Sex in Public Places*, p. 1-44; and p. 167-173.

View: <http://thesocietypages.org/sociologylens/2013/02/05/laud-humphreys-tearoom-trade-the-best-and-worst-of-sociology/>

WEEK 7: Review and midterm exam

Mid-term review. We will engage in an in-class media project the day that you turn in the midterm. We will also begin discussions about working in groups and producing in-class group presentations.

DUE: TAKE-HOME MIDTERM

WEEK 8: Race and sexuality: Women’s sexuality

E-Reserves: Toor, Saadia. *Introducing the New Sexuality Studies*. p. 166-174.

González-López, Gloria. *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*, p. 103-116.

WEEK 9: Race and sexuality: Women’s sexuality continued

E-Reserves: Cohen, Cathy J. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” p. 437-465 in *GLQ: A Journal of Lesbian and Gay Studies*.

WEEK 10: Race and sexuality: Resisting sexualization, defining family

Formalize groups for in-class group presentation, time to meet in class (counts toward the final group grade).

DUE: FORMAL REACTION PAPER

E-Reserves: Cantú, Lionel. *Queer Families, Queer Politics: Challenging Culture and the State*, p. 112-136.

Kong, Travis. *Introducing the New Sexuality Studies*, p. 84-88.

WEEK 11: Race and sexuality: The Whiteness and Blackness of (Western) gay identity

E-Reserve: Bérubé, Allan. *The Making and Unmaking of Whiteness*, p. 234-265.

In-class viewing: *Tongues Untied*. Marlon Riggs (Director). 1989.

WEEK 12: Sexual commerce: "The porn wars"

Supreme Court Justice Potter Stewart once said in reference to a case about hardcore adult film: "I don't know what it [hardcore porn] is, but I know it when I see it." In what ways might porn be a social problem? Can porn have positive value for society?

BOOK: Seidman, p. 95-104.

E-Reserves: Dworkin, Andrea. "Suffering and Speech," p. 25-36.

Queen, Carol and Lynn Comella. "The Necessary Revolution: Sex-Positive Feminism in the Post-Barnard Era" p. 274-291 in *The Communication Review*.

In-class video: Carol Queen and Lynn Comella discuss feminist porn: <http://vimeo.com/69600376>

WEEK 13: Sexual commerce: The work of sex work

What does it mean to sell sex or work in a strip club? Why is some sexual labor criminalized, like the sale of sex, but other labor is legal, like erotic dance?

BOOK: Seidman, p. 114-121.

E-Reserves: Kaye, Kerwin. "Male sex work in modern times," p. 34-48 in *Male Sex Work & Society*

Frank, Katherine. *Flesh for Fantasy: Producing and Consuming Exotic Dance*, p. 203-212.

WEEK 14: Regulating and policing sexuality

While laws around sexuality are changing in the U.S., does legal change lead to social equality? Just because a law changes, does that change how people interact with each other?

- *This week you will also have thirty minutes of group meeting time (counts toward final group grade).*

BOOK: Seidman, pg. 53-79; and p. 123-133.

Hot topics: Critiques of hate crime legislation

This week, you will receive your take-home final exam directions.

E-Reserves: Spade, Dean. *Against Equality: Prisons Will Not Protect You*, p. 1-12.

Mogul, Joey L., Andrea J. Ritchie, and Kay Whitlock. *Queer (In)Justice: The Criminalization of LGBT People in the United States*, p. 118-140.

WEEK 15:

Final Exam Day [TBD] - DUE: TAKE-HOME FINAL EXAM

In-class presentations

APPENDIX -- REFERENCES

PROVIDED FOR SUBMISSION TO UCASC. EXCERPTS LISTED ABOVE ARE FROM THE FOLLOWING REFERENCES.

- Bérubé, Allan. 2001. "How gay stays white and what kind of white it stays," from *The Making and Unmaking of Whiteness*, pg 234-265, edited by Birgit Brander Rasmussen, Irene J. Nexica, Eric Klineberg. Durham: Duke University Press.
- Blank, Hanne. 2012. *Straight: The Surprisingly Short History of Heterosexuality*. Boston, MA: Beacon Press.
- Cantu, Lionel. 2001. "A Place Called Home: A Queer Political Economy of Mexican Immigrant Men's Family Experiences," p. 112-136 in *Queer Families, Queer Politics: Challenging Culture and the State* Edited by Mary Bernstein and Renate Reimann. Columbia University Press.
- Cohen, Cathy J. 1997. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian and Gay Studies*. 3(4): 437-465.
- Conrad, Ryan (editor). 2010. *Against Equality: Queer Critiques of Gay Marriage*. Lewiston, ME: Against Equality Publishing Collective.
- Conrad, Ryan (editor). 2012. *Against Equality: Prisons Will Not Protect You*. Lewiston, ME: Against Equality Publishing Collective.
- Egan, Danielle, Katherine Frank, and Merri Lisa Johnson. 2006. *Flesh for Fantasy: Producing and Consuming Exotic Dance*. NY, NY: Thunder's Mouth Press.
- Goffman, Erving. 1963. *Stigma: Notes on the Management of Spoiled Identity*. NY, NY: Simon and Schuster, Inc.
- González-López, Gloria. 2010. "Heterosexuality Exposed: Some Feminist Sociological Reflections on Heterosexual Sex and Romance in U.S. Latina/o Communities" p. 103-116, in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. New Brunswick, NJ: Rutgers University Press.
- Humphreys, Laud. 1975. *Tearoom Trade: Impersonal Sex in Public Places*. Aldine Transaction.
- Illouz, Eva. 2012. *Why Love Hurts: A Sociological Explanation*. Cambridge, UK and Malden, MA: Polity Press.
- MacKinnon, Catharine A. and Andrea Dworkin (editors). 1997. *In Harm's Way: The Pornography Civil Rights Hearings*. Harvard University Press.
- Minicheillo, Victor and John Scott (editors). 2014. *Male Sex Work and Society*. Harrington Park Press.
- Mogul, Joey L., Andrea J. Ritchie, and Kay Whitlock. 2011. "False Promises: Criminal Legal Responses to Violence against LGBT People" p. 118-140 in *Queer (In)Justice: The Criminalization of LGBT People in the United States*. Boston, MA: Beacon Press.
- Queen, Carol and Lynn Comella. 2008. "The Necessary Revolution: Sex-Positive Feminism in the Post-Barnard Era" in *The Communication Review*, 11(3): 274-291
- Seidman, Steven. 2003. *The Social Construction of Sexuality*. NY, NY: WW Norton & Co.
- Seidman, Steven, Nancy Fischer, and Chet Meeks (editors). 2011. *Introducing the New Sexuality Studies: 2nd Edition*. NY, NY: Routledge.



