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

February 27, 2012
1:40 p.m.
630T

I. Adoption of the Agenda

II. Minutes of the December 12, 2011 College Council (attachment A), Pg. 3

III. Applicability of John Jay Policies to Undergraduate and Graduate Students and Programs (attachment B) – The Executive Committee of the College Council, Pg. 5

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 –C22) – Dean Lopes

New Courses:
C1. ECO 3XX Political Economy of Gender, Pg. 7
C2. PSY 4XX Senior Seminar in Forensic Psychology, Pg. 24
C3. DRA 1XX Self, Media and Society, Pg. 39
C4. MUS 2XX Music Technology, Pg. 55
C5. MUS 3XX Music Composition Using Technology, Pg. 65
C6. HIS 2XX Imperialism in Africa, Asia and Middle East, Pg. 75
C7. POL 2XX Introduction to Research in Politics, Pg. 91
C8. CJBA 2XX (240) Quantitative Inquiry, Pg. 108
C9. CJBA 2XX (220) Race, Gender, Ethnicity, Crime and Justice, Pg. 121
C10. AFR 3XX Inequality and Wealth, Pg. 141
C11. HIS 3XX Female Felons in Premodern Europe and the Americas, Pg. 163
C12. CSL 2XX Case Management in Human Service, Pg. 174
C13. PSY 2XX Introductory Undergraduate Research in Psychology, Pg. 190
C14. PSY 3XX Supervised Undergraduate Research in Psychology, Pg. 201
C15. PSY 4XX Advanced Undergraduate Research in Psychology, Pg. 212

Course Revisions:
C16. ENG 233 News Reporting and Writing, Pg. 222
C17. PSY 275 Family Conflict and Family Court, Pg. 228
C18. PSY 442 Key Concepts in Psychotherapy, Pg. 234
C19. PSY 228 Psychology and Women, Pg. 239
C20. POL 214 Political Parties and Pressure Groups, Pg. 252
Programs
C21. Proposal to Revise the Minor in African-American Studies and Establish an Honors Option, *Pg. 255*

Academic Standards
C22. Academic Integrity Committee Proposal, *Pg. 261*

V. Report from the Committee on Graduate Studies (attachments D1) – Dean Domingo

Course Revision
D1. PSY 748: Empirical Crime Scene Analysis, *Pg. 272*

VI. Change in College Council Committee Membership List (attachment E), *Pg. 275*

- James Cauthen (Political Science) replaces DeeDee Falkenbach (Psychology), who is on sabbatical for Spring 2012, on the College Council.

- Peggy Eschar (English) replaces Richard Culp (Public Management), on the Faculty-Student Disciplinary Committee, (formerly known as Judicial Committee).

VII. New Business

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – Professor Karen Kaplowitz

X. Announcements from the Student Council – President Whitney Brown
The College Council held its fourth meeting of the 2011-2012 academic year on Monday, December 12, 2011. The meeting was called to order at 1:53 p.m. and the following members were present: Jeffrey Aikens, Zeeshan Ali, Jana Arsovska, Andrea Balis, Elton Beckett, Jane Bowers, Whitney Brown, Erica Burleigh, Kinya Chandler, Demi Cheng, Kathleen Collins, Brian Costa, Lyell Davies, Joseph DeLuca, James DiGiovanna, Jannette Domingo, Mathieu Dufour, Jennifer Dysart, DeeDee Falkenbach, Terry Furst, Lior Gideon, Demis Glasford, Laura Greenberg, Norman Groner, Maki Haberfeld, Devin Harner, Veronica Hendrick, Berenecea Johnson Eanes, Shaobai Kan, Karen Kaplowitz, Mehak Kapoor, Kwando Kinshasa, Nilsa Lam, Richard Li, Yue Ma, Vincent Maiorino, Evan Mandery, Roger McDonald, Sara McDougall, Shavonne McKiever, Mickey Melendez, Brian Montes, Catherine Mulder, Richard Ocejo, Robert Pignatello, Carina Quintian, Rick Richardson, Raul Rubio, Richard Saulnier, Michael Scaduto, Francis Sheehan, Davinder Singh, Staci Strobl, Karen Terry, Denise Thompson, Patricia Tovar, Jeremy Travis, and Michelle Tsang.

Absent were: Mark Benjamin, Virginia Diaz, Richard Haw, Anru Lee, Anne Lopes, Marcelle Mauvais, David Munns, Rhonda Nieves, Jason Nunez, and Donica Thompson.

I. Adoption of the Agenda
   It was moved to adopt the agenda as presented. The motion to approve the agenda was seconded and passed unanimously.

II. Minutes of the November 21, 2011 College Council Meeting
   It was moved to adopt the minutes as presented. The motion was seconded and passed unanimously.

III. Proposed Policy from Undergraduate Curriculum and Academic Standards Committee and Faculty Senate Regarding Change of Grade After Final Grades are Filed. (attachment B)
   It was moved to adopt the new policy as presented. The motion was seconded and passed.
   In Favor: 40  Opposed: 6  Abstentions: 7

IV. Proposed Policy from the Executive Committee of the College Council on the applicability of College policies to Undergraduate and Graduate policies (attachment C)
   It was moved to adopt the policy as presented. The motion was seconded and passed.
   In Favor: 42  Opposed: 0  Abstentions: 9
V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 – D6)

It was moved to adopt the new course proposals marked D1 – D6 as a slate:

- D1. POL 3XX Voting and Public Opinion
- D2. LWS 2XX Introduction to Law and Society
- D3. CJBA 2XX Criminal Responsibility
- D4. CJBA 3XX Rights of the Accused
- D5. SOC 3XX Qualitative Methods in Criminology
- D6. GEN 4XX Senior Seminar in Gender Studies

The motion was seconded and approved unanimously.

It was moved to accept the new course proposals marked D1 – D6. The motion was seconded and approved unanimously.

It was moved to adopt the course revisions marked D7 – D11 as a slate:

- D7. AAP/PSY 240 Psychology of Oppression
- D8. SOC 203 Criminology
- D9. ART 113 Introduction to Photography
- D10. ART 114 Intermediate Photography
- D11. ART 230 Issues in Art and Crime

The motion was seconded and approved unanimously.

It was moved to accept the course revisions marked D7 – D11. The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “D12. Proposal to Revise the BA in Global History.” The motion was seconded and approved unanimously. Pending Board of Trustee Approval.

It was moved to adopt the proposal marked “D13. Proposal to Revise the BA in English”. The motion was seconded and approved unanimously. Pending Board of Trustee Approval.

VI. Report from the Committee on Graduate Studies (attachments E1 – E2)

It was moved to adopt the new course proposal marked “E1. The Global Economy and Corruption”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “E2. Investigating Cybercrime”. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:10 p.m.
To: The College Council

From: The College Council Executive Committee

Date: February 8, 2012

Re: Applicability of John Jay Policies to Undergraduate and Graduate Students and Programs

Current Situation:
On December 12, 2011, the College Council adopted a motion creating a policy whereby all policies approved by the College Council shall automatically apply to both undergraduate and graduate students and to both undergraduate and graduate programs unless the proposed policy explicitly states an exception for either undergraduates or for graduates and a persuasive rationale is provided for the requested exception. Now that this important policy has been established, the following situation exists: previous to December 2011, policies were approved by the College Council that arguably should have been applicable for both undergraduate and graduate students/programs but those policies only apply to the students relevant to the committee or group that brought forth the proposed policy to the College Council; in other words, if the Undergraduate Curriculum and Academic Standards Committee (UCASC) proposed a policy and the policy was approved by the College Council, it became policy for only undergraduate students/programs because UCASC is for only undergraduate programs; conversely, if the Graduate Studies Committee proposed a policy and that policy was approved by the College Council, it became policy for only graduate students/programs.

Proposed policy for approval by the College Council:
Unless otherwise specified as applying only to undergraduate students or only to graduate students, all policies that have previously been adopted by the College Council in the period since September 2010 and all policies that are included in the current Undergraduate Bulletin and in the current Graduate Bulletin shall be deemed to apply to both undergraduate and graduate students unless a committee of the College Council petitions the College Council for an exemption and the College Council approves the exemption request.

Rationale:
Some examples of policies proposed by UCASC and approved by the College Council that arguably should be extended to graduate students/graduate programs are the following: (1) faculty members are not longer required to assign the APA (American Psychological Association) method of documentation and may require their students to use any method of
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documentation so long as the method(s) is named in the syllabus and a website is given (such as the Library’s webpage on documentation at http://guides.lib.jjay.cuny.edu) that explains how to use that method; (2) an Incomplete Grade may be given by a professor only to those students who would pass the course if they were to satisfactorily complete the missing work; furthermore, it is within the discretion of the professor as to whether or not to give the grade of Incomplete.

Date of Implementation:  June 1, 2012

Method of Implementation:  During the Spring 2012 semester, all policies that were approved by the College Council during the period from September 2010, the beginning of the Fall 2010 semester, through December 31, 2011, the conclusion of the Fall 2011 semester, and also all policies that were adopted prior to September 2010 that appear in the current John Jay Undergraduate Bulletin and in the current John Jay Graduate Bulletin shall be reviewed by a subcommittee of the Executive Committee of the College Council and also by the Undergraduate Curriculum and Academic Standards Committee (UCASC) and by the Graduate Studies Committee so as to identify policies that merit revisiting. Any policies for which exemptions are sought by UCASC or by the Graduate Studies Committee or that are recommended by the subcommittee of the Executive Committee of the College Council established for this purpose shall be submitted to the Executive Committee of the College Council by April 27, 2012, which is the deadline for agenda items for the May meeting of the College Council; these requests for waivers shall be placed on the agenda of the May 2012 meeting of the College Council for consideration and action by the College Council.

All students shall continue to be governed by the policies in the Undergraduate Bulletin or in the Graduate Bulletin that was in effect at the time that they first registered for the respective undergraduate or graduate program of the College.
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s) proposing this course:** Economics

   b. **Date** submitted to Office of Undergraduate Studies:

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

   Catherine P. Mulder, Ph.D., Assistant Professor
   Email address(es): cmulder@jjay.cuny.edu
   Phone number(s): 212-484-1309

2. a. **Title of the course:** The Political Economy of Gender

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): POL ECO of Gender

3. a. **Level** of this course:

   ___100 Level  ____200 Level  ___x__300 Level  ____400 Level

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

   This is an upper level class that builds on the knowledge and skills students learn in the lower level economics class(es). Specifically, students will gain a sophisticated understanding of the structure of the US and global economies and the significant role gender plays in them. They will also learn about historic and more recent trends in US and Global capitalism, particularly in the areas of wage inequality, income distribution, fiscal policies, and how the design and implementation of these policies discriminate against women both as producers in the workplace and at home, and as decision-making consumers. Additionally, sensitive material, such as sexual orientation, sex trafficking, discrimination, among other topics will be critically analyzed, discussed and written about.

   b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ECO

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 analyzes the relationships between gender and the global economy. Using various perspectives, this course examines how a person’s gender affects, and is affected by, economic activities such as production and consumption both inside and outside the marketplace. Special attention is paid to policies such as discrimination laws, equal rights, environmental regulation and budgeting. The course covers such topics as the feminization
of poverty, wage inequality, the reinforcement of economic stereotypes by pop culture, the sexual division of labor, sexual harassment, and sex trafficking.

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): ECO 101, ENG102/201 or permission of the instructor.

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

7. Has this course been taught on an experimental basis?
   ___ No
   ___ Yes. If yes, then please provide:
      a. Semester(s) and year(s): Fall 2010
      b. Teacher(s): Catherine P. Mulder
      c. Enrollment(s): 13
      d. Prerequisites(s): ECO 101 and ENG 102/201

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

   This course advances the economics and the gender studies efforts to introduce John Jay students to issues of social justice and the College’s dedication to increasing the array of liberal arts classes. Courses in the Political Economy of Gender are typically offered in many universities and colleges, particularly those that focus on the liberal arts. It is a social science course that prioritizes human behavior, not mathematical models as is done in other more traditional economics classes. Additionally, graduate studies in Political Economics of Gender are increasing; students who complete this course might therefore choose such programs. Moreover, the “political economy” designation implies that the course will include various economic/social paradigms and alternative economic/social theories, which address a deficit in the economics program as relayed to the department by a survey of its students.

   In traditional economics classes issues of gender are typically ignored, or somehow not deemed relevant to mainstream economic theory. Nonetheless, the economic reality is that gender has economic consequences and affect the way both the domestic and global economies work, or for that matter, why economies often fail many. This course puts a face on the economic data that we are continuously barraged with, including, but not limited to poverty, inequality, discrimination, and unemployment. Given the diversity of John Jay students and their dedication to issues of justice, understanding the economic consequences and privileges that result from one’s gender can empower students to advocate for the elimination of such injustices at home and abroad.

   Also omitted from most economics classes are the “non-market” activities people engage in because they are rarely counted in economic data, including most importantly how economic activity is measured (i.e., the Gross Domestic Product). Non-market activities are

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
productive and socially necessary, that is, people take raw materials and tools and produce numerous goods and services that are excluded from the data. For example, raising, nurturing, and caring for children, arguably, one of the most important productive activities in a person’s life is overlooked in the data if done by a parent, typically a mother. Even more trivial, but necessary activities like cleaning a home or even making a peanut butter sandwich will also be analyzed. These tasks, as well as a plethora of other caring labor activities, support and reproduce the domestic and global economies. This course analyzes the consequences of these omissions in a focused and detailed manner.

9. **Course learning objectives:**

   a. **Knowledge objectives:**  
   (What do you expect students to know after taking this course?)

   Upon completion of this course student will be able to:
   - Understand the various economic theoretical perspectives as they omit or analyze issues of Political Economy of Gender
   - Identify and discuss how one’s gender affect both production and consumption behaviors of economic agents.
   - Discuss and analyze how gender issues evolve in the workplace and what can be done about it.
   - Identify productive activities that happen outside “the market.”
   - Explain the term “gender analysis” and discuss its relevance for understanding economic relationships
   - Discuss how economic policies, including budgeting, affect people positively or adversely depending on their gender.
   - Understand topics such as the feminization of poverty, wage inequality, and the sexual division of labor and their economic consequences.
   - Understand how factors including not only gender, but also race, class, culture, religion, ethnicity, sexual identity, age, and disabilities affect personal economic positions.

   b. **Performance objectives:**  
   (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

   Upon completion of this course students will be able to:
   - Discern in their every day lives and at the level of society the economic consequences and/or privileges of their own gender.
   - Retrieve information from economic data bases and sources that are available to them to verify the veracity of often exaggerated or incorrect information produced by the media, and produce some graphs and tables to effectively counter erroneous claims.
   - Analyze and articulate verbally and via short written briefs possible policy recommendations that might reverse negative economic outcomes associated with gender.
   - Measure and demonstrate the economic consequences to women who have children, whether they work for wages in the labor market or not, through the use of economic statistics and interview presentations.
• Demonstrate and articulate the sexual division of labor, both in the household and in the market, notably via accounting exercises, whereby hours spent by individuals on different tasks is calculated.
• See how they (the students) can make a difference, if only on a personal level, but hopefully at their workplaces, in their classrooms, and in their daily lives, demonstrate that understanding via group discussions.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. In this course, students will be using data provided by the US and foreign governments and non-governmental agencies, such as the Bureau of Labor Statistics (BLS), the international labor organization (ILO), the human rights campaign, and many others. The students will be expected to use these data and analyze them in a variety of assignments, which will include preparing basic tables and graphs to support or counter various claims regarding gender dynamics in society. In so doing, the students will learn to discern which data is effective to support the arguments they try to make. They will also practice both presenting them in an effective fashion to a lay audience and participating in academic and policy debates on the topic.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes.