Proposal to Create a Department of Interdisciplinary Studies (DIS)

February 1, 2015

We the undersigned propose to create a Department of Interdisciplinary Studies (DIS) to serve the College by housing under one administrative roof many of the interdisciplinary programs and projects that currently “float” among existing departments but have no permanent home. The DIS will offer our students stability and ease of access to some of our most exciting majors, minors, and opportunities. For scholars who work in a wide range of interdisciplinary fields, it will offer opportunities for synergy and collaboration. For teachers hoping to explore non-traditional pedagogies in the classroom, it will create a supportive environment. Finally, the DIS will foster a coalition of like-minded scholars and teachers who will take responsibility for mentoring and for personnel actions in the department where those faculty members teach and serve. Among the entities to be incorporated into the DIS at the inception of the new department are the CUNY Baccalaureate program, Gender Studies, the Interdisciplinary Studies Program, the Vera Institute of Justice Fellowship, and Prior Learning Assessment. Other programs may choose to move into the new department once it is established.

The DIS will not impact the College budget. It will subsume the resources (offices, chairperson, secretary, small OTPS and travel budgets) that are now assigned to ISP and the other programs that choose to come on board. No additional expenses will be incurred.

Rationale

The field of Interdisciplinary Studies recognizes that we live in a complex world, and that the intricate and perplexing challenges of contemporary life demand the kind of wide-ranging and comprehensive approach that is best served by the insights of

disciplinary and interdisciplinary analyses. Technological innovation, war, epidemics, sexual violence, mass incarceration, hunger, poverty, juvenile justice, financial crises, and new developments in media and the arts, for example, all have cultural, historical, political, psychological, social, and economic dimensions. And our ideas about them are shaped by the ways they are represented in media, film, literature, theater, and art. Interdisciplinary Studies is the practice of drawing on and integrating bodies of knowledge, theoretical perspectives, and critical methods from multiple disciplines to understand and address real-world issues and problems. As the sciences, social sciences, and humanities grow ever more complex and interrelated, interdisciplinarity has become essential to our ability to navigate the contemporary world. Academics, criminal justice practitioners, business and government leaders, and heads of nonprofits and NGOs recognize the need to solve problems from multiple perspectives using the diverse tools of analysis, synthesis, and communication that permeate our lives.

On the occasion of John Jay College's 50th Anniversary Convocation, Justice Sonia Sotomayor spoke eloquently about the interdisciplinary imperative when she told our students that "no one field is enough" to comprehend and solve "the problems of the modern world. You need [instead] to approach problems from multiple disciplines." Herb Sturz, founder of the Vera Institute of Justice (and the recipient of an honorary degree from John Jay in 2006), credits his own interdisciplinary education at the University of Wisconsin, Madison, with shaping the way he thinks about the world. "It carries forward in the way I think, the way I connect ideas," he told biographer Sam Roberts in 2009. "You looked at literature and economics or history through an integrated lens. It helped me realize how ideas and fields relate to one another, how means lead to ends, how, in order to get from A to B, you had to go to A second and A third – aware in the process that things change."¹ The 21st century demands interdisciplinary thinking and the collaboration that makes it possible.

In fact, interdisciplinarity has a long and proud history on our campus. The Interdisciplinary Studies Program (ISP), founded with a \$500,000 grant from the

¹ Sam Roberts, "A Kind of Genius: Herb Sturz and Society's Toughest Problems," *Public Affairs* (2009), p.15.

National Endowment for the Humanities in 1972 as the Thematic Studies Program, has offered innovative general education curriculum for over forty years.² Eleven out of 26 majors and seven out of ten minors include “significant interdisciplinary course offerings.”³ All of this activity belongs to a unique intellectual enterprise that seeks to capture the complexity of how the world works, deepen scholarly understanding, solve problems, and generate new knowledge about the human experience. Given the richness of interdisciplinary inquiry at John Jay and beyond, the College needs a department dedicated to the study of emerging interdisciplinary modalities.

The need for a Department of Interdisciplinary Studies is identified in Interim Dean Allison Pease’s 2014 report, “Supporting Undergraduate Interdisciplinary Programs at John Jay” (See Appendix A). According to the report, “interdisciplinary majors, minors, and certificates comprise about one-third of all academic programs at John Jay College and each has its own unique governance and support structure.” John Jay now offers interdisciplinary majors and minors in gender studies, ethnic studies, humanities and justice studies, international criminal justice, and sustainability and environmental justice. Indeed, the premier majors at the college, the Criminal Justice BA and BS, are both intrinsically interdisciplinary, combining the insights of sociology, political science, law, corrections, police studies and more. Our new general education program is less dependent on strict disciplinary boundaries. The report recognizes that because the College’s interdisciplinary programs are “without departmental support but reliant on multiple departments,” they are “vulnerable and in need of articulated support by the college.” Those vulnerabilities, according to the report, derive from the way the college allocates resources; makes governance, curriculum, and faculty personnel decisions; schedules and publicizes programs and courses; and makes information available to students – all of which are organized and controlled by departments. These factors clearly disadvantage free-floating interdisciplinary programs.

One way to solve these structural inequalities, according to the report, would be the formation of a Department of Interdisciplinary Studies that “might become a ‘hub’ of

² ISP received a second NEH Grant, for \$75,000 in 2013.

³ “Supporting Undergraduate Interdisciplinary Programs at John Jay College of Criminal Justice,” a Report of the Working Group on Interdisciplinary Programs, Interim Dean Allison Pease, April 2014 (p 2).

interdisciplinary work at the college and serve as a home to professors” hired to teach in interdisciplinary programs. “The Chair of the IS department could then function as the representative of interdisciplinary programs at the Faculty Personnel Committee, and work closely with the program coordinator to develop annual evaluations of such faculty. Equally, team-taught courses for some interdisciplinary programs could be housed in an IS department.”⁴ The department could also serve as a lab for faculty interested in experimenting with non-traditional teaching methods.

Responsibilities, Roles, and Membership

Despite the rise of interdisciplinarity across the national academic landscape, there is currently no Department of Interdisciplinary Studies at CUNY. By creating CUNY’s first Department of Interdisciplinary Studies, with a permanent core faculty, John Jay will lead the university in the development and administration of interdisciplinary studies and cement our place as the home and heart of interdisciplinarity within the CUNY system. A Department of Interdisciplinary Studies (DIS) will help foster, nurture and sustain interdisciplinarity across the college through its teaching, scholarship, and public discourse. While the existing Interdisciplinary Studies Program has managed without departmental status for more than four decades—“borrowing” faculty from existing departments—increases in the size, prominence, and proliferation of new majors at John Jay now make it almost impossible for other departments to share faculty members on anything but a very short-term basis.