  - The Human Rights Campaign, www.hrc.org
  - The Economic Policy Institute, www.epinet.org
  - Social Institutions & Gender Index, www.genderindex.com
  - International Center for Research on Women, www.icrw.org
  - Social Watch Gender Equity Index, www.socwatch.org
  - Career Directory - www.onetonline.org/
  - Center of Equal Opportunity, www.ceousa.org
  - International Labor Organization, www.ilo.org/
  - Bureau of Economic Analysis, www.bea.gov/
  - Center for Economic and Social Inclusion, www.cesi.org.uk/
  - Governance and Social Development Centre, www.gsdrc.org/
  - National Coalition against Domestic Violence, www.ncadv.org/
  - National Association for the Advancement of Colored People, www.naacp.org/
  - American Civil Liberties Union, www.alcu.org

➤ Census of Population and Housing 2000 Gateway to the 2000 Census from the U.S. Census Bureau.
- **Contemporary Women’s Issues** (JOHN JAY USE ONLY) Journal articles, reports, newsletters, and articles from alternative press sources.
- **Econlit** (JOHN JAY USE ONLY) Access to articles in international economic journals, as well as essays, research papers, books, dissertations, book reviews, and working papers. Coverage from 1969 to the present.
- **Economist Historical Archive** (CUNY USE ONLY) The full text of The Economist from 1843 to 2003. Essential reading for anyone engaged in politics, current affairs, business and trade worldwide.
- **FedStats** Gateway to U.S. government statistics from over 100 agencies.
- **Google Scholar** Crawls (indexes) the content of publishers’ websites, scholarly journals, indexes, academic websites, institutional repositories, etc. to find information of a scholarly nature. Does not provide comprehensive coverage of any one field.
- **GreenFILE** Scholarly, government and general-interest information covering all aspects of human impact on the environment. Topics include global warming, green building, pollution, sustainable agriculture, renewable energy, recycling, and more.
- **JSTOR** (CUNY USE ONLY) A searchable collection of the complete runs (minus the most recent 2 to 5 years) of hundreds of the most significant scholarly journals.
- **LEXIS-NEXIS Academic** (CUNY USE ONLY) Federal and state laws and cases, constitutions, municipal codes, law review articles, as well as articles from U.S. and foreign newspapers, magazines, trade publications and journals.
- **Opposing Viewpoints in Context** (CUNY USE ONLY) Access viewpoint articles, topic overviews, statistics, primary documents, links to websites, full-text magazine and newspaper articles, and multimedia on social issues.
- **Palgrave Dictionary of Economics** (CUNY USE ONLY) Contains essays by more than 1,500 of the world’s leading economists.
- **Race and Justice Clearinghouse** An index to selected NGO reports, books and journal articles that focus on race and ethnicity and their interaction with the criminal justice and juvenile justice systems. Includes links to the full text of publications by the Sentencing Project.
- **Social Sciences Full Text** (CUNY USE ONLY) Accesses journals in anthropology, criminology, economics, law, geography, policy studies, psychology, sociology, social work, and urban studies. Coverage from 1983 to the present.
- **Social Services Abstracts** (CUNY USE ONLY) Accesses journal articles, book reviews, dissertations, and current research focused on social work, human services, and related areas, including social welfare, social policy, and community development. Coverage from 1980 to the present.
- **Urban Studies Abstracts** (JOHN JAY USE ONLY) Articles and reports as well as book abstracts about crime and other urban problems, possible solutions, studies of police departments, social welfare agencies, and more.
iii. How & where in the class calendar will students be taught in class how to use these information tools?

As this is an upper, i.e., 300 level class, the students should be somewhat versed in how to use websites and databases, both of which will be used throughout the course. That said, during the second week of classes, there will be a specific class dedicated to instruction of the information tools. Moreover, if further tutorials are needed, I will provide instruction and I will suggest the students utilize the librarians’ assistance.

d. How do the above learning objectives relate to the objectives of the program, major or minor?

Absent from most economics courses and texts are the economic impacts gender has on many economic decisions and outcomes. The objectives of the economics major and minor at John Jay are to not only provide classes in the neo-classical tradition, which tends to discount issues of gender, but also to provide students with a rich understanding issues of social and economic justice. This class would fill a void that currently exists in our curriculum to meet this objective.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

1. The students write weekly observations on the assigned readings or possibly films. These observations give students the opportunity to highlight something they find particularly interesting or even troublesome. Moreover, they will be encouraged to relate it to something they have learned before or to personal interest/event.

2. The students are assigned two (2) personal analyses, i.e., reflection papers. The first is due in the third week of classes, and the second is due two weeks before regular classes end. The assignment reads: Students will analyze their own gender and racial/ethnic identities in 3 or 4 pages. You are to discuss how your gender and race has impacted your life and the choices you have made, economic or otherwise. The first part of the analysis should be a short biological sketch of your life. In the second part you should analyze your biography by integrating personal experiences with the course concepts. Be sure to incorporate class discussion, terminology, readings, or data.

3. There are two in class, essay mid-term exams. The exams are based on the assigned readings, lectures, and class discussion.

4. Each student will be assigned an article/reading to present to the class and to lead discussion about it. The presenting students are responsible for presenting more than simply the assigned readings, that is, they will have to use other resources to make the presentation more fulfilling. Additionally, non-presenting students are required to have read and to come to class prepared to discuss and/or debate the assigned readings.
5. Each student is expected to complete a three-tiered research project. Each student will interview two women of his/her choice regarding the interviewee’s role in the economy. The students shall ask each subject questions regarding both market and non-market production and consumption decisions she makes, has made, or will probably make. Particular attention shall be given to the differences the subject believes she has experienced vis-à-vis her male counterparts and of those of different races and/or class standing. The goal of the project is to give the students a participatory, “hands on” understanding of the many vital roles women play in the US economy. Students will be required to present their results to the class. Also required is an 8-10 page research paper that includes both theoretical aspects of the Economics of Race, Class and Gender, and the empirical results of the project. The project is divided into 3 stages with respective due dates:

   **Stage 1:** Choice of subjects and list of questions. Due: Week 4.
   **Stage 2:** In-class presentation of empirical results and any interesting aspects of the interviews. Due Weeks 10 & 11
   **Stage 3:** Research Paper. Due: Final Exam Date assigned by the Registrar

6. While only a minor part of the assessment, students are encouraged to attend classes so they may participate in the class discussions—a major portion of the class is our daily discussions in a seminar structure.

10. **Recommended writing assignments**

    Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

    1-5 above are all writing assignments.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

    a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

       ___ No

       ___ x Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

___X___ Yes. If yes, please name them.
Feminist issues
Feminist economics
Feminist studies
Gender Inequality, Income, and Growth—Are Good Times Good for Women?
Gender & society
Gender, Growth and Poverty Reduction
Gender and development

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

Due to the library’s recent acquisition of books for the relatively new Gender Studies Major, the current holdings are more than adequate. Additionally, the students have access to a vast array of Ebooks within the disciplines. However, the library will need to order one of the required textbooks. They are:


d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

___ No

_x__ Yes. If yes, please name them.
They are listed above in 9.c.ii.

Name of library faculty member consulted: Ellen Sexton

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

___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

_x__ Yes

13. Syllabus

See the syllabus at the end of this proposal.
Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)
14. Date of Department curriculum committee approval:

15. Course offerings
   a. When will this course be taught?
      Every semester, starting ________
      One semester each year, starting __Fall 2011______
      One semester every two years, starting ________
   
   b. How many sections of this course will be offered? __1__
   
   c. Who will be assigned to teach this course? Professors Catherine P. Mulder, Geert Dhondt, and Joan Hoffman.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
   ___x_No
   ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   Did you consult with department(s) or program(s) offering similar or related courses or majors?
   ___x_Not applicable
   ___No
   ___Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?
   ___x_No
   ___Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):
   Name(s): Joan Hoffman
   Date of approval: April, 2011

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
b) Will this course be part of any major(s), minor(s) or program(s)?

__No

__x__ Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific) Economics major (Concentrations A and B) and minor, and Gender Studies major and minor.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

From: Peter Romaniuk
Sent: Thursday, April 28, 2011 9:23 PM
To: Geert Dhondt; Joan Hoffman; Catherine Mulder; David Shapiro; Jay Hamilton; Allison Pease; Mathieu Dufour
Subject: RE: PE of Gender course proposal

Dear Catherine

Thanks for your message and apols for the slight delay in responding. But at least I have (more) good news for you. To wit, I’m writing to confirm that your course is a good fit for the ICJ major and that I agree to including it Part IV, Category A of the major. Grateful if you could note this in part 18(b) of the new course proposal form and attach this email pursuant to part 18(c).

Thanks for your work on this and best regards

Peter Romaniuk
Coordinator, International Criminal Justice Major
Associate Professor, Department of Political Science
John Jay College of Criminal Justice, CUNY
tel 212-237 8189
e-mail promaniuk@jjay.cuny.edu

Subject: Re: PE of Gender course proposal
Date: Wed, 27 Apr 2011 09:09:06 -0400
From: Allison Pease <apease@nyc.rr.com>
To: Catherine Mulder <cmulder@jjay.cuny.edu>, Geert Dhondt <gdhondt@jjay.cuny.edu>, Peter Romaniuk <promaniuk@jjay.cuny.edu>, David Shapiro <dshapiro@jjay.cuny.edu>, Jay Hamilton <jhamilton@jjay.cuny.edu>, Allison Pease <apease@jjay.cuny.edu>, Mathieu Dufour <mdufour@jjay.cuny.edu>

Cathy,
John Steinbeck said that "Unless a reviewer has the courage to give you unqualified praise... Ignore the bastard." In that spirit I declare: I love this course! The Gender Studies Governance Committee has approved it. Thanks for your hard work on it.

Best,
Allison Pease
619 West 54th Street, 713
New York, NY 10019
(212) 237-8565

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
COURSE DESCRIPTION: This course analyzes the impact gender has on the domestic and global economies. Various theoretical economic perspectives will be used to ascertain how a person’s gender affects and is affected by the production and consumption behaviors of economic agents. Specifically, particular analysis regarding gender issues both in the workplace/market as well as in productive activities outside “the market” will be investigated. Economic policies, including budgeting, equal rights, and discrimination laws and their effects based on an individual’s gender, both beneficial and detrimental, will be analyzed and discussed throughout the class. The course includes instruction on the economic consequences of issues such as the feminization of poverty, wage inequality, the sexual division of labor, sexual harassment, and sex trafficking. It explores how the factor of gender interacts with other factors, including race, class, age, and disabilities and their effects on personal, structural, environmental, institutional economic positions and how these roles are reproduced in pop culture via the entertainment industry.

The goals of this course are: for the student to gain a greater understanding of how race, class and gender affect economic decision making; for the student to be able to explain the term gender analysis and discuss its relevance for understanding economic relationships; for the student to appreciate the various views and policy recommendations of different economists on topics like the feminization of poverty, wage inequality and the sexual division of labor; and for the student to produce and present a research project that is both based on empirical evidence and theoretical foundations discussed in class. This project will give the student invaluable experience in and out of academia.

COURSE PREREQUISITES:
Introduction to Macroeconomics ECO 101, English 102/201

REQUIRED TEXTS:
4. Selected readings posted on BB.

KNOWLEDGE OBJECTIVES:
Upon completion of this course student will be able to:
1. Understand the various economic theoretical perspectives as they omit or analyze issues of Political Economy of Gender
2. Identify and discuss how one’s gender affect both production and consumption behaviors of economic agents.
3. Discuss and analyze how gender issues evolve in the workplace and what can be done about it.
4. Identify productive activities that happen outside “the market.”
5. Explain the term “gender analysis” and discuss its relevance for understanding economic relationships.
6. Discuss how economic policies, including budgeting, affect people positively or adversely depending on their gender.
7. Understand topics such as the feminization of poverty, wage inequality, and the sexual division of labor and their economic consequences.
8. Understand how factors including not only gender, but also race, class, culture, religion, ethnicity, sexual identity, age, and disabilities affect personal economic positions.

**PERFORMANCE OBJECTIVES:**
Upon completion of this course students will be able to:
1. Discern in their every day lives and at the level of society the economic consequences and/or privileges of their own gender.
2. Retrieve information from economic data bases and sources that are available to them to verify the veracity of often exaggerated or incorrect information produced by the media, and produce some graphs and tables to effectively counter erroneous claims.
3. Analyze and articulate verbally and via short written briefs possible policy recommendations that might reverse negative economic outcomes associated with gender.
4. Measure and demonstrate the economic consequences to women who have children, whether they work for wages in the labor market or not, through the use of economic statistics and interview presentations.
5. Demonstrate and articulate the sexual division of labor, both in the household and in the market, notably via accounting exercises, whereby hours spent by individuals on different tasks is calculated.
6. See how they (the students) can make a difference, if only on a personal level, but hopefully at their workplaces, in their classrooms, and in their daily lives, demonstrate that understanding via group discussions.

**COURSE REQUIREMENTS:**

**EXAMS:** There will be two (2) midterm exams. The exams will be based on the readings and class discussions; they will consist of short answers and essays.

**NO MAKE-UPS WILL BE GIVEN FOR UNEXCUSED, MISSED EXAMS.**

**PERSONAL ANALYSIS:** There will be two (2) required “reflection papers.” Students will analyze their own gender and racial/ethnic identities in 3 or 4 pages. You are to discuss how your gender and race has impacted your life and the choices you have made, economic or otherwise. The first part of the analysis should be a short biological sketch of your life. In the second part you should analyze your biography by integrating personal experiences with the course concepts. Be sure to incorporate class discussion, terminology, readings, or data. The first PA is due on in the 3rd week of classes and the second one is due in week 12. Papers should be typed and double-spaced. Please use Times 12 font with 1” margins.

**RESEARCH PROJECT:** Each student will interview two women of his/her choice regarding the interviewee’s role in the economy. The students shall ask each subject questions regarding both market and non-market production and consumption decisions she makes, has made, or will probably make. Particular attention shall be given to the differences the subject believes she has experienced vis-à-vis her male counterparts. The goal of the project is to give the students a participatory, “hands on” understanding of the many vital roles women play in the US economy. Students will be required to present their results to the class. Also required is an 8-10 page research paper that includes both theoretical aspects of the Economics of Race, Class and Gender,
and the empirical results of the project. The project is divided into 3 stages with respective due dates:

**Stage 1:** Choice of subjects and list of questions. Due: Week 4.

**Stage 2:** In-class presentation of empirical results and any interesting aspects of the interviews. Presentation dates will be assigned by lottery. They will be held during scheduled class times in the 10th and 11th week.

**Stage 3:** Research Paper. The paper is Due on the scheduled Final Exam date.

**CLASS PREPARATION AND PARTICIPATION:** Students must complete all of the assigned readings PRIOR to the class in which they are scheduled. All students must be prepared to discuss the readings each week. All students are expected to actively participate in this class. This includes, but is not limited to: leading discussions on the various readings; asking relevant questions; reading all assigned material before coming to class; and attending all classes. To facilitate discussion, each student is required to come to class with an interesting observation and/or question(s) about the readings. All observations/questions are to be uploaded under the assignment tab in BlackBoard. One paragraph is all that is required. There will be no observations due the weeks of exams, presentations, and when the reflection papers are due. There will be a total of 8 observations. **LATE OBSERVATIONS WILL ONLY BE ACCEPTED WITH PRIOR APPROVAL.** The lowest observation grade will be dropped.