The founding faculty of the new DIS, seven professors from across the humanities and social sciences, include Distinguished Professor Gerald Markowitz (History and Public Health); Associate Professor Amy S Green (Theater and Communication); Associate Professor Richard Haw (English and American Studies); Assistant Professor Susannah Crowder (History), Professor Michael Blitz (English, Literature and Interdisciplinary Studies), Professor Dennis Sherman (History), and Associate Professor Katie Gentile (Counseling and Gender Studies). (We are currently searching to fill the social science line held by the late Professor Abby Stein.) Six of the seven members have

⁴ *ibid.* p 5.

been teaching and serving full-time in ISP “on loan” from their home departments for years, in some cases decades. Relocating their lines to the new department will have no practical effect on the home departments.

The DIS will:

- maintain the Interdisciplinary Studies Program;⁵
- continue to provide opportunities for faculty from across the campus to participate in collaborative interdisciplinary teaching (more than 100 full-time faculty have taught in ISP; See full list in Appendix C);
- offer the option of permanent residence to other interdisciplinary programs that currently float among host departments but seek the intellectual comradery, administrative stability, and visibility of a home base (Gender Studies, the CUNY BA chapter, and our emerging degree-completion program for adult learners are already committed to joining the DIS);
- provide more secure and clearly defined paths to tenure and promotion for faculty who are hired to teach primarily in interdisciplinary programs;⁶
- develop new programs of interdisciplinary study;
- serve as a hub for inter- and intra- departmental faculty development and research collaboration.

⁵ For more information about ISP, See Appendix B.

⁶ Although CUNY does not allow lines to be split between departments, the college is hiring more professors to build the faculty of interdisciplinary majors. Housing professors in one department when their teaching and service are dedicated to a non-departmental interdisciplinary program presents significant challenges. CUNY bylaws empower only department chairs to schedule teaching assignments and conduct and report annual evaluations; directors of interdisciplinary programs have neither free reign to schedule faculty hired especially to teach in their programs nor an official role in evaluation and personnel matters for those professors. Faculty who are hired to teach in interdisciplinary programs are subject to evaluation by departments for whom they do little to no teaching or service. This is a dangerous set up for such faculty and could impede the college's attempts to hire and keep top scholars in these areas. Likewise, interdisciplinary program directors do not control the teaching assignments of faculty dedicated to their programs. This has led to situations where interdisciplinary faculty members become unavailable to teach in to programs for which they were hired.

This move will require no additional budgetary allocations and very little change to the college's governance structure because ISP is already represented on the College's major governance bodies (Faculty Senate, College Council, Undergraduate Curriculum and Standards Committee, Council of Chairs, Faculty Personnel Committee, College Budget Committee, and the Provost's Advisory Council).

Conclusion

The Department of Interdisciplinary Studies will equalize the status and treatment of the College's interdisciplinary programs and the faculty who teach and do research in them; provide stability to "rotating" programs that lack access to resources and representation in College governance; create synergy and collaboration among students and faculty with interdisciplinary inclinations; facilitate access and information to students who seek out or might be interested in interdisciplinary programs; and establish John Jay College as the flagship campus for interdisciplinarity within CUNY. The DIS will accomplish these benefits at virtually no extra cost to the College. The new department requires zero additional budgetary or administrative resources. The overwhelming majority of the faculty members who will form the new department have been separated *de facto* from their home departments for many years. Interdisciplinary programs and the faculty and students they serve will be better represented and their needs will be advocated more effectively by banding together under a single and equal entity.

The time has come to recognize the significance of interdisciplinarity to the John Jay curriculum and campus culture by establishing a Department of Interdisciplinary Studies. We ask for your support and look forward to rolling up our sleeves to make it happen.

Professor Michael Blitz

Assistant Professor Susannah Crowder

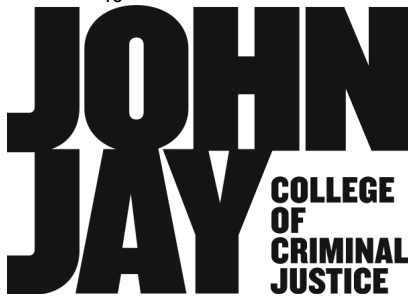
Associate Professor Katie Gentile

Associate Professor Amy S Green

Associate Professor Richard Haw

Distinguished Professor Gerald Markowitz

Professor Dennis Sherman



SUPPORTING UNDERGRADUATE INTERDISCIPLINARY PROGRAMS

at John Jay College of Criminal Justice

**Submitted to Provost Jane Bowers
April 2014**

INTRODUCTION

In fall 2013 Provost Bowers asked interim Dean Pease to create a working group on undergraduate interdisciplinary programs to assess how interdisciplinary programs could be best supported by the college and to consider whether centralizing interdisciplinary programs in the Interdisciplinary Studies Program would be a useful way to organize them at the college. Dean Pease reached out to department chairs and program coordinators to join her in researching and discussing best practices nationally that would also work locally at John Jay. The work of the committee resulted in a report that does not offer one, tidy solution; research from around the country confirms that the structural issues that make managing interdisciplinary programs challenging at many colleges do not provide easy answers. Instead, the committee offers a series of recommendations for how the structures that govern resources and program support be redistributed to include interdisciplinary programs.

THE INTERDISCIPLINARY PROGRAMS WORKING GROUP

Allison Pease (Chair), interim Dean of Undergraduate Studies
 Richard Haw, Chair of the Interdisciplinary Studies Program
 Katie Gentile, Chair of the Gender Studies Program
 Lisandro Perez, Chair of Latin American and Latino/a Studies Department
 Rosemary Barberet, former Coordinator of International Criminal Justice
 Jessica Gordon Nembhard, Professor of Africana Studies
 Maria Volpe, Director of Dispute Resolution Program
 Bettina Carbonell, former Coordinator of Humanities and Justice Major
 Klaus Von Lampe, Coordinator of International Criminal Justice Major
 Joan Hoffman, Coordinator of Sustainability and Environmental Justice Minor
 Alexander Schlutz, Coordinator of Sustainability and Environmental Justice Minor
 Samantha Majic, Interim Director of Gender Studies Program

CONTEXT

Interdisciplinary Majors, Minors, and Certificates comprise about one-third of all academic programs at John Jay College and each has its own unique governance and support structure. The college has 11 of 26 majors with significant interdisciplinary course offerings, and 7 of 40 minors with significant interdisciplinary course offerings. Interdisciplinary programs fall roughly into one of three categories at the college:

- Departments with interdisciplinary majors or minors all or primarily housed in that department (e.g., Latin American and Latino/a Studies, Law and Police Science)
- Major or minor programs coordinated by an individual with course offerings from multiple departments (e.g., International Criminal Justice, Gender Studies, Humanities and Justice, Dispute Resolution, Sustainability and Environmental Justice)
- The Interdisciplinary Studies Program (ISP) and the Honors Program, which offer neither a major nor a minor, but general education courses that are all interdisciplinary. Both ISP and Honors operate more like departments in that they have physical space, a chair or director, and administrative support, and all

of their courses are offered by their programs. However they have to “borrow” faculty from departments to staff their courses.