**ATTENDANCE:** Attendance is extremely important for this course; therefore, it will be taken at every class. To receive full credit for attendance, you must be at every class. If you miss three or four, the most you will earn is 3.5% or 2% of the attendance grade respectively. If you miss 6 or more classes, you will fail the class. Each two times you are late for class, will be counted as 1 missed class. Being late is defined by entering the class after the roll is taken. The official record is my class log. If you miss an assignment, you will receive no credit for it. **MAKE-UPS FOR MISSED WORK WILL ONLY BE GIVEN WITH PRIOR APPROVAL.**

**ASSESSMENT**

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<th>Component</th>
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<tr>
<td>Exam 1</td>
<td>15%</td>
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<td>Exam 2</td>
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<td>Personal Analysis #1</td>
<td>5%</td>
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<td>Personal Analysis #2</td>
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## Agenda

**Political Economy of Gender**

**ECO 3??**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading/Discussion</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Introductions/Term-long</td>
<td>Syllabus Review and Requirements, Discussion of gender roles regarding both market and non-market work.</td>
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<td></td>
<td>Research project</td>
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<tr>
<td>Day 2&amp;3</td>
<td>Gender &amp; The Economy</td>
<td>LE: Chapter 1&lt;br&gt;PR: Women Losing Ground&lt;br&gt;BB: Folbre: Socialism, Scientific and Feminist&lt;br&gt;BB: Pujol: Into the Margin&lt;br&gt;PR: Night to His Day</td>
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<tr>
<td>Day 4 &amp; 5</td>
<td>Family Matters</td>
<td>LE: Chapter 2&lt;br&gt;GW: Maid to Order&lt;br&gt;GW: Just Another Job? The Commodification of Domestic Workers&lt;br&gt;BB: Is a Wife an Endangered Species?</td>
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<tr>
<td>Day 6 &amp; 7</td>
<td>Love’s Labors</td>
<td>LE: Chapter 3&lt;br&gt;BB: The Economic Risks of Being a Housewife&lt;br&gt;Reflection Paper Due. (Day 6)&lt;br&gt;GW: The Nanny Dilemma&lt;br&gt;BB: The Nanny Chain&lt;br&gt;BB: The Invisible Heart</td>
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<tr>
<td>Day 8</td>
<td>First Midterm Exam</td>
<td>BB: The art of interviewing. Getting ready for the research project and what should and should not be asked. TBA</td>
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<tr>
<td>Day 9</td>
<td>Dr. Brett Stoudt, Professor of Psychology and Gender Studies at John Jay College.</td>
<td>BB: The art of interviewing. Getting ready for the research project and what should and should not be asked. TBA</td>
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<tr>
<td>Day 10</td>
<td>Gender, Work, and National Policies</td>
<td>LE: Chapter 4&lt;br&gt;GW: Filipina Workers in Hong Kong Homes: Household Rules and Relations.&lt;br&gt;PR: The Equal Rights Amendment (Defeated)&lt;br&gt;PR: Feminism: A Transformation Politic</td>
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<tr>
<td>Day 11</td>
<td>Discussion of Interview Questions</td>
<td>Interview Questions Due</td>
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<tr>
<td>Day 12 &amp;13</td>
<td>Feminization of Poverty</td>
<td>LE: Chapter 5&lt;br&gt;BB: Bergmann: &quot;A Budget-Based</td>
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<tr>
<td>Day</td>
<td>Topic</td>
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| Day 14 & 15 | Working Poor                                                         | GW: “Maid to Order”  
GW: “Just Another Job”  
GW: “America’s Dirty Work”  
GW: Maid to Order  
GW: Just Another Job? The Commodification of Domestic Workers |
| Day 16 |                                                                 | Exam 2                                                                     |
| Day 17 & 18 | Globalization is a Feminist Issue                                   | LE: Chapter 6  
GW: “Global Cities and Survival Circuits”  
GW: “Migration Trends” |
| Day 19 & 20 | Dickens Redux: Globalization and the Informal Economy               | LE: Chapter 7  
GW: “Selling Sex for Visas”  
GW: “Breadwinner No More”  
GW: “Because She looks like a Child” |
| Day 21, 22, 23 | Presentations                                                          |                                                                            |
| Day 24 & 25 | Sexual Orientation                                                   | PR: "Homophobia as a Weapon of Sexism"  
PR: "Homophobia Often Found in Schools"  
PR: "Doctor Refuses to Treat Lesbian"  
PR: "Lesbians and Mps Banned from St. Patrick’s Parade"  
PR: "Confronting Anti-Gay Violence."  
PR: "Confronting Obstacles to Lesbian and Gay Equality" |
| Day 26 & 27 | The Liberated Economy                                                | LE: Chapter 8  
PR: “Gender Bias on Wall Street”  
PR: "Home Depot Pays $87.5 Million for Not Promoting More Women"  
PR: "Age, Race, Class, and Sex: Women Redefining Difference."  
PR: "A Push from the Top Shatters a Glass Ceiling" |
| Day 28 | Wrap up, review                                                      | PR: "A New Vision of Masculinity" |
| Day 29 | Final Exam                                                           |                                                                            |
FRIENDLY EXPECTATIONS

➢ Students are expected to have read and view all the required assignments PRIOR to class; this includes texts, films as well as newspapers and any additional readings handed out in class. Footnotes typically have helpful information in them, so please read them.

➢ Class participation is strongly encouraged and may help to raise your grade.

➢ Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.

➢ Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class. Students must refrain from using computers in class unless there is a specific exercise that is assigned. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom.

➢ If you should have a bona fide learning disability, please get me the paperwork as soon as possible.

➢ Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Undergraduate Bulletin. If caught cheating or plagiarizing on any assignment, quiz or test, you will fail that particular assignment. If there is a second violation, you will fail the course.

➢ Students are expected to come prepared for any test, and/or assignment. There will be NO MAKE-UPS FOR MISSED TESTS AND/OR ASSIGNMENTS unless approved by me.

➢ Any homework assignments should be typed.

➢ Students are expected to come to my office and to seek my help or that of classmates if they do not understand the material. See me immediately if you believe you are falling behind. Either I will help you or I will refer you to someone who can.

➢ Email is the best way to get in touch with me. My email address is: cmulder@jjay.cuny.edu. Please let me know if you are having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

➢ Please be respectful of other people’s opinions. This class will address some “sensitive” topics and there is bound to be a variety of ideological slants with regard to them and that’s great!! However, while we do not have to agree with each other, let’s use this as a time to have an intellectual discussion/debate.

➢ Good Luck and let’s have a wonderful semester.
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Psychology
   b. Date submitted to Office of Undergraduate Studies:
   c. Name and contact information of proposer(s): Angela Crossman Ph.D.

   Email address(es): acrossman@jjay.cuny.edu
   Phone number(s): 212-237-8653

2. a. Title of the course: Seminar in Forensic Psychology
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Seminar Foren Psych

3. a. Level of this course:

   _____100 Level  _____200 Level  _____300 Level  ____x__400 Level

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

   This is conceptualized as a capstone course where students will apply knowledge that they have acquired throughout their undergraduate experience. There will be a heavy emphasis on in-depth reading, discussion, library research, integrative writing and critical thinking, as students examine primary source materials on a focused topic or set of topics within social/experimental forensic psychology. Throughout the course students will reflect on relevant cultural and ethical issues, and will be required to demonstrate their ability to weigh evidence and their tolerance for ambiguity in their exposition of the topic.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____PSY__________

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 provide students with the opportunity to undertake an in-depth course of study in a topical area of social/experimental forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization. As a capstone experience, students will be expected to integrate the skills, concepts, methods and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 102/201, PSY 370, PSY 311, senior standing

6. **Number of:**
   a. Class hours  __3.0__
   b. Lab hours  __na__
   c. Credits  __3.0__

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

This course evolved out of the Psychology Department’s current efforts to redesign the undergraduate psychology major in order to bring the curriculum more in line with current national standards. This course is designed to serve as a capstone experience for those students who are interested in perusing careers or graduate training in areas social/experimental forensic psychology.

The course will provide students with the opportunity to undertake an in-depth course of study in a topical area of social/experimental forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization (which would have to receive Departmental Curriculum Committee approval) but possible topics include: Neuroscience and the Law; Youth, the Family and Criminal Justice Psychology; Psychology of Juries; and Eyewitness Identification.

All senior seminar courses will provide students with the opportunity to integrate the skills, concepts, methods and theories learned over the course of their educational experience within the Psychology major, into a meaningful culminating experience. Consequently, there will be a heavy emphasis on in-depth reading, discussion, library research, integrative writing and critical thinking, as students examine primary source materials on a focused topic or set of topics within social/experimental forensic psychology. Throughout the course students will reflect on relevant cultural and ethical issues, and will be required to demonstrate their ability to weigh

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evidence and their tolerance for ambiguity in their exposition of the topic. Reading assignments may include contemporary evidence-based research articles, theoretical articles, integrative or meta-analytical reviews of research on a topic, and/or positions papers (e.g. as put forward by the American Psychology-Law Society). The course will culminate in a final research paper, which may be a critical review of knowledge in a given area, or a research proposal informed by a competent review of prior research and theory on a specific topic.

9. **Course learning outcomes:**

   a. **Knowledge outcomes:**
   (What do you expect students to know after taking this course?)

   This course will require students to synthesize knowledge that they have acquired throughout their studies and apply it to an area of social/experimental forensic psychology. Although content knowledge objectives will vary according to the subject area covered in a specific forensic psychology seminar course, in general, after the completion of course, students will be expected to:

   - Demonstrate in-depth knowledge of evidence-based studies relevant to the current core content of the specific social/experimental forensic psychology topic course
   - Use psychological theories to explain the phenomena relevant to the specific social/experimental forensic psychology topic course
   - Demonstrate knowledge of ethical issues and concerns relating to the specific social/experimental forensic psychology topic course
   - Demonstrate knowledge of how sociocultural and international contexts may influence individual differences in the psychological phenomena studied within the specific social/experimental forensic psychology topic course.

   b. **Performance outcomes:**
   (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

   By the end of this course, students should be able to:

   - Demonstrate their ability to critically evaluate information presented in class and in readings through classroom discussion and electronic classroom forums (e.g., discussion board in blackboard) and in written format.
   - Demonstrate the ability to write a detailed and integrated research paper on an area in social/experimental forensic psychology using primary sources.
   - Demonstrate their ability to weigh evidence and their tolerance for ambiguity within the specific research topic
   - Demonstrate the ability to interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives
   - Demonstrate the ability to integrate knowledge acquired from different psychology courses during their undergraduate education in Forensic Psychology, in a cogent manner.

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c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students will be expected to:

- Identify and critically evaluate appropriate Internet databases and sources for relevant information and incorporate this information into a written exposition in APA format, contrasting and comparing information using primary sources.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to:

- Formulate a researchable topic for a term paper that can be supported by appropriate database search strategies through discussion with instructors and peers.
- Explore appropriate general information sources such as textbooks, and Psychology research-based internet databases to increase familiarity with topic using well-defined key terms.
- In general, they will be directed to the John Jay Library databases, especially PSYCINFO, and PUBMED as starting points.
- References books would include: The APA Style Manual and the Handbook of Forensic Psychology

iii. How & where in the class calendar will students be taught in class how to use these information tools?

Although students should be familiar with the concepts by the time they reach this capstone course, time during a class period will be devoted to research instruction (around the 4th week of class). This will include directions on how to use PsycINFO and Pubmed and the APA style guide, and guidelines as to how to avoid plagiarism when writing. Further instruction will occur on an individual basis when feedback is given at the various stages of the writing process.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The objective of the psychology major is to provide a curriculum grounded in the core areas of psychology that highlights the importance of empirical approaches to the study of human behavior. The major is also designed to give the students a specialization in forensic psychology. These learning objectives enable the student to synthesize the core material they have learned in the studies and apply it to an area of social/experimental forensic psychology. Further, the presentation of the
social/experimental topic will be grounded in empirical research and students will be required to critically analyze research as part of the course requirements.

**e. Assessment:**
How will students demonstrate that they have achieved these course outcomes?

A variety of assessments will typically be used to ascertain whether students have achieved these course objectives. The course instructor in collaboration with the Psychology department curriculum committee will develop grading rubrics for each assessment to test whether the outcomes listed above are being achieved.

1. **Participation** in class discussions and **written responses to in-class questions** will specifically be used to assess:
   - the ability to critically evaluate, examine and summarize concepts presented in class and in readings, both verbally and in written format.
   - the ability to weigh evidence and tolerance for ambiguity within the specific research topic
   - the ability to interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives

2. **Reviews of scholarly materials** relating to social/experimental forensic psychology will assess:
   - The ability to critically evaluate, examine and summarize concepts presented in readings, in written format.
   - The ability to weigh evidence and their tolerance for ambiguity within the specific research topic
   - Basic knowledge objectives

3) **Final exam** will assess:
   - Basic knowledge objectives (for those faculty members opting to offer an exam)

4) **Research Paper**
   - Basic knowledge objectives
   - Identify and critically evaluate appropriate Internet databases and sources for relevant information and incorporate this information into a written exposition in APA format, contrasting and comparing information using primary sources.
   - The ability to weigh evidence and their tolerance for ambiguity within the specific research topic
   - The ability to integrate knowledge acquired from different psychology courses during their undergraduate education in Forensic Psychology, in a cogent manner.

10. **Recommended writing assignments**
    Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)
The course will require a minimum of a 10 page APA style research paper. However, longer papers and/or additional writing assignments will be required depending upon the topic in social/experimental forensic psychology being presented.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

   ____No

   ___X__Yes. If yes, please give some examples.

It will depend on the topic

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

   ____No

   ___X__Yes. If yes, please name them.

The APA Style Manual and the Handbook of Forensic Psychology

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

   None

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

   ____No

   ___X__Yes. If yes, please name them. Psyc Info

   Name of library faculty member consulted: Ellen Sexton

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

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of Department curriculum committee approval: 05/05/2010

15. Course offerings

a. When will this course be taught?

Every semester, starting ____Fall 2012______

One semester each year, starting ____________

One semester every two years, starting ____________

b. How many sections of this course will be offered? __1__

c. Who will be assigned to teach this course? Faculty who specialize in social/experimental forensic psychology – it will rotate on a yearly basis

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

__X__ No
____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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

___x__Not applicable
___No
___Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

___X__No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Dr. T. Kucharski

Date of approval: 9/13/11

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

___No

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

Psychology Major – Part IV. Capstone Requirements

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. NA
ADVANCED SEMINAR IN FORENSIC PSYCHOLOGY: YOUTH, THE FAMILY & CRIMINAL JUSTICE
SAMPLE SYLLABUS - PSYCHOLOGY 4XX

Instructor Information

Instructor: Angela M. Crossman, Ph.D.
Office: 2444N
Phone: 212-237-8653
E-mail: acrossman@jjay.cuny.edu
Office Hours: Tues, 4:15-6:15

Class Meetings

Tues/Thurs at 8-9:15am
Location: TBA

Course Description

This course examines selected topics related to the interactions among parents, children and adolescents, and the legal system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intrafamilial violence, victimization of children and adolescents and the role of the legal system in the lives of youths and their families. The psychological research that will be discussed extends across broad areas in psychology, including developmental, clinical, and social psychology.

Learning Outcomes

By the end of this course students will be expected to show evidence of critical and integrative thinking in the three different areas shown below:

Knowledge Objectives:

• Demonstrate in-depth knowledge of evidence-based studies and research methods relevant to the study of families and the legal system
• Use psychological theories to explain the phenomena relevant to the study of families and the legal system
• Demonstrate knowledge of ethical issues and concerns relating to the study of families and the legal system
• Demonstrate knowledge of how sociocultural contexts may influence individual differences in the psychological phenomena relevant to the study of families and the legal system

Performance and Information Literacy Objectives:
• Demonstrate the ability to identify and critically evaluate appropriate Internet databases and sources for relevant information and incorporate this information into a research proposal in APA format, contrasting and comparing information using primary sources.
• Demonstrate the ability to weigh evidence and tolerate ambiguity within the extant literature pertaining to the study of families and the legal system
• Demonstrate the ability to interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives
• Demonstrate the ability to integrate knowledge acquired from different psychology courses during their undergraduate education in Forensic Psychology, in a cogent manner

Course Pre-requisites

ENG 102/201, PSY 370, PSY 311, senior standing

Readings

In this seminar, we will read a number of articles and chapters related to youth and families in the legal system. The readings consist of empirical reports and reviews, law review articles, theoretical articles, amicus briefs, commentaries, and book chapters.

Some readings are from the following books:

Evaluation and Grading

Your grade in this course will be based upon participation and discussion notes, an oral presentation, and a written literature review or research proposal paper. There are no examinations in this course.

Grades will be assigned as follows:

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Class Participation (25%) and Discussion Notes (35% of grade)

Seminar classes focus on self-directed learning and learning through discussion. Thus, you are expected to attend and meaningfully participate in all class meetings. In order to do this, it is clearly essential that you have read and thought about all of the assigned reading prior to class. You obviously will lead all discussions.

Attendance Policy

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
Regular attendance and active participation is essential for all classes. *Written documentation of medical or work emergencies may be required.* Unexcused absences will be reflected in your final grade. Please be on time as late arrival to class is very disruptive.

**Discussion Notes** – for EVERY CLASS MEETING, provide the following:

1. **Summary**: Briefly summarize (approximately 1-2 paragraphs per article) what you learned about EACH of the assigned articles. This should focus only on the major ideas. Also, please mention if there are any parts of the article that you had difficulty understanding.
2. **Discussion Questions**: Write 2-3 thoughtful discussion questions about the articles. These should not be simply things you did not understand about the article.
3. **Relation of Articles to Your Own Interests**: Discuss how the material you read relates to your own interests or ideas.

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**Review Paper or Research Proposal Paper (40% of grade)**

You are required to write a review article, in which you review psychological research on a topic related to adolescents in the legal system, or a research proposal for a study they may actually conduct in the future. Papers should be approximately 15-25 pages of text, APA format must be used. To ensure that topics are suitable and papers are of high quality, each student is required to submit a 1-2 paragraph proposal and rough draft(s).

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**Policies and Procedures**

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

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

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

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

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

**Late Assignments**:  
Late papers will not be accepted unless you have documented evidence of an emergency.

**Cellular Telephones**:  
Please note that cell phones and text messaging/web browsing will not be tolerated in the classroom. Please turn your cell phones off when you enter the classroom. If you are expecting an urgent call – leave your cell phones on vibrate and leave prior to answering the call. Any student talking on their cell phone will be asked to leave the classroom immediately.
Students with Disabilities:

If you are visually, hearing, or physically impaired, have a learning disability, and/or have a communication disorder that may affect your performance in this class, please schedule an appointment with the professor as soon as possible so that provisions may be made to better ensure that you will have an equal opportunity to meet the requirements of the class.