This report is most concerned with the second class of programs, those without departmental support but reliant on multiple departments, because those are the most vulnerable and in need of articulated support by the college. However, it should be kept in mind that all programs present structural vulnerabilities that can be bolstered by the recommendations in this report.

METHOD

The group met five times in person and maintained an email correspondence to identify problems and strengths of interdisciplinary programs, share readings to find best practices in institutional support of interdisciplinary programs, and discuss possible ways the college could implement support structures. The composition of the group changed at each meeting, bringing in the most participants in the final two meetings after the first draft of this document was developed and email exchanges became more constant.

Works Consulted:

Elrod, S and Roth, M. (2012) *Leadership for Interdisciplinary Learning*. AAC&U.

Vengroff, R. and Leger, T. (2009). *Approaches to Managing and Sustaining Interdisciplinary Programs at Comprehensive Learning Centered Universities*. Council of Colleges of Arts and Sciences.

Knight, D.B., Lattuca, L.R., Kimball, E., Reason, R.D. (April 2013). Understanding Interdisciplinarity: Curricular and Organizational Features of Undergraduate Interdisciplinary Programs. *Innovative Higher Education*, 38(2), 143-158.

(2011-2012) Report from Working Group on Interdisciplinary Program Support at Gustavus Adolphus College
(2007) Yale University Overview of the Reports on the Interdisciplinary Majors

FINDINGS: IDENTIFYING PROBLEMS

The kinds of problems that affect John Jay College’s interdisciplinary programs are interrelated:

Administrative Structure and Support

- Interdisciplinary programs are disadvantaged by the way the college resources departments and chairs. Where departments receive OTPS budgets, travel budgets, and chairs receive administrative reassigned time correlated to the numbers of students a department serves, interdisciplinary programs receive no OTPS or travel budgets, and interdisciplinary program coordinators receive two courses of reassigned time a year no matter what size the program.
- Interdisciplinary program coordinators do not necessarily sit on committees that control or have access to resources, whether financial or human, such as the Faculty Personnel and Budget Committee or the Council of Chairs. In other words, they are not treated as stakeholders at the college in the same way that department chairs are.

- Website presence for interdisciplinary programs vary; most have only their curriculum posted, some have a bit more information, but none have pages like departments, thus diminishing their presence in relation to departments as far as students, faculty, and staff are concerned.

Curriculum

- Scheduling courses is not necessarily a priority for the home department and must be tracked and/or prodded by the program coordinator.
- Outcomes assessment can be very difficult when the courses are out of the purview of one's program. For programs without course scaffolding at every level, in which students "disappear" into other departmental courses and return for a capstone or similar course, outcomes at the top level are more difficult to ensure.
- It can be challenging to find faculty willing to perform assessment of interdisciplinary programs because they are often committed to departmental service

Faculty

- Hiring for interdisciplinary programs relies on departments to ensure the well-being and commitment of program faculty. Departments may have different motivations for housing program faculty.
- Once faculty are hired with an MOU, the document is difficult to enforce. Faculty drift toward other programs or the Graduate Center, and because interdisciplinary programs are not directly responsible for their personnel processes, they have little leverage by which to maintain program interests over departmental interests.
- Keeping interdisciplinary faculty together as a coherent body/community of scholars is a challenging mandate for the program coordinator, who must ask faculty to commit time to a program on top of their departmental commitments.

Student Experiences

- Students do not know where interdisciplinary programs are located because they do not exist within departments of the same name. There are no designated spaces for specific programs, so these programs exist only virtually, as far as students are concerned.
- Few interdisciplinary majors have national honors societies, a problem that we might solve locally.
- It is unclear whether admissions recruitment on behalf of interdisciplinary programs is being done.

RECOMMENDATIONS

The group entertained the idea that if the Interdisciplinary Studies Program were to become a department, it might become a “hub” of interdisciplinary work at the college and serve as a home to professors hired to teach in interdisciplinary programs. To be sure, there was no clear agreement on this proposal, as some thought scholars might be better placed in disciplinary departments. A Department of Interdisciplinary Studies, however, could serve as a possible home when found attractive by the candidate and the program. The Chair of the IS department could then function as the representative of interdisciplinary programs at the Faculty Personnel Committee, and work closely with the program coordinator to develop annual evaluations of such faculty. Equally, team-taught courses for some interdisciplinary programs could be housed in an IS department. Finally, the committee agreed that if the college is to use an IS department in this way, the best model would be to reinstate a HEO counselor in that department who could serve as an expert academic advisor for all interdisciplinary programs, providing not only expert advice on the intricacies of these complicated programs but also financial aid as it is so often affected by courses that don’t always register as in interdisciplinary programs.

With or without an interdisciplinary departmental hub, the Interdisciplinary Working Group strongly concurs that support for interdisciplinarity at the college must come from the top down and recommends the following accommodations and actions be taken by the college in order to better serve its interdisciplinary programs.

- Align budgetary structures, allocation, and reallocation procedures to support interdisciplinary programs, faculty, students and spaces.
- Interdisciplinary Program Coordinators must be given equal opportunity to advocate for hires in the Provost’s annual hiring discussion with the chairs.
- Provide interdisciplinary programs with OTPS budgets to support important program activities such as bringing in speakers, putting up bulletin boards, creating brochures, paying for student and faculty receptions, etc.
- The Office for the Advancement of Research should have a special category of travel, research, and invited speaker funds for interdisciplinary programs, recognizing that departments will not always support interdisciplinary work.
- Provide support for and enforcement of MOUs to strengthen the staffing of interdisciplinary programs; one possible avenue is tying faculty personnel reviews to their work in the interdisciplinary program. The committee recommends reinforcing the personnel value of interdisciplinary work by adding a section to the Form C that asks candidates to outline their teaching, service and scholarly contributions to an interdisciplinary field or program. Finally, consider penalizing those departments that do not honor MOUs by not offering them lines and allocating lines to those departments that “share” their faculty.
- For senior faculty for whom the Form C is not relevant, consider assigning a Dean or the Chair of Interdisciplinary Studies to provide brief oversight reports every 2-3 years as to the placement of the interdisciplinary faculty member; checking that both the faculty member and the host department are honoring their commitments.
- Chair evaluations should ask chairs to demonstrate their contributions to the support of interdisciplinary programs, teaching, service, and scholarship in their departments.
- Beyond MOUs, programs should be encouraged to formalize and enforce agreements as to the number of faculty needed from departments per semester to meet teaching needs.
- Provide incentives and targeted support for interdisciplinary faculty and students for travel, program development, and improvement efforts.

- Ensure full interdisciplinary program representation on the college website, in the same manner as departmental web-pages, including “People” “Faculty” “Academics” “Links” “Advisement” and whatever else the program sees fit.
- Provide basic administrative support for all interdisciplinary programs by hiring a part-time (20 hours a week) college assistant who can serve the coordinators by booking rooms for events, updating webpages, sending out mailings, creating and distributing flyers, printing out lists of students from CUNY First, and when reasonable, contacting students on the program coordinators’ behalf. This CA can be placed in the Office of Undergraduate Studies.
- Provide reassigned time to interdisciplinary minor coordinators with independent curriculum in order to compensate the extra time involved in scheduling, coordinating faculty, etc.
- Consider requiring by-laws for each interdisciplinary program so that governance and protocols can be observed beyond the life of any one coordinator.

Appendix B

Facts and Information about the Interdisciplinary Studies Program (ISP) and FAQs about ISP and DIS

ISP: SUMMARY

- ISP is the only non-exclusive, non-selective student enrichment program at John Jay. ISP is open to any student and any professor at John Jay.
- ISP is not a major and it does not compete with or replace any of the college's existing majors.
- ISP is a general education program and a learning community that emphasizes the following: close reading, clear writing, critical thinking, attentive listening and thoughtful speaking.
- ISP classes are collaboratively designed and collaboratively taught. Because average class sizes are much higher than the college average, ISP's entire slate of classes cost only about \$9,000 per semester, or much less than is normally assumed.
- ISP has raised \$26,544 over the last 5 years to support student enrichment activities (speakers, field trips, etc). This does not include over \$135,000 raised by the Vera Fellows Program which is housed in ISP, or a \$75,000 NEH grant ISP received to design and pilot a series of interdisciplinary immersion courses that develop students' reading, writing, research and critical thinking skills.
- ISP's retention and graduation rates are 10.8 to 19.7 percentage points higher than the rest of the college.
- ISP students have had great success at law school, graduate school and with fellowships. Nic Montano (class of 2013), the college's only Marshall Scholar came up through ISP's freshman program.

ISP: WHAT IS IT?

ISP is a student enrichment program, a learning community and an alternative general education program. It currently offers 24 UCASC-, College Council-, and CUNY-approved courses in all areas of the John Jay general education curriculum, except the Common Core (see curriculum list below). There is no ISP major. ISP does not compete with or replace any of the college's existing majors. ISP students self select. Unlike the Honors Program, there are no special admission requirements. Students choose when and if they wish to take ISP courses. Some students may take just one course over their John Jay career; others fulfill most of their general education requirements in ISP and elect to use additional ISP courses to meet requirements in selected majors and minors or as electives. ISP enrolls between 500 and 700 students per semester in 20-25 sections. Many, but not all, ISP courses are co-taught using an interdisciplinary collaborative teaching model. Professors who teach together participate fully and equally in planning syllabi, readings, assignments, and co-curricular activities, meet weekly to create integrated lesson plans; and are present and active in every class session. All ISP classes run on an active learning model, require significant amounts of writing, and emphasize the following: close reading, clear writing, thoughtful speaking, attentive listening, and critical thinking. ISP faculty offer extensive, frequent, in-depth feedback on written assignments throughout the semester. Because ISP courses are interdisciplinary, students learn to write across the curriculum in every class.

ISP is also an alternative form of learning community, especially at the freshman level. ISP's freshman program uses a cohort model that brings students together at least four times during the semester for common enrichment and community-building experiences. The ISP Justice Core 1 course filled four sections of 36 in Fall 2014; all 140 students participated in a field trip to Eastern State Penitentiary in Philadelphia and enjoyed a live on-campus performance of a one-woman play about juvenile justice. The cohort model encourages the formation of study groups and social bonds, both of which have been shown to increase student engagement and retention.

ISP: STATISTICS

Average Class Size and Student/Faculty Ratios

Fall 2014, John Jay freshman learning communities:

	Average Class Size	Student/Faculty Ratio
ISP	34.3	18.2 to 1
College-wide	17.7	17.7 to 1

Fall 2014, first year seminar:

	Average Class Size	Student/Faculty Ratio
ISP	35	17.5 to 1
College-wide	24.5	24.5 to 1

Fall 2014, 200 and 300-level classes (sophomore and above) compared with college-wide and other interdisciplinary programs:

	Student/Faculty Ratio
ISP	19.5 to 1 (average class size 36.1)
College-wide	24.7 to 1 (average class size 24.7)
Humanities and Justice	20.5 to 1
Gender Studies	28.6 to 1
International Criminal Justice	21.4 to 1
Honors	23.8 to 1

Retention Rates

Still enrolled after:	First-time freshman who started their John Jay careers in ISP (2006-2012)	First-time freshmen who started their John Jay careers in other parts of the college (2006-2012)
One Year:	87.2%	76.4%
Two Years:	73.8%	61.0%
Three Years:	65.6%	53.1%

Degree Completion Rates

Graduated in	First-time freshmen who started in the ISP freshman cohort (2006-2009)	First-time freshmen who started in other parts of the college (2006-2009)
Four Years:	37.8%	21.8%
Five Years:	53.9%	38.4%
Six Years:	63.0%	43.3%

(Information supplied by the Office for Institutional Research)

ISP: STUDENT ENRICHMENT

ISP is a student enrichment program. Co-curricular activities are built into many of the classes within the program. During the last 5 years, ISP courses have participated in such special events as:

Campus lectures and screenings: Through its classes ISP has brought the following people to John Jay during the last 5 years: Sarah Burns (director and producer, *The Central Park Five*), Kevin Richardson (one of the Central Park Five), David Loftis (Managing Attorney, Innocence Project), NYPD Officer Adhyl Polanco (Stop-and-Frisk whistleblower), TE' A / Intersections International (an member of the Collegiate Churches of New York, the oldest corporation in North America), Noam Chomsky (twice), Cark Bernstein (Pulitzer Prize winning journalist), Dana Gulley (River Keeper), Eric Foner (Pulitzer Prize winning historian), E. L. Doctorow (multiple award winning author), Sara Marcus (author, *Girls to the Front*), Tony Kushner (author, *Angels in America*), Sarah Yaw (author, *You Are Free to Go*), Pete and Peggy Seeger (internationally-known musicians), Eve Ensler (author, *The Vagina Monologues*), Anne Lewis (documentary filmmaker, Oscar-winning producer of *Harlan County, USA*), Victor Navasky (former editor and publisher of *The Nation*), David Levering Lewis (multiple Pulitzer Prize winning biographer), Linda Sarsour (Executive Director, Arab-American Association of New York), Joan Hilty (editor, DC Comics), Nermeen Shaikh (producer, Democracy Now!), Jim DeFelice (author, *American Sniper*), Leonard Malin (neurologist), Cathy Lin Che (poet, *Split*),