The Office of Services for Students with Disabilities offers assistance for individuals who are temporarily or permanently disabled. The phone number is 212-237-8185, or x8031.
COURSE OVERVIEW AND READINGS

Weeks 1 & 2: Overview of Youth, Families & Criminal Justice

No readings

Weeks 3 & 4: REVIEW OF LITERATURE SEARCH TECHNIQUES; Discussion of relations between parents, youths and the state – Supreme Court and rights to parenthood

Chapters in B. L. Bottoms, M. Bull Kovera, & B. D. McAuliff (Eds.), *Children, social science, and the law* (pp. ?). Cambridge, UK: Cambridge University Press.

Weeks 5 & 6: PAPER OUTLINE DUE; Parents’ rights, the best interests of the child, and the state – Discussion of termination of parental rights

Michael G. v. Gerald B. (and other cases)

Week 7: Adolescents in the Legal System

In Re Gault, 387 U.S. 1 (1967)
In Re Winship, 397 U.S. 358 (1970)

Week 8: Legal Capacities Related to Police Interrogation and Adjudication & Culpability


**Week 9: FIRST DRAFT OF PAPER DUE; Antisocial Behavior, Violence (development) & Psychopathy**

Perinatal and prenatal factors, chapter

**Week 10: Sentencing and Dispositions (Death Penalty Cases)**


**Week 11: Race and Ethnicity in Juvenile Justice Settings; Mental Health in Juvenile Justice Settings**


**Week 12: Medical and Psychiatric Treatment**

Week 13: OPTIONAL SECOND DRAFT OF PAPER DUE; Reproductive Decisions


Week 14: Custody and Adoption


Week 15: FINAL PAPER DUE; Maltreatment & Child Witnesses


New Course Proposal

When completed, this proposal should be submitted to the Office of Undergraduate Studies-Room 634T for consideration by the College Curriculum Committee.

1. Department(s) proposing this course: Communication and Theater Arts

2. Title of the course: **DRA1XX Self, Media, and Society**
   
   Abbreviated title (up to 20 characters): Self Media & Society

3. Level of this course:
   
   _X_ 100 Level  ____ 200 Level  ____ 300 Level  ____ 400 Level

4. Course description as it is to appear in the College bulletin:

   (Write in complete sentences except for prerequisites, hours and credits.)

   This course is a study of the media’s impact on all our lives. Over the semester, we will study a variety of electronic media (social media, movies, television, video games, radio, etc.) and examine the ways these media forms shape our knowledge, lives, and entertainment. Students will deepen their media literacy skills, gain insight into how media messages are constructed, and explore the impact of media on different regions and peoples around the world. Today, understanding the role the media plays in all our lives is essential to our participation in social and political life, the advancement of justice, as well as being a requirement in many workplaces. In this class, students will master a variety of media literacy approaches and engage in individual and group research assignments.

5. Has this course been taught on an experimental basis?
   
   _X_ Yes: Semester(s) and year(s): Fall 2011, First Year Seminar
   
   Teacher(s): Prof. Lyell Davies
   
   Enrollment(s): 22
   
   Prerequisites(s): none

6. Prerequisites: none

7. Number of:  class hours__3_  lab hours____  credits__3_

8. Brief rationale for the course:

   In *Rhetoric*, Aristotle argues that speech communication is a discipline that impacts all other disciplines, including politics, science, medicine, justice and the law. Today, the same argument can be made of electronic media communication. As traditional and new media forms converge, the electronic media is dramatically impacting a diversity of social discourses and disciplines,
including criminal justice, race and gender, social and cultural life, global relations, privacy, citizenship and political life, library science, communication and human rights, etc.

Digital native students are immersed in a host of these aspects of digital media communication, but commonly have little by way of a framework through which to understand or theorize how these media forms (including heritage media forms such as TV and radio, as well as digital media, social media, video games, Internet 2.0, etc.) are impacting their lives. This introductory 100-level course is designed to instigate and deepen student analysis of the media. It will provide students with both an introduction to the study of the media and its history, while also providing them with media literacy skills, terminology, and methodologies that will allow them to become critical media literate media-consumers and media-producers.

9a. Knowledge and performance objectives of this course: 
(What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Knowledge skills:

1) Students will learn about the role the electronic media has played in shaping society, including its role in the emergence of the modern nation state, mass culture, modern “subjectivities”, the “information society”, and transnational and global culture.
2) Students will develop a basic understanding of the historical evolution of the electronic mass media from the introduction of the telegraph in the mid-1800s, to the present.
3) Students will explore the forces shaping the development of the electronic mass media, including commerce, new technologies, and the role of government media regulation and policy-making.
4) Students will deepen their understanding of the present day communication forms that impact their own lives, including the impact of social networking, the Internet, iPod-culture, YouTube, and so on.

Conceptual skills:

1) Students will deepen their media literacy skills, thereby facilitating a better exploration of the varied cultural, political, technical, and economic forces, that shape the electronic media communication and its operation.
2) Through a the close reading of electronic media content (including the formal properties, visual and kinetic elements and other textual content) students will develop the analytic and reasoning skills needed to launch a rich theoretical analysis of media messages.
3) Through a deepening of their media literacy skills, students will enhance their ability to make intelligent use of varied electronic media forms.

Applied skills:

1) Students will deepen their ability to ‘read’ the content of electronic media messages, including the textual and visual content of broadcast news, film, advertising, Internet-based communication forms.
2) Through targeted research activities, students will deepen their information literacy skills and deepen their communication skill as they present the findings of their research in oral, written, and digital media forms.
3) Students will develop the vocabulary and terminology needed for an appreciation of varied media forms and for potential employment in electronic media industries.
4) Students will develop the organizational, editorial, and technical skills needed to launch their own small-scale media communication project (a class blog, etc.).

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
9b. Indicate learning objectives of this course related to information literacy.

The information literate student determines the nature and extent of the information needed, accesses information effectively, efficiently, and appropriately, and evaluates information and its sources critically. The student uses information effectively to accomplish a specific purpose, ethically and legally. (e.g., students demonstrate critical interpretation of required readings; and/or effective searching of appropriate discipline specific bibliographic databases; and/or primary data gathering by observation and experimentation; and/or finding and evaluating Internet resources. For many more examples of classroom performance indicators and outcomes see the ACRL standards for higher education at http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm).

For questions on information literacy see the library’s curriculum committee representative.

Information literacy will be enhanced in the following ways

1. Students will deepen their and their media literacy and information literacy skills in relation to:
   - How media transmitted information is shaped and designed by its producers to persuade audiences or viewers.
   - Through the in-depth examination of various media forms students will explore the complexity of media messages, and how media messages can transmit a variety of contradictory messages simultaneously and can be received and interpreted in divergent ways by audiences.
   - Students will explore the role of aesthetics in media communication and the relationship between visual design and the perceived credibility of information.

2. In their research and writing assignments, students will link their own experience of the media with contemporary media studies theories. Students will be required to examine:
   - The credibility of information available to them within various media forums (i.e. blogs, user generated content, Internet news sources, television news, etc.).
   - The impact and the credibility of information provided to them by fantasy and imagination centered media forms (i.e. video games, TV shows): students will explore the impact of a variety of entertainment-based information on the formation of socio-political life and culture.

10. Recommended writing assignments:
   (Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College’s requirements for writing across the curriculum.)

   Over the semester, students will complete in two interlinked research assignments:

   1) Student blog: Students will create and maintain an online blog on which they will provide six written responses to class readings and the media topics addressed in class (400+ words each). In their blog entries, students will: respond to a week’s reading materials, lectures, or classroom discussion; link the themes discussed with aspects of their own media use; provide additional research on themes that were not fully explored during class time; provide anecdotal examples that relate to the themes of the class; etc. In addition, students will complete four structured blog questionnaires on their experiences as college freshmen (400+ words each). Blogs will be evaluated every second week to monitor student progress.
2) Final research assignment: The final research assignment will springboard off the student blog entries from the semester. In consultation with the instructor, students will develop a short list of questions that have not been answered by the class readings or in class discussion. Students will then use research skills developed over the semester to answer these questions. Findings will be presented orally in scheduled presentations and posted to student blogs. Students will meet with the instructor during the instructor’s office hours to discuss their assignment questions.

The final research assignment will be 800+ words in length; research projects that include other media forms (photos, video, etc.) must exhibit a similar amount of work/content and illustrate student’s literacy ability in visual or other media forms. APA referencing required for all writing exercises.

11. Will this course be part of any major(s) or program(s)?
   ___X__No
   ___Yes. Major or program:
   What part of the major? (Prerequisite, core, skills, etc.)

12. Is this course related to other specific courses?
   ___No
   ___X_Yes. Indicate which course (s) and what the relationship will be (e.g., prerequisite, sequel, etc.).

This course will serve as a gateway course for students seeking to enter the Speech and Media minor offered by CTA. In this capacity, it will serve as a primer for SPE240 Contemporary Media in Everyday Life, DRA261 Video Production Basics, SPE213 The Impact of the Mass Media on the Administration of Justice, and other media course offerings by CTA. Themes presented in this course also provide a theoretical counterpart to digital media production offerings presently offered by Art and Music and English’s journalism minor.

This course is being designed with an eye to fulfilling key requirements within John Jay’s new Gen-Ed requirements. It will address “reasoning and communication,” student’s essential knowledge of “self, culture and society,” as well as themes linked to the proposed “justice core” goal of fostering information literacy, civic engagement, and responsible citizenship.

13. Please meet with a member of the library faculty before answering question 13. The faculty member consulted should sign below. (Contact the library’s curriculum committee representative to identify which library faculty member to meet with).

Identify and assess the adequacy of the following types of library resources to support this course: databases, books, periodicals. Attach a list of available resources.

The library has good online resources to support this course: for instance, “Communication and Mass Media Complete” provides access to 100 media and communication journals and handbooks and “Newslink” provides links to online newspapers, magazines, and media (TV/radio) sites. In addition: excellent media related materials are available through the CUNY+ network, and Hunter College, Queens College, and other CUNY colleges have extensive media-related holdings. As a course exploring contemporary media, important content and research materials are directly available online. For example, The Pew Center’s Internet and American
Life Project offers extensive online resources exploring the use of digital technologies in contemporary American life.

Attach a list of recommended resources that would further support this course. Both lists should be in a standard, recognized bibliographic format, preferably APA format.

Attached

Signature of library faculty member consulted: ___ Prof. Kathleen Collins ___

14. Are the current resources (e.g. computer labs, facilities, equipment) adequate to support this course? ___ X ___ Yes
   ____ No

If not, what resources will be necessary? With whom have these resource needs been discussed?

15. Syllabus:

   Attach a sample syllabus for this course. It should be based on the College’s model syllabus. The sample syllabus must include a week by week or class by class listing of topics, readings, other assignments, tests, papers due, or other scheduled parts of the course. It must also include proposed texts. It should indicate how much various assignments or tests will count towards final grades. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

16. This section is to be completed by the chair(s) of the department(s) proposing the course.

   Name(s) of the Chairperson(s): Seth Baumrin

   Has this proposal been approved at a meeting of the department curriculum committee? ___ No ___ X_ Yes: Meeting date: April 14, 2011

   When will this course be taught?
   Every semester, starting _______ Fall 2012 _______
   One semester each year, starting ________________
   Once every two years, starting _________________

   How many sections of this course will be offered? ____1 initially, increasing over 3-years____

   Who will be assigned to teach this course?
   Prof. Lyell Davies
   Prof. Lorraine Moller
   Prof. Maria Rodriguez
   Prof. Dara Byrne
Is this proposed course similar to or related to any course or major offered by any other department (s)?

__X__ No

___Yes. What course (s) or major (s) is this course similar or related to?

Did you consult with department (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.

1) We have consulted with Kate Szur of the First Year Experience: this course will be offered experimentally in Fall 2011 as part of FYE.
2) We are consulting with library staff to explore how to most effectively link this course with the information-literacy skills students need in the age of Internet 2.0 (now Internet 3.0?).
3) We have consulted with Prof. Cyriaco Lopes of Art and Music to discuss developing and offering media courses that can serve as a media literacy/theory/history-based companion to that department’s digital media production classes.

Will any course be withdrawn if this course is approved?

__X__ No

___Yes, namely:

Signature (s) of chair of Department (s) proposing this course: Professor Seth Baumrin

Date: April 20, 2011
DRA199 Self, Media, and Society
Fall 2011

GENERAL INFORMATION

Instructor: Prof. Lyell Davies
Office: RM336-4, T-Building, Dept. Communication and Theater Arts (CTA)
Email: ldavies@jjay.cuny.edu
Office hours: Tuesday/Thursday, 11am-12 noon, and Friday, 1:30pm-2:30pm, or by appointment.

Course meets: Tuesday/Thursday
Time: 12:15-1:30pm
Classroom: NB 1.129
Course blog address: http://dra199.wordpress.com/

Course title: DRA199.01
Course code: 2938
Section: FYS17
Credits: 3 hours, 3 credits
Abbreviated title in undergraduate bulletin: Self Media & Society

First Year Experience (FYE) contacts:
Nancy Yang, Student Success Coach. nyang@jjay.cuny.edu
Jenny Martinez, Peer Mentor. jenny.martinez@jjay.cuny.edu

COURSE DESCRIPTION

This course is a study of the media’s impact on all our lives. Over the semester, we will study a variety of electronic media (social media, movies, television, video games, radio, etc.) and examine the ways these media forms shape our knowledge, lives, and entertainment. Students will deepen their media literacy skills, gain insight into how media messages are constructed, and explore the impact of media on different regions and peoples around the world. Today, understanding the role the media plays in all our lives is essential to our participation in social and political life, the advancement of justice, as well as being a requirement in many workplaces. In this class, students will master a variety of media literacy approaches and engage in individual and group research assignments.

LEARNING OUTCOMES

1. Course specific knowledge: By the completion of this course students will have a solid understanding of the basic principles of media literacy, including an understanding of how electronic media impacts and shapes our daily lives.
2. Critical thinking: Students will have acquired the analytical tools, language, and terminology of the media studies discipline, so that they are able to clearly examine and discuss aspects of the media.

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
3. Linking academic research, intellectual growth and everyday life: Students will recognize the relevance of an academic discipline to their individual intellectual growth and understand how scholarly research can be applied to their own everyday lives.

4. Communication skills: Through communication activities (including verbal presentations, group discussion, writing exercises, and the maintenance of class and individual blogs) students will have deepened their ability to communicate their ideas and viewpoints with each other and a wider community.

5. Building interpersonal relationships: Students will learn to collaborate with partners, or in groups, to achieve a goal.

6. Using college technology and resources for academic success: Through assignments that require an engagement with electronic information forms, students will have improved information literacy skills. Students will use the College’s social, personal and academic support services and resources.

7. As a First Year Experience course, students will have considered their academic and career goals and have developed a plan to work toward those goals.

POLICY ON ATTENDANCE, ETIQUETTE, AND PARTICIPATION

Attendance: students should arrive punctually at class—and should not leave early except in an emergency and not without talking to the instructor beforehand. Three late arrivals are equal to one full absence; anyone more than half an hour late is considered absent. Four unexplained absences will lead to an automatic grade reduction of 5%. A students missing more than six class without explanation risks failing the course.

Interpersonal Etiquette: in class, students are required to conduct themselves in a way that is respectful of their peers, the instructor, and the learning environment. Speech or actions that are disrespectful or designed to cause hurt or offence will not be tolerated. Private conversations, private cell phone use, and personal texting, are not permitted.

Laptop computers: As a media course using online resources, students may use laptop computers or similar electronic devices in class. However, the use of these devices is limited to a designated seating area at the front of the class and student using these devices must explain to the instructor how their online activities relate to the course. The use of electronic devices may be terminated by the instructor, at any time.

Electronic etiquette: As an extension of our time in class together, we will be conducting discussions through group and individual blogs. The same level of etiquette and politeness that you exhibit in class is required online. In addition, although we are sometimes used to using more casual language online, your electronic postings should be written in standard written English, since they are an extension of an academic environment. Please spell out all words (do not use “text speak” like “u” for “you,” “2” for “too,” etc.). When you are writing online for this class, think about the 3 Ps: parents, professors and prospective employers. You should never write anything on the Internet, even if you think it’s private, that you would not want the 3 Ps to see. All students must have a working John Jay e-mail account: Failure to maintain and check your John Jay email will result in missed assignments or updates.
**Participation:** through class participation students have the opportunity to express their ideas while developing the communication skills needed for every aspect of college and professional life. Class participation is a *required* feature of this class, and is graded (see assessment section for details).

If you bring beverages to class please make sure to remove your empty bottles/cups. **Food is not permitted in class. No exceptions!**

**ASSIGNMENTS**

**Reading assignments:**

Each of the topics addressed in the course will be linked to an assigned reading: all readings are *required* and should be completed before class.


**Your research assignment:**

1) **Create and maintain your own blog.** Early in the semester, you will set up a blog using Wordpress. You may add to your blog at any time, it is yours! There will be six graded blog assignments linked to the study of the media and four graded blog assignments linked to your experiences as freshmen at John Jay (400+ words each).

2) **By mid semester you will choose one theme linked to the course for your in-depth research project.** For your project, you must make an appointment to meet with the instructor to develop a short list of questions that have not been answered by the class readings or in the class discussion. You will then use the research skills you have developed over the semester to answer these questions. Students will be required to “pitch” their research projects to the full class for responses and to bring like-minded projects together for collaboration—*collaborative research projects are encouraged!* The outcome of your research projects will be presented orally in the final weeks of the semester and posted to your blog.

Your in-depth research assignment should be 800+ words in length; research projects that include other media forms (photos, video, etc.) must exhibit a similar amount of work/content and illustrate student’s literacy ability in visual or media forms. APA referencing required for all writing exercises.

**ASSESSMENT & GRADING**

**Blog freshman questionnaires (4)** There will be four required blog questionnaires: (5% x 4 = 20% class grade): here, you will answer a range of questions about themes related to your freshman college experience. Your answers should clearly explain your ideas and thoughts on these themes.
Your media blog (5% x 6 =30% class grade) (see “Research Assignments” section above for details). Over the course of the semester you will have six media writing assignments on your blog. Your blog entries will be assessed on: (a) their relevance to the content of the course; (b) their demonstration that you are following class discussions and keeping up with the course readings; (c) your ability to connect themes from the course with your everyday experiences; (d) your appropriate terms and concepts drawn from the course materials; (e) good organization of the information posted on your blog; (f) your ability to express your ideas and thoughts clearly in writing; (g) good overall maintenance of your blog.

In-class quizzes (5) There will be five in-class quizzes over the semester: questions will be based on the readings, lectures and discussions. The best four quiz grades will go towards your final grade (2.5% x 4 = 10% class grade)

Final research project

- Writing component: (15% class grade) (see “Research Assignments” section above for details). The written component of your final project should be more polished than your blog entries, it should effectively explore and answer the questions you have set out to explore; it should be well written and clearly organized with an introduction, conclusion, and well defined main points.
- Oral presentation: (5% class grade).

Final Exam (10% class grade): questions from the whole semester.

In-Class Participation (10% class grade): Students who make a “sustained high quality contribution” to class discussions will automatically be awarded a bonus 10% towards their final grade. A sustained high quality contribution indicates a student has contributed to all or most classroom discussions or group exercises, has introduced into classroom discussion themes from the assigned readings, and has presented their ideas and asked questions in a way which has enriched the learning environment for all. Students who intermittently/occasionally participate in classroom on a weekly basis will be awarded 5% towards their final grade. Students who do not participate in the classroom will be awarded 0% towards their final grade.

Grade definitions: defined by The City University of New York.

A, A-, B+ Excellent (87-100%)
B, B-, C+ Very Good (71-86%)
C, C-, D+ Satisfactory (57-70%)
D, D- Poor (Passing, but too many “Ds” can lead to dismissal)(40-56%)
F Failure (not erased when course is retaken and passed)(below 40%)
WU Withdraw Unofficially

PLAGIARISM

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. When using Internet based sources for your research there is a temptation to cut-and-paste from others’ work into your own work: this can lead to unintentional
plagiarism and must be avoided! Paraphrasing and summarizing as well as direct quotations require citations to the original source. 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 (and which do not require documentation) and restatement 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 or when to provide referencing documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (from the John Jay College of Criminal Justice Undergraduate Bulletin, pp. 38-39)

NOTE: Assignments that are in whole or in part plagiarized will automatically be awarded a grade of 0% and students will not be able to repeat the assignment.
COURSE SCHEDULE

Tuesday, August 30
Introduction
Course outline and discussion of life in college
Meet your peer mentor!

PART ONE: INTRODUCTION TO MEDIA LITERACY

Thursday, September 1
Our media saturated world

Monday, September 5—LABOR DAY, COLLEGE IS CLOSED

Tuesday, September 6
Media literacy in-class group assignment.

Thursday, September 8
Creating your student blog!

Tuesday, September 13
Flip Camera Workshop
NOTE: Quiz #1

Thursday, September 15
Marking your first year at college a success! Guest presenter: FYE staff.
BLOG QUESTIONNAIRE #1 DUE: Entrance Report: What is Your Plan For College?

PART TWO: MEDIA INDUSTRIES

Tuesday, September 20
Development of the Mass Media Industries
Film screenings: early Edison, Lumiere, and Porter films.

Thursday, September 22
Group in-class assignments: How did the movies become an industry?
Reading: Media Literacy, Chapter 7, “Economic Perspective”, pages 89-114.

Tuesday, September 27
Radio and Television
Reading: Media Literacy, Chapter 8, “Current Status”, pages 115-122.

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
NOTE: Quiz #2

September 28-30—NO CLASSES SCHEDULED

October 4—CLASSES FOLLOW FRIDAY SCHEDULE

Thursday, October 6
Group feedback exercise: evaluating and refining student blogs
Using Library Resources and “Civil Literacy”: guest presenter Prof. Kathleen Collins.
NOTE: Class meets in library classroom.
BLOG QUESTIONNAIRE #2 DUE: Using College Resources.

Tuesday, October 11
Computers and the Internet
Reading: Media Literacy, Chapter 13, “Interactive Media”, pages 211-228.

Thursday, October 13
Class meets in computer lab: be prepared to discuss the content of your blogs!
NOTE: Class meets in library classroom: guest presenter Prof. Jessica Cantiello.

PART THREE: MEDIA CONTENT

Tuesday, October 18
Mass Media Content and Reality
Reading: Media Literacy, Chapter 9, “Mass Media Content and Reality”, pages 125-136.

Thursday, October 20
What is propaganda?
Screening: The Crime of Carelessness.

Tuesday, October 25
Television: its history and social impact
Reading: Media Literacy, Chapter 11, “Entertainment Content”, pages 163-190.
Guest presenter: Prof. Kathleen Collins, author of Watching What We Eat: The Evolution of Cooking Shows.

Thursday, October 27
Film Screening: Hitch (Andy Tennant, 2005, 118 mins)(part 1)

Tuesday, November 1
Film Screening: Hitch (Andy Tennant, 2005, 118 mins)(part 2)

Thursday, November 3
Class presentations: analyzing Hitch.
NOTE: Quiz #3
PART FOUR: EFFECTS

**Tuesday, November 8**  
Listen: *The War of the Worlds*  

**Thursday, November 10**  
Video Games  
NOTE: Class meets in the Writing and Skills Center, Room 438T.

**Tuesday, November 15**  
Class presentations: analyzing Games For Change.  
NOTE: Class meets in the Writing and Skills Center, Room 438T.  
NOTE: Quiz #4

**Thursday, November 17**  
Oral presentation: Student research pitch session: Be prepared to make a 5-min presentation on what aspect of the media you propose to research for your final project.

**Tuesday, November 22 –CLASSES FOLLOW THURSDAY SCHEDULE**  
**BLOG QUESTIONNAIRE #3 DUE:** Studying Video Games, Working With Your Peers!

**November 24-27—COLLEGE CLOSED THANKSGIVING**

PART FIVE: ISSUES

**Tuesday, November 29**  
**Who Controls the Mass Media?**  
NOTE: Quiz #5

**Thursday, December 1**  
**Privacy**  
Reading: *Media Literacy*, Chapter 17, “Privacy With The Media”, pages 285-300. Additional readings on Facebook’s privacy troubles TBA (Internet sources)

PART SIX: PRESENTING STUDENT RESEARCH/CONCLUSIONS

**Tuesday, December 6**  
Oral presentation: Student research projects.  
Be prepared to make a 5-7 minute oral report on your research. You will use your blog to support and illustrate your presentation; you may also use linked PowerPoint, video clips or other visual/audio elements to support your presentation.

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
Thursday, December 8
FYE STUDENT SHOWCASE!

Tuesday, December 13
Oral presentation: Student research projects.
Be prepared to make a 5-7 minute oral report on your research. You will use your blog to support and illustrate your presentation; you may also use linked PowerPoint, video clips or other visual/audio elements to support your presentation.
WRITING ASSIGNMENT DUE: research project in written form due!

Wednesday, December 14—COLLEGE READING DAY
BLOG QUESTIONNAIRE #4 DUE: Exit Report: How Did This Course Relate to Your Life and Goals?

December 15-22—EXAMS

Final exam: time and location TBA.

###
References:

(Titles in bold are currently available in the Lloyd Sealy Library. The titles in plain text have been requested for purchase [on April 4, 2011].)


New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1.  
   a. Department(s) or program(s) proposing this course: Art and Music  
   
   b. Date submitted to Office of Undergraduate Studies: October 6, 2011.  
   
   c. Name and contact information of proposer(s): Benjamin Bierman  
      Email address(es): bbierman@jjay.cuny.edu  
      Phone number(s): 646.557.4822

2.  
   a. Title of the course: Music Technology  
   
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Music Technology

3.  
   a. Level of this course:  
      _____100 Level  _____200 Level  _____300 Level  _____400 Level  
   
      Please provide a brief rationale for why the course is at the level:  

This is a beginning course in music technology that requires basic musicianship and instrumental skills. These skills can be acquired through Art and Music’s 100 level courses, MUS102-Music Skills, MUS120-Piano, and MUS199-Intro to Guitar, as well as MUS202-Song Writing. The instructor may give students with previous musical training permission to register. This course is a prerequisite for a proposed course MUS3xx – Composition Using Technology, a capstone course in the Composition/Theory/Technology concentration of our music minor.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): MUS

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.)  

Through a series of audio projects this course explores the rapidly expanding field of music technology. In these projects students will combine beginning musicianship and compositional skills with digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. All projects will include
basic recording and mixing techniques, as well as multiple methods for manipulating digital audio.

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):

Any ONE of the following: MUS102‐Music Skills, MUS120‐Piano, MUS202‐Songwriting, MUS199‐Intro to Guitar, OR permission of instructor.

ENG 101.

6. Number of:
   a. Class hours _3_
   b. Lab hours _0_
   c. Credits _3_

7. Has this course been taught on an **experimental basis**?
   
   ____ No
   
   ____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s): Fall 2010, Spring 2011, Fall 2011
   b. Teacher(s): Professor Benjamin Bierman
   c. Enrollment(s): 12 each semester (the limit has been 12 due to the number of available workstations)
   d. Prerequisites(s): MUS102‐Music Skills or MUS120‐Piano or permission of instructor. ENG101.

8. **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.)

Music Technology is a 200‐level course that will serve as the introductory course in music technology, providing an opportunity for students with an interest in this popular and increasingly important creative area that employs multimedia and up‐to‐date music technology. Through the application of basic musicianship skills, students will learn to employ digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. Students will also learn basic recording and mixing techniques, as well as methods for manipulating digital audio.

Music Technology provides a basis for the study of music and its digital application and, in combination with a proposed Composition Using Technology course, a path towards digital literacy in music. For those in the Composition/Technology/Theory concentration of the music minor, as well as other beginning music students, this course combines and develops all skills in these three areas. The Department of Art and Music’s music minor creates an opportunity for students to graduate through a series of courses that emphasize historical knowledge, practical skills, an understanding of current music technology, creativity, and self‐expression. All music
courses facilitate an understanding of music from a broad, global perspective and promote an understanding and respect of cultural differences.

Through participation in individual and group projects, students will apply their composition and musicianship skills through the use of music technology and will acquire the tools they need to explore their creativity and to express themselves through the medium of digital audio. Additionally, through digital literacy in music technology and production, students will be able contribute to the John Jay community and the community at large as creative individuals.

9. Course learning objectives:

a. Knowledge objectives:
(What do you expect students to know after taking this course?)
Through a series of audio projects, students will:
- Gain proficiency in digital music technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries
- Learn basic recording and mixing techniques, as well as methods for manipulating digital audio
- Learn to create audio projects of various types and styles
- Apply analytical listening skills to works of electronic music
- Students will be able to articulate a brief history of electronic music from a historical and global perspective

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )
Through a series of audio projects students will learn to:
- Apply their musical skills (reading and writing of musical notation, instrumental performance, and music theory) through the medium of music technology
- Create audio projects through the use of a digital audio workstation, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries
- Create beginner-level compositions
- Render audio projects in a variety of forms (e.g., digital audio, CDs, podcasts)
- Present and discuss their works

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.
Students will learn the value of primary, secondary, and scholarly sources, and how to access these via library and other printed and digital resources.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.
Students will employ library electronic resources, references, journals, and texts (please see section 11 for details).
iii. How & where in the class calendar will students be taught in class how to use these information tools?

Week 1 via in-class demonstrations.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

Our music minor requires that students acquire basic musical vocabulary and skills. This course requires both while also applying them, at a beginning level, to audio projects and the creation of digital audio through a series of graduated projects with increasingly comprehensive and technical requirements. Each project results in an expressive creative work that can be performed and disseminated through multiple digital means. Through studying the history of electronic music from a global perspective, students learn to appreciate and respect those unlike themselves, as well as how to apply analytical listening skills to the genre. Students also learn to employ primary, secondary, and scholarly sources.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will be assessed through a series of music projects throughout the semester. All works will be presented in class.

10. **Recommended writing assignments**

   Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

   1) A four-page written assignment that will discuss a concert of music that emphasizes music technology. The paper will examine the music from a technical perspective and will discuss the concert-going experience. 2) A two-page assignment that will serve as the text for a podcast project.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

   a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

      ____No

      ____X Yes. If yes, please give some examples.

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

____ No

____ X Yes. If yes, please name them.


*Networking Strategies for the New Music Business.* Ebary, Inc.

*Computer Music Journal.*

*Electronic Musician*

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

____ No

____ X Yes. If yes, please name them.

Naxos Music Library

Oxford Music Online

**Name of library faculty member consulted:**

Ellen Sexton

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

____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

____ X Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at:

[http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)
The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: March 1, 2011.

15. **Course offerings**

   a. When will this course be taught?

      Every semester, starting **Spring 2012**
      
      One semester each year, starting __________
      
      One semester every two years, starting __________
      
   b. How many sections of this course will be offered? **1**

   c. Who will be assigned to teach this course?

      Benjamin Bierman, Assistant Professor, Department of Art and Music

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

   ____ No
   
   ____ X Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   Courses in digital art (Art and Music) and multimedia offerings by Communication and Theater Arts and English (Journalism) use different yet corresponding modalities, creating exciting opportunities for inter-disciplinary work.

   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.
A committee has been created with members from Art and Music (representatives from both art and music), Communication and Theater Arts, and English (Journalism) to promote interdisciplinary work.

17. Will any course be withdrawn if this course is approved?

   ___X No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Lisa Farrington

   Date of approval:

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

   ___No

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

This course will be part of the music minor. It will serve as an introductory course in the subject, as well as a precursor to the capstone course (MUS3xx-Composition Using Technology) for the music minor in the Composition/Technology/Theory concentration. The course will serve those in the Composition/Technology/Theory track, and, with an instructor’s approval, will also be available to all students with sufficient musical and music technology background.

   c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

Bibliography for purchase by Library (in order of preference).

Professor Ben Bierman  email: bbierman@jjay.cuny.edu (Email is the best way to reach me)
Phone: 646.557.4822 Office: 325T
Office hours are Tuesday and Thursday from 1:40-2:40 and by appointment. I am happy to meet with you, so please feel free.

Course description: Through a series of audio projects this course explores the rapidly expanding field of music technology. In these projects students will combine beginning musicianship and compositional skills with digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. All projects will include basic recording and mixing techniques, as well as multiple methods for manipulating digital audio.

Goals and Objectives: In the creation of these various audio projects, and while applying their musical skills through the medium of music technology, students will gain proficiency in the digital music technologies listed in the course description. The audio projects will be rendered in a variety of forms such as digital audio files, CDs, and podcasts. Students will employ musical vocabulary and its applications to music technology, apply analytical listening skills to works of electronic music, and, through an examination of the history of electronic music from a global perspective, gain cultural and historical knowledge of the field. All works will be presented in class.