Arthur Kinoy (civil rights attorney, co-founder Center for Constitutional Rights), Ernest Rubenstein (lawyer, Supreme Court clerk during Brown v. Board of Education), Robert “Bob” Moses (civil rights activist and founder of the Algebra Project), Barbara Garson (playwright, *Macbird*), Paul Buhle (historian, authorized biographer of C.L.R. James), Mark Rudd (co-founder the Weather Underground), Ellen Schrecker (prolific historian of the Cold War), Kimberly Phillips-Fein (author, *Invisible Hands*), Peter Yarrow (musician, member of Peter, Paul and Mary), Elizabeth Adler (Marine Mammologist, American Museum of Natural History), Martin Lucas (documentary filmmaker and media activist), Nathan Kensinger (photographer), Betsi Damon (eco-artists), Shontina Vernon (performance artist), Alex Kotlowitz (author, *There are no Children Here*), Dr. Helena Hansen (psychiatrist, NYU), Hernan Carventes (head of juvenile justice club at John Jay), Marilyn Reyes Scales, (activist and former addict, member of VOCAL (Voices of Community Activists and Leaders)), Garielle Sayegh (educational director, Drug Policy Alliance), Ena McPherson (Community Garden Activist), and Earl Noel and Shem Bernard (professional Trinidadian drummers).

Field trips: ISP has organized class trips to: Eastern State Penitentiary (numerous times), the Vera Institute for Justice, the New York Academy of Sciences, the New York Academy of Medicine, The Morgan Library and Museum, the United Nations, the American Museum of Natural History (numerous times), the Metropolitan Museum of Art (numerous times), the Museum of Modern Art (numerous times), the Cold Spring Harbor Whaling Museum, the Lower East Side Tenement Museum (numerous times), Whale Watching (through Gotham Whale), the Museum of the City of New York (numerous times), the International Center of Photography (numerous times), the Magnum Gallery, the Empire State Building, the High Line, the Brooklyn Bridge (numerous times), the New York Transit Museum, the Gowanus Canal and the Hudson River (to collect and test water samples), Patterson Great Falls National Historic Park and Museum, Manhattan Central Booking and Arraignment Court, the John Jay Homestead, Vertis Hayes’s WPA murals at the Harlem Hospital, the Hayden Planetarium, Bodies: The Exhibit at the Fulton Market, Eagle Street Farms (Greenpoint, Brooklyn), New York Public Library, Brooklyn Museum, Manhattan Borough President’s Office, Community Board 5 public meeting, Newtown Creek Boat Club, United South Bronx (community organization), New York Criminal Court, and the Walk this Way through Harlem: Hip Hop History Walking Tour.

Live performances: ISP has organized trips to the following plays and performances: *Doubt* (2008), *Carmen* (2009), *A View from the Bridge* (including a post-play Q & A with Liev Schreiber) (2010), *The Scottsboro Boys* (2010), *Job* (2011), *You Better Sit Down* (2013), *Tales from My Parent's Divorce* (2013), *The Piano Lesson* (2013), *An Enemy of the People* (2013), *Our Lady of Kibeho* (2014), *Love and Information* (2014), *Straight White Men* (2014), and *Extreme Weather* (2014).

In addition, plays written by ISP students have been mounted in the Black Box Theatre by Professors Shonna Trinch (Anthropology) and Barbara Cassidy (Theater) using professional actors.

To finance the above, ISP has raised \$26,544 over the last 5 years specifically for student enrichment activities. This does not include over \$135,000 raised by the Vera Fellows Program, which is housed in ISP.

In addition, ISP was recently awarded a \$75,000 grant from the National Endowment for the Humanities (2013) to design and pilot a series of interdisciplinary immersion courses that develop students' reading, writing, research, and critical thinking skills; their imaginative faculties; their understanding of the diversity of human experience; and their awareness of the interconnectedness of knowledge in the humanities.

STUDENT SUCCESS

A partial list of some of ISP's recent successes over the last few years would include:

Nic Montano, Elvira Kirilko and Darakshan Raja all came up through ISP's freshman program, and took an average of 12 courses each in ISP. Nic is the college's only Marshall scholar, Elvira has a shot at valedictorian, currently sporting a 4.0 with a semester to go, and Darakshan is a research associate at the Urban Institute in DC.

More generally, ISP students have been admitted to the into a number of law schools, mainly Fordham, Cardozo and Brooklyn, but also the University of Nebraska, University of San Diego, University of California (Hastings), and others.

ISP student have also been admitted to other graduate programs at University of Michigan, NYU, Northeastern, Amherst, Baruch's School of Public Affairs and Hunter's School of Social Work, among others.

Two ISP students were recently accepted to Teach for America, others have been accepted to the NYC Teaching Fellows program.

ISP students have won numerous fellowships, with the Drug Policy Alliance, the Janette K. Watson Fellowship program, the Ronald E. McNair Scholar program; almost half of the recently announced Siegel Fellows are from ISP.

Many ISP students have been accepted into the CUNY service core, the Phi Eta Sigma Honors Society, on study abroad programs and installed as peer ambassadors; others have secured full-time jobs with New York State Senators, participated in Freshman Research Week and the Office for Undergraduate Research Week.

ISP: CURRICULUM

Since the introduction of the college's new General Education program, ISP has proposed and successfully put through governance (JJ and CUNY) the following 24 general education courses:

Flexible Core:

World Cultures and Global Issues

ISP 110 When Nature Roars: Global Catastrophe and Human Responsibility
ISP 211 Revolutions

US Experience in its Diversity

ISP 122 Those People: Stereotyping in America
ISP 224 Constructions of Difference in the USA

Creative Expression

ISP 134 Alternate Worlds

ISP 235 Apples and Oranges: Form and Meaning in the Arts

ISP 236 Truth and Creativity

Individual in Society

ISP 145 Why Gender Matters

ISP 147 Life Stories

ISP 248 Getting Even: Forgiveness and Revenge

Scientific World

ISP 255 Technology and Culture

John Jay College OptionJustice Core I

ISP 100 Justice: Who's in Who's Out?

Learning From the Past

ISP 160 Twentieth Century, by the Decade

ISP 264 Remembering and Forgetting in Public and Private

Communication

ISP 171 Ripped from the Headlines: Making Art from the News

ISP 273 The Stories We Tell

Justice Core II US

ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA

ISP 322 Troublemakers, Gadflies, and Whistleblowers in the Struggle for Justice in America

Justice Core II Global

ISP 334 Sex, Gender, and Justice in Global Perspective

ISP 335 Violence in the Pursuit of Justice

ISP 336: Just Intentions: International Humanitarianism

ISP / DIS: FAQs

1. How expensive is ISP?

All evidence suggests that ISP is barely more expensive than the college's other first year seminar and learning community classes, is only marginally more expensive than classes college-wide, and is significantly less expensive than the Honors program, which has staff and provides numerous expensive resources to students not enjoyed by the college's other students (laptops, cultural passes, common room, etc).

ISP's freshman program is barely more expensive than the college's other first year seminar and learning community programs. Student/faculty ratio in ISP's First Year Seminars (FYS) last semester was 17.5 to 1; college-wide it was 24.5 to 1.

Student/faculty ratio in ISP's Learning Community (LC) classes was 18.2 to 1; college-wide it was 17.7 to 1. (While most—but not all—ISP classes are staffed by two professors, they are all capped at 36 students, and often tally up to 39; the college's other FYS and Learning Communities are all capped at either 24 or 25 students, whether they are writing intensive or not).

In short (and in real terms):

- ISP's FYSs cater to 7 fewer students per class than the college's other FYSs. ISP ran 4 such classes last semester, meaning ISP taught 28 fewer students than regular college-wide FYSs.
- ISP's LCs cater to 0.5 more students per class than the college's other LCs. ISP ran 6 such classes last semester, meaning ISP taught 3 more students than regular college-wide LCs.
- Overall, ISP's FYSs and LCs taught 25 fewer students than regular college-wide FYSs and LCs, therefore costing the college approximately 3 credits in faculty time. Even allowing for a top-of-the-line adjunct assistant professor replacement (47.1% of ISP professors teaching FYSs and LCs were adjunct lecturers; 11.75%

were full-time lecturers; 29.4% were adjunct assistant professors; 11.75 % were tenured professors), the additional cost works out at \$3,055.15.

Student/faculty ratio across ISP's 200- and 300-level classes (designed for sophomores, juniors and seniors) was 19.5 to 1, with an average class size of 36.1. This compares very favorably with student/faculty ratios in Humanities and Justice (20.5) and with International Criminal Justice (21.4), although much less favorably with Gender Studies (28.6) (the college's other interdisciplinary programs). ISP's average class size (36.1) also compares very favorably with the college average of 24.7.

Calculating a dollar value for all of these various comparisons is convoluted, but as a benchmark one can conclude that:

- ISP's 200 and 300 level courses cost \$7,179.60 more than other interdisciplinary programs at the college, and only \$3,055.15 more if you remove Gender Studies (which hopes to be a part of the DIS).

Or that:

- ISP's 200 and 300 level courses cater to 5.2 fewer students than the college's other 200 and 300 level courses. ISP ran 14 such courses last semester, meaning ISP taught 72.8 fewer students than regular college-wide 200 and 300 level courses, costing the college 6 credits in faculty time. Using the same metric as above, the additional cost works out at \$6,110.30.

While it is difficult to put a dollar figure on student enrichment and retention and graduation rates, it would seem fair to suppose that approximately \$9,000 per semester (depending on which figures one uses) is not an unreasonable amount to pay for a student enrichment program that is open to all students and faculty members at the college, has brought dozens and dozens of prominent and influential speakers to the college and has taken its students on an equally large number of meaningful and valuable field trips, that has raised and spent \$26,544 to support these important student activities, and that leads

to retention and graduation rates that are 10.8 to 19.7 percentage points higher than the rest of the college (see ISP: Statistics p. 3-4).

2. If you become a department, what's to stop other programs at the college applying for departmental status?

Technically, nothing. What makes this proposal compelling at this time is that we have the requisite seven faculty members ready to join forces, administrative and governance structures are already in place, and the budgetary impact is nil. Other departments will not lose anything to the DIS. The majority of the professors who will form the new department are already *de facto* separated from their “home” departments because they have been serving full-time in ISP for many years.

3. Why does the College need a Department of Interdisciplinary Studies?

- To house faculty lines hired to interdisciplinary programs. Faculty hired to do all their teaching and service in free-floating programs are currently housed outside of those programs, often in departments with only a tangential relationship to the work the faculty are hired to do. This leads to faculty being evaluated and voted on by peer groups who have little or no direct experience of the work performed by the faculty member, or worse to clashes between departments and program as to who “controls” the faculty.
- To provide administrative support, visibility, community and a home base for other willing interdisciplinary programs.
- To act as an intellectual and pedagogical hub for interdisciplinarity at the college.

4. Why is ISP allowed to do team-teaching while other departments and programs are not?

- Provost Bowers has told us that she welcomes proposals for team-teaching from faculty and departments outside ISP.
- ISP is the only program at the college specifically designed and created to do team—more accurately, collaborative—teaching. Unlike more traditional team-teaching methods that split class design, class prep, and class time between two or more professors, collaborative teaching in ISP begins with the pairing of two professors from

different academic disciplines and requires full and equal participation by teaching partners who plan and facilitate every class and assignment together.

- ISP is a college-wide student enrichment program open to any student and any professor at John Jay. In this respect, the allocation of team-teaching is much fairer than if apportioned purely to certain departments and/or majors.

5. Will faculty jumping ship to a new department harm their current home departments?

No. The faculty members named on the DIS proposal currently all do all their teaching and all their service (with one minor exception) in ISP and not in their home departments. Except for Katie Gentile, these are all faculty currently assigned to ISP, and have been so for many years.

- Dennis Sherman has taught exclusively in ISP since 1973
- Jerry Markowitz since 1974
- Michael Blitz since 1991
- Amy Green since 2003
- Richard Haw since 2005
- Susannah Crowder was an ISP hire in 2014; her line resides in History although she has no teaching or service responsibilities there.

In addition, the DIS fully supports the allocation of lines back to home departments.

STUDENT ENDORSEMENTS

ISP was an amazing experience. It let me explore my interests in innovative ways with Professors and students that made me feel as if I was part of a community. ISP was a place where I could express my opinions, feel a sense of belonging, but most importantly, be challenged to be my best self. *Nicolas Montano, Thurgood Marshall Scholar 2013*

ISP was truly a life-changing experience for me. At 32, I found myself back in college but without a definite academic goal. My first ISP courses encouraged me to root around in different

disciplines, seeing how they looked at issues from different perspectives. As I gazed through the lenses of philosophy, history, psychology, literature, and sociology, I realized a more vibrant world view. The class work was engaging, challenging, and invigorating. I was hooked. I signed up for as many ISP courses as possible and learned about the CUNY-BA program where I was able to create a unique degree tailored to my specific interests. I would recommend ISP to any college student, at any level, and am incredibly thankful that I was able to take advantage of this program at John Jay College. ***Heather McCown, CUNY Baccalaureate Program, Class of 2010, Graduate Student, NYU Steinhardt School of Dance***