Requirements: Four assigned audio projects; a concert paper on a performance that emphasizes music technology; a two-page written assignment that will be the text for a podcast (Project 3); and assigned listenings and readings.
All assignments are to be handed in on time. Late assignments will be accepted at the discretion of the instructor. Absence does not excuse you from due dates. Please see me if you have issues that are creating difficulties with attendance or with completing assignments on time. Unexcused absence and lateness are unacceptable and can significantly lower your grade. Three unexcused absences (this is a double-period course) will result in failing the course. Two latenesses equal one absence.

Project Overview: All projects are created within Logic, a digital audio workstation.
Project 1, Mixing. After downloading and importing tracks, students will use panning and volume to create a remix of Radiohead’s “Nude.”
Project 2, Found-Sound Composition. Record a wide variety of sounds with a digital recorder. After converting and importing the sound files, use a variety of editing and mixing techniques to create a found-sound composition of between 2 and 3 minutes in length.
Project 3, Podcast. With a topic of the student’s choice (to be discussed and approved in advance) compose a 2-page written composition that will serve as the text for a podcast. Employ the recorded text (and interviews if necessary), found sounds, imported audio, and recorded audio and/or MIDI recording, and use all editing, mixing, and recording techniques to create a 2-3 minute podcast.
Project 4, Final Project. Create a 3-4 minute composition using all techniques covered in the course, including the use of samples and loops.
Grading: The student’s grade will consist of the point totals accrued through the assignments with a possible total of 100 points: three projects (20 points each); concert paper (10 points); Final Project (30 points). Percentage equivalents are: A: 93.0–100.0; A-: 90.0–92.9; B+: 87.1–89.9; B: 83.0–87.0; B-: 80.0–82.9; C+: 77.1–79.9; C: 73.0–77.0; C-: 70.0–72.9; D+: 67.1–69.9; D: 63.0–67.0; D-: 60.0–62.9; below 60.0: F.


Required Equipment: Please bring headphones to every class – no exceptions. Any kind is fine. All students are required to purchase an external hard drive. I list a good drive below, or purchase something with the same specifications. All work will be done on these drives, so you must have one for our second meeting. Preferably the drive will be both firewire (ideally 800, but could be 400 as long as it comes equipped with the proper cable to connect to 800) and USB 2.0 compatible (firewire is a MacIntosh data connection technology). B&H Photo has excellent prices. Please do not purchase a drive smaller than 250GB. Drives that are USB only tend to be a bit cheaper, so if you need to you could purchase one with only USB, but it must be Mac compatible.

Hard Drive: [LaCie 320GB Rikki Portable Hard Drive $64.99](http://www.bhphotovideo.com/)
The above is a hyperlink to the B&H website and the drive’s specifications. B&H is at 34th St. and 9th Avenue, [http://www.bhphotovideo.com/](http://www.bhphotovideo.com/)

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> 8.30</td>
<td>Introduction. Project 1, Mixing. Download and import audio files. Examine mixing techniques. Library and online resources tutorial.</td>
</tr>
<tr>
<td><strong>Week 2</strong> 9.6</td>
<td>Project 1, Mixing continued—begin creating remix of “Nude.” HW due: Ch. 2, Early Electronic Music in Europe; listenings and reading (pp. 41-78).</td>
</tr>
<tr>
<td><strong>Week 3</strong> 9.13</td>
<td>Project 1, Mixing continued—complete remix. <strong>Project 1 due.</strong> Class performances.</td>
</tr>
<tr>
<td><strong>Week 4</strong> 9.20</td>
<td>Project 2, Found Sound Composition—import and convert all files. Begin project layout. HW due: Ch. 3, Electronic Music in the United States; listenings and reading (pp. 79-104).</td>
</tr>
<tr>
<td><strong>Week 5</strong> 9.27</td>
<td>Project 2, Found Sound Composition continued—complete project layout. 10.4 Conversion Day – Friday schedule.</td>
</tr>
<tr>
<td><strong>Week 6</strong> 10.11</td>
<td>Project 2, Found Sound Composition continued—complete piece.</td>
</tr>
<tr>
<td><strong>Week 7</strong> 10.18</td>
<td>Project 2, Found Sound Composition continued—final revisions, edits, and mix. <strong>Project 2 due.</strong> Class performances. HW due: Ch. 7, Electronic Music in Pop and R&amp;B, Turntablism; listenings and reading (pp. 420-428).</td>
</tr>
<tr>
<td><strong>Week 8</strong> 10.25</td>
<td>Project 3, Podcast—import or record audio (text) and create project layout.</td>
</tr>
<tr>
<td><strong>Week 9</strong> 11.1</td>
<td>Project 3, Podcast continued—complete piece.</td>
</tr>
<tr>
<td><strong>Week 10</strong> 11.8</td>
<td>Project 3, Podcast continued—final revisions, edits, and mix. <strong>Project 3 due.</strong> Class performances. HW due: Ch. 5, Classical and Experimental Music; listenings and reading (pp. 333-375).</td>
</tr>
<tr>
<td><strong>Week 11</strong> 11.15</td>
<td>Final Project: track setup – choose instruments/samples/synthesized sounds; create basic formal layout. 11.22 Conversion day – Thursday schedule</td>
</tr>
<tr>
<td><strong>Week 12</strong> 11.29</td>
<td>Final Project continued—complete full layout of your piece. <strong>Concert Report due.</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong> 12.6</td>
<td>Final Project continued—complete all final edits and final mix. One-on-one reviews of final projects. Hardware due: Ch. 9, Live Electronic Music and Ambient Music; listenings and reading (pp. 376-406).</td>
</tr>
<tr>
<td><strong>Week 14</strong> 12.13</td>
<td>Final Project—complete all revisions. <strong>Final Project due.</strong></td>
</tr>
<tr>
<td><strong>Final 12.20</strong></td>
<td><strong>Final Projects presented in class 12:30-2:30</strong></td>
</tr>
</tbody>
</table>
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

1. a. **Department(s) or program(s) proposing this course:**
   - Art and Music

   b. **Date** submitted to Office of Undergraduate Studies: March 22, 2011

   c. **Name** and contact information of proposer(s):
   - Benjamin Bierman
   - Email address(es): bbierman@jjay.cuny.edu
   - Phone number(s): 646.557.4822

2. a. **Title of the course:**
   - Music Composition Using Technology

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS):
   - Compose Using Tech

3. a. **Level** of this course:
   - ____100 Level  ____200 Level  ____X_300 Level  ____400 Level

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

   This is an intermediate course that requires significant musical skills as well as a high degree of competence with music technology. In addition, this course will follow MUS297, Music Technology, and will build upon the skills gained in that course while also offering instruction in advanced techniques involving the creation of digital audio. MUS3xx is a capstone course in the Composition/Theory/Technology concentration of our music minor.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____MUS____

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 builds upon MUS297 as it explores music composition through the use of digital music technology. Intermediate techniques for recording, editing, and mixing will be explored, as well as advanced technologies such as sound synthesis, audio for video, and sampling. Using their instrumental skills as well as loops and samples, students will create

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
their own compositions in a variety of genres of their choosing, including, hip hop, rock, R&B, pop, electronica, and experimental styles.

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

ENG 102/201
MUS297-Music Technology OR permission of instructor

6. Number of:
   a. Class hours   ___3___
   b. Lab hours    ___0___
   c. Credits     ___3___

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

___X___ No

_____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **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.)

Music Composition Using Technology is a 300-level course that follows and expands upon MUS297-Music Technology, providing an opportunity for students with an interest in this popular and increasingly important creative area that employs multimedia and up-to-date technology. Through the application of intermediate musicianship skills, students will further explore digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. Students will also learn intermediate recording and mixing techniques, advanced methods for manipulating digital audio, and advanced technologies such as sound synthesis, audio for video, sampling, and sample editing.

Music Composition Using Technology will serve as a capstone course for students that choose to minor in music. For those in the Composition/Technology/Theory concentration, as well as other intermediate and advanced music students, this course combines and further develops all skills in these three areas. The Department of Art and Music’s music minor creates an opportunity for students to graduate through a series of courses that emphasize historical knowledge, practical skills, an understanding of current music technology, creativity, and self-expression. All music courses facilitate an understanding of music from a broad, global perspective and promote an understanding and respect of cultural differences.

Through participation in individual and group projects, students will apply their composition and musicianship skills through the use of music technology and will acquire the tools they
need to explore their creativity and to express themselves through the medium of digital audio. Additionally, through digital literacy in music technology and production, students will be able contribute to the John Jay community and the community at large as creative individuals.

9. Course learning objectives:

a. Knowledge objectives:
(What do you expect students to know after taking this course?)

Through a series of compositional projects, students will:
- Students will compose music in various styles and forms
- Students will learn musical vocabulary and its application to music technology
- Apply analytical listening skills to works of electronic music
- Students will be able to articulate a brief history of electronic music from a historical and global perspective

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills …)

Through a series of compositional projects, students will learn to:
- Students will be proficient in the use of digital music technologies
- Students will apply their musical skills (reading and writing of musical notation, instrumental performance, and music theory) through the medium of music technology
- Create compositional projects through the use of music technology
- Render compositions in a variety of formats (e.g., digital audio and video files, CDs, podcasts, DVDs)

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

   Students will learn the value of primary, secondary, and scholarly sources, and how to access these via library and other printed and digital resources.

   ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

   Students will employ library electronic resources, references, journals, and texts (please see section 11 for details).

   iii. How & where in the class calendar will students be taught in class how to use these information tools?

   Week 1 via in-class demonstrations.

   d. How do the above learning objectives relate to the objectives of the program, major or minor?)
Our music minor requires that students acquire basic musical vocabulary and skills. This course requires both while also applying them, at an intermediate level, to music composition and the creation of digital audio through a series of graduated projects with increasingly comprehensive and technical requirements. Each project results in an expressive creative work that can be performed and disseminated through multiple digital means. Through studying the history of electronic music from a global perspective, students learn to appreciate and respect those unlike themselves, as well as how to apply analytical listening skills to the genre. Students also learn to employ primary, secondary, and scholarly sources.

e. Assessment:
How will students demonstrate that they have achieved these course objectives? Students will be assessed through a series of composition projects throughout the semester, as well as through written assignments. All compositions will be presented in class.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

A six-page written assignment that will discuss a concert of music that emphasizes music technology. The paper will examine the music from a detailed technical perspective and will discuss the concert-going experience. Additional writing assignments are replaced with a final compositional project of significant length and sophistication. This project will incorporate all musical and technical skills covered in the semester.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

   a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

      ____ No

        ____ X Yes. If yes, please give some examples.

   b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

      ____ No

        ____ X Yes. If yes, please name them.

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)
   Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)
   ____No
   ___X___Yes. If yes, please name them.

Naxos Music Library
Oxford Music Online

Name of library faculty member consulted:
Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
   ____No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
   ___X___Yes

13. Syllabus

   Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatesudies/imagesUndergraduateStudies/ModelSyllabus.pdf

   The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)
14. Date of Department curriculum committee approval: March 1, 2011.

15. **Course offerings**

   a. When will this course be taught?

      Every semester, starting __________

      One semester each year, starting _____Spring 2013____

      One semester every two years, starting __________

   b. How many sections of this course will be offered? __1___

   c. Who will be assigned to teach this course?
      Benjamin Bierman, Assistant Professor, Department of Art and Music

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

   _____No

   __X__Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?
   
   Courses in digital art (Art and Music) and multimedia offerings by Communication and Theater Arts and English (Journalism) use different yet corresponding modalities, creating exciting opportunities for inter-disciplinary work.

   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.
   
   A committee has been created with members from Art and Music (representatives from both art and music), Communication and Theater Arts, and English (Journalism) to promote interdisciplinary work.

17. Will any course be withdrawn if this course is approved?

   __X__No

   _____Yes. If yes, number and name of course(s) to be withdrawn.
18. a) Approval by the Department Chair(s) or Program Coordinator(s):
   Name(s): Lisa Farrington

   Date of approval:

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

   ___No
   ___X Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
This course will be part of the music minor, serving as the capstone course for the music minor in the Composition/Technology/Theory concentration. The course will also be available, with an instructor’s approval, to all students with sufficient musical and music technology background.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

Bibliography for purchase by Library (in order of preference).

Professor Ben Bierman  email: bbierman@jjay.cuny.edu (Email is the best way to reach me)  
Phone: 646.557.4822  Office: 325T  
Office hours are Tuesday and Thursday from 1:40-2:40 and by appointment. I am happy to meet with you, so please feel free.

Course description: This course builds upon MUS297 as it explores music composition through the use of digital music technology. Intermediate techniques for recording, editing, and mixing will be explored, as well as advanced technologies such as sound synthesis, audio for video, and sampling. Using their instrumental skills as well as loops and samples, students will create their own compositions in a variety of genres of their choosing, including, hip hop, rock, R&B, pop, electronica, and experimental styles.

Learning Outcomes:  
Through a series of compositional projects, students will:
- Students will compose music in various styles and forms
- Students will learn musical vocabulary and its application to music technology
- Apply analytical listening skills to works of electronic music
- Students will be able to articulate a brief history of electronic music from a historical and global perspective
- Students will be proficient in the use of digital music technologies
- Students will apply their musical skills (reading and writing of musical notation, instrumental performance, and music theory) through the medium of music technology
- Create compositional projects through the use of music technology
- Render compositions in a variety of formats (e.g., digital audio and video files, CDs, podcasts, DVDs)

Requirements: Four assigned composition projects; a concert paper on a performance that emphasizes music technology; a final project (draft and final version); and assigned listenings and readings.

All assignments are to be handed in on time. Late assignments will be accepted at the discretion of the instructor. Absence does not excuse you from due dates. Please see me if you have issues that are creating difficulties with attendance or with completing assignments on time. Unexcused absence and lateness are unacceptable and can significantly lower your grade. Three unexcused absences (this is a double-period course) will result in failing the course. Two latenesses equal one absence.

Project Overview: All projects are created within Logic, a digital audio workstation.
Project 1, Sound Synthesis. Using Logic’s ES1 virtual analog synthesizer, students will create four synthesized sounds with contrasting characteristics. These sounds will be used to create a 2-3 minute composition.
Project 2, Sampling—Beats and Lyrics. Employing original lyrics, two samples and one synthesized sound of the student’s creation, and recorded audio and loops, the student will create a 2-3 minute beat or song.
Project 3, Video Soundtrack. Employing two synthesized sounds and one sample of your own creation, loops and samples from the Logic library, as well as your own instrumental recording (audio and/or MIDI), create a soundtrack for a 3-minute video that will be provided.

Project 4, Final Project. Create a 4-5 minute composition using all techniques covered in the course, including the use of original samples and synthesized sounds.

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**Grading:** The students grade will consist of the point totals accrued through the projects with a possible total of 100 points: three projects (20 points each); concert paper (10 points); Final Project (30 points). Percentage equivalents are: A: 93.0–100.0; A-: 90.0–92.9; B+: 87.1–89.9; B: 83.0–87.0; B-: 80.0–82.9; C+: 77.1–79.9; C: 73.0–77.0; C-: 70.0–72.9; D+: 67.1–69.9; D: 63.0–67.0; D-: 60.0–62.9; below 60.0: F.


**Required Equipment:** Please bring headphones to every class – no exceptions. Any kind is fine. All students are required to purchase an external hard drive. A good drive is listed below, or you may purchase something with the same specifications. All work will be done on these drives, so you must have one for our second meeting. Preferably the drive will be both firewire (ideally 800, but could be 400 as long as it comes equipped with the proper cable to connect to 800) and USB 2.0 compatible (firewire is a Macintosh data connection technology). B&H Photo has excellent prices. Please do not purchase a drive smaller than 250GB. Drives that are USB only tend to be a bit cheaper, so if you need to you could purchase one with only USB, but it must be Mac compatible.

**Hard Drive:** LaCie 320GB Rikki Portable Hard Drive $64.99

The above is a hyperlink to the B&H website and the drive’s specifications. B&H is at 34th St. and 9th Avenue, [http://www.bhphotovideo.com/](http://www.bhphotovideo.com/)

**Academic Honesty:**

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

**MUS3xx.01, Fall 2011  T 2:50 – 5:30  320T**

### Class and Project Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Project/Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> 8.30</td>
<td>Introduction. Project 1, Sound Synthesis—create four sounds using Logic’s ES1 virtual analog synthesizer and begin composing the piece. Library and online resources tutorial.</td>
</tr>
<tr>
<td><strong>Week 2</strong> 9.6</td>
<td>Project 1, Sound Synthesis continued—complete the piece. HW due: Ch. 13, Synthesis Methods; listenings and reading (Hosken, pp. 215-232).</td>
</tr>
<tr>
<td><strong>Week 3</strong> 9.13</td>
<td>Project 1, Sound Synthesis continued—complete revisions, final edits, and mix. <strong>Project 1 due.</strong> Class performances.</td>
</tr>
<tr>
<td><strong>Week 4</strong> 9.20</td>
<td>Project 2, Sampling: Beat and Lyrics—create and edit two samples and one synthesized sound and lay out the track. HW due: Ch. 14, Sampling Methods; listenings and reading (Hosken, pp. 233-252).</td>
</tr>
<tr>
<td><strong>Week 5</strong> 9.27</td>
<td>Project 2, Sampling: Beat and Lyrics continued—record or import vocals and complete track.</td>
</tr>
<tr>
<td><strong>10.4 Conversion Day – Friday schedule</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong> 10.11</td>
<td>Project 2, Sampling: Beat and Lyrics continued—complete revisions, final edits, and mix. <strong>Project 2 due.</strong> Class performances.</td>
</tr>
<tr>
<td><strong>Week 7</strong> 10.18</td>
<td>Project 3, Video Soundtrack—create two synthesized sounds and one sample and lay out time line for the soundtrack. HW due: Logic User Manual (pp. 1145-1152); assigned listenings.</td>
</tr>
<tr>
<td><strong>Week 8</strong> 10.25</td>
<td>Project 3, Video Soundtrack continued—complete the soundtrack.</td>
</tr>
<tr>
<td><strong>Week 9</strong> 11.1</td>
<td>Project 3, Video Soundtrack continued—complete revisions, final edits, and mix. <strong>Project 3 due.</strong> Class performances.</td>
</tr>
<tr>
<td><strong>Week 10</strong> 11.8</td>
<td>Final Project, track setup – choose instruments/samples/synthesized sound and create basic formal layout. HW due: Ch. 10, MIDI Sequencing; listenings and reading (Hosken, pp. 159-183).</td>
</tr>
<tr>
<td><strong>Week 11</strong> 11.15</td>
<td>Final Project continued—finalize layout. <strong>Concert Report due</strong></td>
</tr>
<tr>
<td><strong>11.22 Conversion day – Thursday schedule</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 12</strong> 11.29</td>
<td>Final Project continued—complete the piece, all edits, and mix. <strong>Draft 1 due</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong> 12.6</td>
<td>Final Project—begin revision.</td>
</tr>
<tr>
<td><strong>Week 14</strong> 12.13</td>
<td>Final Project—complete revision. <strong>Final Project final draft due.</strong></td>
</tr>
<tr>
<td><strong>Final 12.20</strong></td>
<td><strong>Final Projects presented in class 12:30-2:30</strong></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

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

   History and Africana Studies

b. **Date** submitted to Office of Undergraduate Studies:

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

   James De Lorenzi, History
   Email address(es): jdelorenzi@jjay.cuny.edu
   Phone number(s): 646 342 7570

   Xerxes Malki, Africana Studies
   Email address(es): imalki@jjay.cuny.edu
   Phone number(s): 212 484 1194

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

   Imperialism in Africa, South Asia and the Middle East

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

   Imperialism

3. a. **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:
Some background in history will be helpful, but it is not essential. The course has been designed for both majors and non-majors. There is no research component. Primary source assignments have been carefully scaffolded.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___HIS________

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

This course examines the construction, operation, and dissolution of the European imperial order in the nineteenth and twentieth centuries, with particular emphasis on its impact on Africa, South Asia, and the Middle East. Topics will include the causes and dynamics of expansion, formal vs informal empires, ideologies of rule, the nature of domination and resistance, the emergence of anti-colonial nationalism and other critiques of empire, decolonization, neo-colonialism, and the links between imperialism and contemporary globalization.

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  __3__
   b. Lab hours  _____
   c. Credits  __3__

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

   ___V___ No

   _____ Yes. If yes, then please provide:

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

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)
This course will strengthen students’ understanding of the world beyond the United States by examining a key chapter in the history of Africa, South Asia, and the Middle East. Although many in North America refer to the period since 1945 as the post-war era, in much of the world the past half century is better understood as the postcolonial period, in light of the profound impact of imperialism and its continuing legacies. Yet in classrooms and popular culture, the history of imperialism is often presented in a very general fashion as a chapter in the history of the European metropole, with little serious attention paid to the complex and varied impact of empire on Africans and Asians. This course presents an alternate perspective through an area studies approach to the history of imperialism, considering questions such as the social and economic consequences of colonial policy, the scope of domination and resistance, the origins and impact of anti-colonial nationalism and its alternatives, the nature and significance of colonial culture, and the connection between imperialism and questions of underdevelopment, modernization, and globalization in Africa and Asia. Readings emphasize scholarship that draws on both indigenous sources and colonial archives.

In addition, this course will also deepen students’ understanding of globalization. In recent years, historians have increasingly recognized the extent to which the institutions and relationships of contemporary globalization emerged from the imperial order of the nineteenth and twentieth centuries, challenging popular arguments about the novelty of globalization as a historical phenomenon and complicating our understanding of the nature of the inter-regional links it forges. This course explores the history of imperialism in light of this new globalization scholarship, considering topics such as migration flows, the emergence of international finance, the impact of missionary movements, the diffusion of technologies and ideologies of progress, the institutionalization of the nation state as a political unit, and in general the nature of relations between the West and the non-West, on the one hand, and between colonized Africans and Asians, on the other. It thus provides a critical historical framework for thinking about contemporary questions and analytic categories.

9. **Course learning outcomes:**

   **a. Knowledge outcomes:**
   (What do you expect students to know after taking this course?)

   Students will identify, understand, and discuss key events, themes, and problems in the history of modern imperialism

   Students will be able to explain the impact of imperialism on the contemporary world.

   Students will provide historical connections between the African, South Asian, and Middle Eastern history.
Students will deepen their understanding of globalization and the debates concerning its origins and operation.

b. Performance outcomes:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

Students will be able to employ textual evidence in support of an analytic argument

Students will be able to craft college-level, thesis-driven essays in a clear and comprehensible style

Students will recognize and apply different historical approaches, formulate historical questions, explain the significance of different kinds of historical change, evaluate the reliability and usefulness of different forms of historical evidence, locate an event and sources in historical context, trace historical trajectories, and determine the interrelationship among themes, regions, and periods

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Several assignments ask students to locate and evaluate articles found using various library databases and internet image archives. The evaluation of these articles will take place in class. Students will need to make extensive use of Blackboard for the syllabus, assignments, and readings.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will make use of the following library databases: the Gale Virtual Reference Library, the Economist Historical Archive, and Lexis-Nexis. Students will also make use of the Royal Commonwealth Society Photo Project, an internet archive sponsored by the University of Cambridge.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

I will introduce each online resource and model its use in the class before the assignment is due.
d. How do the above learning objectives relate to the objectives of the program, major or minor?

The objectives and learning outcomes of this course are based on the departmental models, and the thematic content of the course contributes to our growing roster of area studies and global history courses. It closely supports the department major and its modern track (since 1750) by taking an inter-regional approach to its topic.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will demonstrate success in meeting the course objectives through written work, in-class assignments, and exams.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

Students will write three 1000 word argumentative papers in this course. There will also be several short, informal writing assignments, and the students will write two in-class essays as part of their exams.

11. Please meet with a member of the Library faculty prior to responding to Question 11.
Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

   a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

      _____ No

      __ V. Yes. If yes, please give some examples.

      Anne McClintock, Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest (New York: Routledge, 1995).


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

___No

___v___ Yes. If yes, please name them.

The Encyclopedia of Western Colonialism since 1450. (Gale Virtual Reference)

Oxford History of the British Empire Companion Series (Ebrary)

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.


UNESCO General History of Africa, 8 Vols. (Berkeley: UNESCO/University of California, multiple years).

A. Adu Boahen, African Perspectives on Colonialism (Baltimore: Johns Hopkins, 1987).


d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

___ No

__√__ Yes. If yes, please name them.

Gale Virtual Reference Library
Economist Historical Archive
Lexis-Nexis

Name of library faculty member consulted:

Jeffrey Kroessler

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

___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

__√ _ Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

See attached syllabus.

14. Date of **Department curriculum committee** approval:

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
History Curriculum Committee: 9/26/2011  
Africana Chair and Faculty Meeting, with De Lorenzi: 5/24/2011

15. **Course offerings**

a. When will this course be taught?

   Every semester, starting ____________

   One semester each year, starting ____x____

   One semester every two years, starting ____________

b. How many sections of this course will be offered? __1-2____

c. Who will be assigned to teach this course?
   James De Lorenzi and Xerxes Malki

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

   ____No

   __x__Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   This course will compliment two other courses currently in development: a History/Africana Studies course on decolonization in Africa, South Asia, and the Middle East, and a History course on colonialism, gender, and sexuality.

   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.

   This course has been jointly designed and revised by De Lorenzi (History) and Malkii (Africana Studies). Like the decolonization course mentioned above, the course will be cross-listed between History and Africana Studies.
17. Will any course be withdrawn if this course is approved?

____X_No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Approved by Fritz Umbach, for Allison Kavey

Date of approval: 9/26/11

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

____No

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

History Major and Minor
Africana Minor

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
HIS2XX: Imperialism in Africa, South Asia, and the Middle East

Professor: James De Lorenzi
Office Location: 4314N, 445 West 59th Street
Office Hours: Mondays and Wednesdays, 2:30-3:30
Phone Number: (646) 342-7570
Email: jdelorenzi@jjay.cuny.edu

This course examines the construction, operation, and dissolution of the European imperial order in the nineteenth and twentieth centuries, with particular emphasis on its impact on Africa, South Asia, and the Middle East. Topics will include the causes and dynamics of expansion, formal vs informal empires, ideologies of rule, the nature of domination and resistance, the emergence of anti-colonial nationalism and other critiques of empire, decolonization, neocolonialism, and the links between imperialism and contemporary globalization.

Learning Outcomes:
1. Students will be able to identify, understand, and discuss key events, themes, and problems in the history of modern imperialism
2. Students will be able to explain the impact of imperialism on the contemporary world.
3. Students will provide historical connections between the African, South Asian, and Middle Eastern history.
4. Students will be able to employ textual evidence in support of an analytic argument
5. Students will be able to craft college-level, thesis-driven essays in a clear and comprehensible Style

Requirements:
Your grade in this course will be based on the following factors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Focus Questions</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td>Participation and attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

Though we will review upcoming assignments each session, it is essential that you read this syllabus before each class. Think about it as your guide to the course—the syllabus tells you what we are doing this week, and it lets you know what is coming next. If you need another copy, it is available on the course Blackboard page.

Texts:


There are also additional readings listed in the syllabus—you can find these on Blackboard, and where noted, through the John Jay library databases. All the above books are available in the library, but it is HIGHLY recommended that you buy your own copies. You can find very affordable used books online at www.alibris.com, www.betterworldbooks.com, www.powells.com, or www.amazon.com, and you can compare prices for many online sellers at www.bookbutler.com. In addition, you can rent textbooks through www.chegg.com.

**Review Quizzes and Focus Questions:**
This class will involve a variety of activities, and they all require you to complete the assigned readings and come to class prepared to talk about them. For this reason, one class each week will begin with a review quiz. These quizzes will be “open note”, which means that you can use your own notes (but not the readings) to answer the quiz. In addition, I will occasionally assign focus questions to be completed as homework. For these quizzes and focus questions, you can write informally, using whatever words come easiest to you—your grade will not consider spelling or grammar, only the strength of your arguments. At the end of the semester, your three lowest quiz and focus question grades will be dropped. Review quizzes are CUNY John Jay History Department policy—you will find them in all the history classes that you take here.

**Exams:**
The midterm and final exams will consist of an identification section and an essay. Before each exam, you will receive a review guide that includes all the terms and essay questions. We will also talk about study strategies and how to succeed on exams.

**Papers:**
You will write three short papers this semester. You can find the essay prompts on Blackboard, but we will discuss each paper in more detail before it is due. Papers MUST be 1000 words in length (4-5 pages), and no late assignments will be accepted. Please note that you MUST turn in your papers using Blackboard—do not bring printed copies of your paper to class, and please do not email your paper to me.

**Attendance Policy:**
Please come to class on time, with your cell phone turned off. There are no make-ups for missed assignments or quizzes, and more than four absences will seriously affect your grade in the course. If you are more than fifteen minutes late, it will also count as an absence.

**Plagiarism:**
Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is this an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
• Using information that is not common knowledge without acknowledging the sources
• Failing to acknowledge collaborators on homework and laboratory assignments
• 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.

In order to ensure that you clearly understand what plagiarism is, you MUST complete a graded online tutorial and quiz through Blackboard. Please note that Blackboard automatically checks all your writing for plagiarism, and that a single act of plagiarism—or any other form of academic dishonesty—can result in a failing grade for the assignment or the course. Please see me if you have any questions about this.

Office Hours:
I have listed my office hours at the top of the syllabus—please come visit if you have any questions about course requirements, the things we talk about in class, the readings and assignments, study strategies, John Jay, special concerns, letters of recommendation, jobs, graduate school, or anything else. I am here to help you succeed.

Grades:
In accordance with CUNY policy, your grade in this course will reflect the following scale:

- A Excellent (90-100%)
- B Good (80-89%)
- C Satisfactory (70-79%)
- D Passing (60-69%)
- F Failure/Unsuccessful Completion of the Course (less than 59%)

What I Expect From You and What You Can Expect from Me:
This syllabus spells out exactly what this course requires. In order for you to get the most out of the semester I expect you to review this syllabus on a regular basis, complete the readings and assignments punctually, check your John Jay email regularly, come to class ready to learn, and participate thoughtfully and respectfully in our discussions. In turn, I will be clear about my expectations, avoid wasting your time or giving you busy work that serves no purpose, answer all your questions about the requirements and material, grade your work fairly and promptly, and provide you with everything that you need to succeed in this course.

Course Schedule

August 30
Introduction: What is Imperialism?
Reading: Levine, Preface; Boahen, Preface; Raymond Williams, Keywords: A Vocabulary of Culture and Society, Revised Edition (New York: Oxford University, 1976), 159-160.

September 1
Explaining Imperialism: Big Business, Diplomacy, and Gentlemanly Capitalism

September 6
NO CLASS: COLLEGE CLOSED FOR LABOUR DAY

September 8
NO CLASS: COLLEGE CLOSES AT 4:00 FOR ROSH HASHANAH

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Part I: Making Empires, 1750-1880s

September 13
Crisis and Decentralization in Asia

September 15
Africa on the Eve of Colonialism

September 20
The Second British Empire, 1750-1860s

September 22
France and the Mediterranean, 1750-1870s
FOCUS QUESTION ON AL-JABARTI AND NAPOLEON DUE IN CLASS

September 27
Crisis in the Periphery? Egypt and the Scramble for Africa
Reading: Boahen, 27-57; “The Expansion of the Empire,” The Economist December 13, 1884 [AVAILABLE THROUGH THE ECONOMIST HISTORICAL ARCHIVE].

September 29
Colonial Wars and Conquests I
Film: Adwa: An African Victory
Reading: Levine, 82-102; Daniel Headrick, Tools of Empire: Technology and European Imperialism in the Nineteenth Century (New York: Oxford University, 1981), 83-93, 115-124.

October 4
Colonial Wars and Conquests II

October 6
MIDTERM REVIEW SESSION
PAPER 1 (EXPLAINING CONQUEST) DUE TODAY

October 11
NO CLASS: COLLEGE CLOSED FOR COLUMBUS DAY

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
October 13
MIDTERM EXAM

Part II: Imperial World, 1880s-1935

October 18
Commerce, Labour, and Migration

October 20
“Civilizing Missions” and Ideologies of Dominance

October 25
Strategies of Resistance: Protest and Revolt

October 27
Strategies of Resistance: Living with Colonialism

November 1
Dealing with Difference: Race
Film: *The Life and Times of Sara Baartman: “The Hottentot Venus”*
Reading: Levine, 142-165.

November 3
Dealing with Difference: Gender

November 8
World War One and the Making of the Modern Middle East
PAPER 2 (RESPONSES TO COLONIAL RULE) DUE

November 10
Nationalism in the Interwar Period
Reading: Levine, 166-190; Gandhi, 15-30.

November 15
Reform and Revival in India
Reading: Gandhi, 30-46, 52-90.