The Interdisciplinary Studies Program made me a better student. From the weekly papers to the open discussions, it required me to always be prepared and eager to participate. The program's professors are always ready to throw a curveball; they challenge you to rethink your position even after you thought you had all the answers. I thought I had all the answers, my ISP experience taught me to think fast and outside the box. The skills I obtained from the program prepared me for law school and allowed me to excel. ***Michael Rosenberger, Litigation/Appellate Attorney, Rapuzzi, Palumbo & Rosenberger, P.C., Wantagh, NY***

I have taken lots of ISP classes and have loved each and every one of them. The unique classes offered by ISP are a refreshing change from standard college courses and the active classroom environment means there is never a dull moment. Analytic discussion is the main focus of each class and lively debates between the students and professors typically ensue. Moreover, ISP's faculty are nothing short of amazing. All the professors I have had truly cared about the students and were exceedingly passionate about teaching, which made the classes all the more enjoyable. Another unique aspect about ISP was the close bond between classmates and the friendly classroom environment. In the majority of my other classes I was only acquainted with the students who sat next to me, yet in my ISP classes all the students were familiar with one another by the first month. The writing intensive course work helped me become a more proficient writer; a skill which has helped me immensely in my other classes as well. Overall, being a part of the ISP community has been one of my favorite experiences at John Jay, and one of the most memorable. ***Elvira Kirilko, Class of 2015, Forensic Psychology major and honors student.***

What I love most about ISP is how confident you become in expressing your ideas, and how ready you are to be challenged. The personal experiences and perspectives that students and professors bring to the classroom make the process of learning more engaged, unique, and fun. ISP creates an atmosphere that fosters close relationships between students and professors. ISP is a sui generis experience that I encourage all serious students to take part in. The work is challenging, but it is well worth it. The sense of accomplishment is huge. **Newton Knowles, Class of 2011, Student, University of California, Hastings College of the Law**

ISP's co-teaching, collaborative learning environment enabled me to engage confidently in debate and dialogue with my fellow peers. Their professors bring great knowledge and expertise to the classroom, and they are flexible and approachable. Not one but several ISP professors served as mentors for me. Overall, ISP provides an excellent support system. Without a doubt, the capstone of my academic experience has been the Vera Fellows Program, which is run by ISP. The year-long experience, combining academic seminars with a hands-on internship at one of the prestigious VERA Institute of Justice agencies, reinforced my commitment to pursuing social justice through public service. **Sally Abdelgafar, John Jay Class of 13, New York Teaching Fellow.**

CLOSING REMARKS

The decision facing the College is not the future of ISP. ISP is not changing. ISP as it exists today will exist in the exact same form next year and the year after that, whether the College Council votes in favor of this proposal or not.

This is more accurately an issue of faculty self-determination. In order to more effectively and fairly manage and house their own programs and affairs, 7 faculty members would like to form a new department. It will involve no start-up costs and no changes to the college's administrative or governance structure and no extra representation on college-wide bodies. It has the broad support of the Student Council, the faculty that teach in and administer the college's numerous interdisciplinary majors, minors and programs, the Office of Undergraduate Studies (both

interim Dean Pease and new Dean Stoddard), and the Office of the Provost. For these reasons, we hope that you will support our proposal.

Appendix C

Full-time Faculty Who Have Taught in the Interdisciplinary Studies Program

Erica Abeel – Foreign Languages

Jama Adams – Africana Studies

Valerie Allen – English

Andrea Balis – History

Luis Barrios – Latin American & Latina/o Studies

Mucahit Bellici – Sociology

Michael Blitz – English

Victoria Bond – English

David Brandt – Psychology

Dara Byrne – Communication and Theater Arts

Bettina Carbonale – English

Anthony Carpi – Science

Gerrie Casey – Anthropology

James Cauthen – Political Science

Joshua Clegg – Psychology

Effie Cochran – English

William Coleman – English

James Curran – Law and Police Science

Yasmin Dalisay – English

Rod Davis – English

Migdalia de Jesus de Garcia – Latin American & Latina/o Studies

Kojo Dei – Anthropology

Josh Freilich – Criminal Justice

Katie Gentile – Counseling/ Gender Studies

Betsy Gitter – English

Alan Goldstein – Psychology

Don Goodman – Sociology

Jessica Gordon-Nembhard – Africana Studies

Heath Grant – Law and Police Science

Amy Green – Communication and Theater Arts

Laura Greenberg – Music

Carol Groneman – History

Devin Harner – English

Richard Haw – English

Elizabeth Hegeman – Anthropology

Zelma Henriques – Law and Police Science

Joan Hoffman – Economics

Marsha Hurst – Political Science

Jack Jacobs – Political Science

Jon Jacobs – Philosophy

Dan Juda – Psychology

Fred Lazin – Political Science

Anru Lee – Anthropology

Jim Lee – Philosophy

Andrew Karmen – Sociology

Billie Kotlowitz – Counseling

Kenneth Laudon – Psychology

Sondra Leftoff – Psychology

Charles Lindner – Law and Police Science

Ken Moran – Law and Police Science

Amie Macdonald – Philosophy

Dwight MacDonald – English

Christen Madrazo – English

Nivedita Majumdar – English

Anthony Marcus – Anthropology

Gerald Markowitz – History

Mary Ann McClure – Philosophy

Tim McCormack – English

Adam McKible – English

Michael Meeropol – English
Robert Montgomery – Philosophy
T. Kenneth Moran – Law and Police Science
Paul Murphy – Law and Police Science
Jane Mushabac – English
Serena Nanda – Anthropology
Paul Narkunas – English
Jill Norgren – Political Science
Joe O’Brien – History
Dan Paget – Music
Robert Panzarella – Law and Police Science
Marlene Park – Art
Edward Paulino – History
Arthur Pfeffer – English
Ray Pitt – Sociology
Allison Pease – English
John Pittman – Philosophy
Valli Rajah – Criminal Justice
Caroline Reitz – English
Ray Rizzo – Communication and Theater Arts
Jodie Roure – Latin American & Latina/o Studies
Mildred Shannon – Law and Police Science
Dennis Sherman – History
Isadore Silver – History
Natalie Sokoloff – Sociology
Abby Stein – Anthropology
Charles Stickney – English
Jon Christian Suggs – English
Sun ha Suh – Counseling
Margaret Tabb – English
Karen Terry – Criminal Justice

Full-time Faculty Who Have Taught in ISP

C

Shonna Trinch – Anthropology

Lucia Trimbur – Sociology

Fritz Umbach – History

Alisse Waterston – Anthropology

John Wolf – Law and Police Science

Morton Wolfson – Science

Ellen Weber – Counseling

Basil Wilson – Africana Studies

Elizabeth Yukins – English