Part III: Decolonization and Globalization, 1935-2010

November 17

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
World War Two and Independence Movements in Asia and Africa
Reading: Levine, 191-209; Maloba, 23-44.
LAST DAY TO DROP THE COURSE WITH A GRADE OF “W”

November 22
The Partition of India
In class: Faiz Ahmad Faiz, “The Morning of Freedom” (poem).

November 24
The Mau Mau Movement in Kenya I
Reading: Maloba, 45-97.

November 29
The Mau Mau Movement in Kenya II
Reading: Maloba, 98-133, 151-168.

December 1
Revolutionary War in Algeria I
Film: *The Battle of Algiers*
Reading: Fanon, 23-68.

December 6
Revolutionary War in Algeria II
Reading: Fanon, 69-120.
PAPER 3 (FANON AND GANDHI EVALUATE THE BATTLE OF ALGIERS) DUE

December 8
Neo-Colonialism and Underdevelopment since 1945

December 13
The Legacies of Empire

FINAL EXAM TBA

Alternate texts that can replace/supplement Gandhi and Fanon:

Rabindranath Tagore, *The Home and the World*
Nirad Chaudhuri, *The Autobiography of an Unknown Indian*
Huda Shaarwawi, *Harem Years*
Qasim Amin, The Liberation of Women and the New Woman
Rudyard Kipling, Kim
E.M. Forster, Passage to India
Thomas Mofolo, Chaka
Jomo Kenyatta, Facing Mt. Kenya
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Political Science

b. Date submitted to Office of Undergraduate Studies:

c. Name and contact information of proposer(s): Andrew H. Sidman

   Email address(es): asidman@jjay.cuny.edu
   Phone number(s): (646) 557-4613

2. a. Title of the course: Introduction to Research in Politics

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Intro Research Pol

3. a. Level of this course:

   _____100 Level  X_200 Level  _____300 Level  _____400 Level

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

   Students will be introduced to the empirical research process and develop research skills that will benefit them in 300 and 400-level courses. Prior development of these research skills is especially important for when students take 400-level courses, especially the senior capstone in Political Science (POL 409), which is required of all Political Science majors. Major assessment results, derived from capstone papers, pointed in particular to our students’ weaknesses with respect to conducting independent research. The department believes that these weaknesses stem, in part, from the capstone serving as both a formal introduction to the research process and a course requiring a substantial research project.

   Having taken this 200 level course, students will have been introduced to the research process earlier in their academic careers. With this groundwork laid, students can devote more time to the development of their capstone research project and produce better executed research. Beyond preparation for 400-level courses, this
A proposed course will also benefit students taking 300-level courses. Several courses at this level, including new 300-level course proposals, include readings from academic journals and require students to produce research papers. Consistent with the department’s current use of 200-level courses, the proposed course will introduce research skills at the 200-level. These skills will be further developed in 300-level courses as they are applied to the substantive topics of those courses. Students will fully develop and utilize these skills in the completion of 400-level courses, including POL 409.

Several existing discipline-specific research courses are offered at the 300-level, as indicated in Item 16. The development of 200-level research methods courses at the college, however, is not unprecedented as evidenced by the development of CJBS 2XX (Research Methods and Statistics in Criminal Justice). Additionally, ENG 201, which is listed as a prerequisite for this course, focuses on discipline-specific writing. This 200-level course will continue the development of these skills specifically for Political Science students.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): __POL________

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 is an introduction to how political scientists conduct qualitative and quantitative research. Students will learn the research process with emphases on developing research questions, evaluating information, and planning research projects. Students will evaluate scholarly research in political science, learn how to apply ethical considerations when conducting research, and learn how different research projects relate to one another through writing a literature review.

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

Prerequisite: ENG 101, ENG 102/201 and GOV 101 or POL 101

6. Number of:
   a. Class hours __3__
   b. Lab hours ______
   c. Credits __3__
7. Has this course been taught on an experimental basis?

   ___ No
   ___ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **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 2009-10, the Political Science Department undertook a program review of the Political Science Major and an external evaluation was completed. These assessments found that the Major is robust and serves our students well. However, several revisions were recommended as a way to enhance the Major and the Department is now acting upon these. Among our responses is the insertion of this required course into the Major at the 200-level, which will provide students further opportunities to develop their research skills and better prepare them to become critical producers and consumers of research in political science.

   In addition, offering an introductory research course in political science is important for three reasons. First, an introductory research course helps students majoring in political science meet three of the Political Science Department’s learning objectives:
   1. Initiate, develop, and present independent research;
   2. Write effectively, engage in intellectually grounded debate, and form and express cogent arguments;
   3. Students will become knowledgeable citizens capable of reasoned judgments on political issues and ideas.

   Second, while research is an important aspect of many courses in the major, students are not formally introduced to the research process and research design until they take the capstone. As a result, when students come to the capstone (POL 409), they typically have little direct training in the research process. An introductory research course, therefore, will allow students to begin developing research skills much earlier in the program, which will provide more enriching experiences in higher-level courses, including POL 409. A lower level research course will also facilitate the use of more methodologically sophisticated readings in higher level courses and provide students with the tools to carry out their own research projects.

   Third, this course would place John Jay’s Political Science Department in line with five senior CUNY colleges that also see the importance of teaching research
methods and offer courses in political methodology. These courses are listed below; whether the courses are required as part of a Political Science major is also noted.

<table>
<thead>
<tr>
<th>College</th>
<th>Courses</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn College</td>
<td>Required Writing Intensive Courses</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>1. Analytical Approaches to Political Problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Research Strategies in Public Policy</td>
<td></td>
</tr>
<tr>
<td>College of Staten Island</td>
<td>Students are required to complete at least 7 credits of “Social Scientific Analysis.” One course must be at the 200-level. Major requirements did not specify which courses fulfill this.</td>
<td>Required</td>
</tr>
<tr>
<td>Hunter College</td>
<td>POLSC 207: Data Analysis in Political Science</td>
<td>Not Required</td>
</tr>
<tr>
<td>Lehman College</td>
<td>POL 245: Political Analysis and Interpretation</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>Introduction to the methods of gathering and interpreting data for political science courses. Focus on reading, understanding, and analyzing graphs and charts. Ways to gather, select, and present data.</td>
<td></td>
</tr>
<tr>
<td>Queens College</td>
<td>Applied Political Research, which is located within a concentration titled Political Theory &amp; Methodology This course will provide students with the basic tools needed to carry out political science research, including the formulation of research problems, the collection of evidence, and elementary statistical analysis.</td>
<td>Not Required</td>
</tr>
</tbody>
</table>

9. Course learning objectives:

a. Knowledge objectives:
(What do you expect students to know after taking this course?)

Upon completion of this course, students will know:

- How to evaluate research questions and thesis statements in Political Science;
- The criteria for evaluating hypotheses;
- How to evaluate the quality of sources (i.e. distinguish the quality of peer-reviewed and non-peer reviewed sources);
- How to evaluate information including scholarly articles, news sources, websites, and blogs;
- When to use non-academic sources;
- How to apply ethical considerations in the evaluation of and when conducting research;
- The differences between quantitative and qualitative research methods;
- How to critically appraise and interpret quantitative and qualitative research.

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Upon completion of this course, students will be able to:

- Write proper research questions, thesis statements, and hypotheses;
Locate scholarly writing in the field of Political Science using databases accessible through the Lloyd Sealy Library;
Locate scholarly and non-scholarly writing and information using publicly available sources and databases;
Present and discuss findings from quantitative and qualitative analyses (e.g. case studies, interview techniques, hypothesis testing);
Write a literature review as part of a research project;
Properly cite information in their research projects and write a properly formatted reference section.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. Students will be assigned several writing assignments as part of the course requirements, as detailed in Part 10 below. Five of these assignments specifically ask students to locate information in the library’s databases and from other sources and discuss the value of each work with respect to a given research topic. In two of these assignments, students will also be expected to interpret the findings presented in academic research.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes. Students will be directed to use the following databases:

<table>
<thead>
<tr>
<th>Current Affairs and Quantitative Sources</th>
<th>News Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>CQ Researcher</td>
<td>Academic Search Complete</td>
</tr>
<tr>
<td>Opposing Viewpoints in Context</td>
<td>Ethnic News Watch</td>
</tr>
<tr>
<td>Polling the Nations</td>
<td>Hein Online</td>
</tr>
<tr>
<td>Social Explorer</td>
<td>Lexis-Nexis</td>
</tr>
<tr>
<td>Vital Statistics on American Politics</td>
<td>New York Times Historical</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Sources</th>
<th>Reference Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>America History File</td>
<td>Gale Virtual Reference Library</td>
</tr>
<tr>
<td>JSTOR</td>
<td>Sage e-Reference Collection</td>
</tr>
<tr>
<td>Sage Political Science Full Text</td>
<td></td>
</tr>
<tr>
<td>Worldwide Political Science Abstracts</td>
<td></td>
</tr>
</tbody>
</table>

iii. How & where in the class calendar will students be taught in class how to use these information tools?

Students will be taught how to use these information tools throughout the course. Students will be introduced to the library’s databases during the
second week of the course and will be expected to find information on a particular topic in the third and fourth weeks. Example assignments relating to these skills are discussed in Part 10.

Starting in the fifth week, and continuing through the eleventh, students will be taught how to locate and evaluate different sources of information. Instruction begins with the evaluation of reference sources and scaffolds up to the evaluation of peer-reviewed, academic research. The fifth week builds on skills developed in the previous weeks by giving more attention to using specific databases for finding specific types of information. Students will also be expected to collect information from reference sources on a particular topic. The sixth week focuses on the evaluation of information from popular sources (news sources, websites, and blogs). In the following weeks, students will learn how to find, interpret, and critically evaluate academic research.

The development of these skills could be assessed in different ways. In the attached sample syllabus, assessment is conducted through short writing assignments due at various points throughout the semester. Future instructors, however, could use other types of writing assignments, quizzes, or exams at their discretion.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

Upon completion of this course:

- Students will demonstrate understanding of the research process (relates to the objective of “initiating, developing, and presenting independent research”)
- Students will know how to read, evaluate, and formulate academic arguments (relates to the objective of “Writing effectively, engaging in intellectually grounded debate, and forming and expressing cogent arguments”)
- In several assignments, students are expected to analyze research in the discipline of Political Science (relates to the objective of “becoming knowledgeable citizens capable of reasoned judgments on political issues and ideas”)

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will be assessed on their ability to carry out the research process through several written assignments. Additionally, students may be assessed, at the discretion of the instructor, using a combination of course exams and quizzes, which will allow the students to demonstrate that they have attained a particular level of factual knowledge.
10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

This course is intended to help students develop a particular set of skills. Specifically, students will learn how to understand and conduct academic research in the field of Political Science. Development of these skills naturally takes practice. In general, writing assignments appropriate for these goals will be short, frequent, and particular to the topics covered in the course. The attached sample syllabus lists seven writing assignments due throughout the semester. The number of assignments and the specific focus of each are subject to the instructor. The following are the examples listed in the sample syllabus.

The first assignment (2 pages) will contain two parts. In the first, students will be asked to evaluate research questions and thesis statements that are provided by the instructor. Students will be expected to correct flawed research question and thesis statements. In the second part of the assignment, students will be expected to summarize information on a topic selected by the instructor. After summarizing the information, students will be expected to write their own research question and thesis statement specific to the topic.

The second assignment (2 pages) will also contain two parts. In the first, students will have to identify phenomena, discuss ways of measuring these phenomena, and evaluate a set of hypotheses. In the second part, students will collect more information on the topic from the first assignment, identify relevant phenomena, and hypothesize relationships between these phenomena.

The third assignment (3 pages) will ask students to locate and read articles on the same topic from the first assignment. Articles will be drawn from reference sources and numerous popular sources, all of which will be specified by the instructor. The assignment asks students to evaluate the quality of articles from these sources. Students are expected to compare the articles and identify the strengths and weaknesses of each piece with respect to its use in writing a research paper.

In the next two assignments (2 pages each), students will have to interpret and present findings based on quantitative and qualitative research. Each assignment will ask students to read two peer-reviewed articles each. Students will be expected to describe the point of the research (the research question), list the relevant hypotheses, and interpret the results.

The sixth assignment (2 pages) tasks students with evaluating all of the information they have collected on the assigned topic. Building on previous
assignments, students will be expected to discuss the information from each type of source in the context of its use for conducting independent research.

The final assignment (3 pages) builds on skills developed in the previous six assignments by asking students to write a literature review. Students will be expected to take all of the information gathered in the previous assignments and synthesize these sources into a coherent review. The goal of this assignment, given that students have already evaluated these articles, is to teach students how different sources relate to one another. Students will be taught to relate different sources to a set of ideas or themes, rather than considering each piece individually. Students will also have to provide appropriate citations and references in this assignment.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

   _____No

   _X__Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

   _____No

   _X__Yes. If yes, please name them.
The following databases, currently available through the Library website, will be very useful to students:

- CQ Researcher
- EBSCOhost
- Hein Online
- JSTOR
- Lexis-Nexis
- New York Times Historical File
- Polling the Nations
- Sage e-Reference Collection

c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.


d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

____ No

_XX_ Yes. If yes, please name them.

Students will be directed to use the databases listed in 11b above.

Students will also be directed to other resources located through the list of full text electronic journals.

Name of library faculty member consulted: Jeffrey Kroessler, Assoc. Prof.
12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

_____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)  

_X__ Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: May 23, 2011

15. **Course offerings**

a. When will this course be taught?

   Every semester, starting ____ Fall 2012 __________

   One semester each year, starting ____________

   One semester every two years, starting __________

b. How many sections of this course will be offered? _2___

c. Who will be assigned to teach this course?

   Brian Arbour, Susan Kang, Samantha Majic, Maxwell Mak, Andrew H. Sidman, and Monica Varsanyi could all be assigned to teach sections of the course as necessary.
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

_X__No

____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Currently, there are no courses in political science research methods offered at John Jay. The development of this course is consistent with the creation of research methods courses in other disciplines. According to the Undergraduate Bulletin (2010-2011), there are five research methods courses offered below the 400-level that are designed to formally introduce students to the research process. These are:

- HIS 300: Research Methods in History
- HJS 315: Research Methods in Humanities and Justice Studies
- ICJ 310: Foundations of Scholarship in International Criminal Justice
- PSY 311: Experimental Psychology
- SSC 325: Research Methods in the Behavioral Science

These courses are related in that they all address research methods, but these courses, and the proposed course, are also very different in their focus on methods and practices most useful to the respective discipline. HIS 300, for example, emphasizes locating and analyzing primary sources in the execution of historical research. PSY 311 introduces students to the use of experiments in psychological research.

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

____Not applicable

_X__No

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

17. Will any course be withdrawn if this course is approved?

_X_No

____Yes. If yes, number and name of course(s) to be withdrawn.
18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Harold Sullivan - Date of approval: May 23, 2011

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

   ___No

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

   This course will be required of all Political Science majors under the revised version of the major that is pending approval.

   Additionally, the course could count as part of the Political Science minor, which requires 15 credits of Political Science courses beyond POL 101.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. NA
POL 2XX: Introduction to Research in Politics  
[Instructor’s Name]  
[Instructor’s Office]

Section 1  
Day and Time  
Room Assignment

Phone: [Instructor’s Phone Number]  
Email: [Instructor’s Email Address]  
Office Hours: TBA  
Or by Appointment

Course Description

This course is an introduction to how political scientists conduct qualitative and quantitative research. Students will learn the research process with emphases on developing research questions, evaluating information, and planning research projects. Students will evaluate scholarly research in political science, learn how to apply ethical considerations when conducting research, and learn how different research projects relate to one another through writing a literature review.

Learning Objectives

Upon completion of this course, students will know the following:

- How to evaluate research questions and thesis statements in Political Science;
- The criteria for evaluating hypotheses;
- How to evaluate the quality of sources (i.e. distinguish the quality of peer-reviewed and non-peer reviewed sources);
- How to evaluate information including scholarly articles, news sources, websites, and blogs;
- When to use non-academic sources;
- How to apply ethical considerations in the evaluation of and when conducting research;
- The differences between quantitative and qualitative research methods;
- How to critically appraise and interpret quantitative and qualitative research.

With respect to skills, students will be able to do the following upon completion of this course:

- Write proper research questions, thesis statements, and hypotheses;
- Locate scholarly writing in the field of Political Science using databases accessible through the Lloyd Sealy Library;
- Locate scholarly and non-scholarly writing and information using publicly available sources and databases;
- Present and discuss findings from quantitative and qualitative analyses (e.g. case studies, interview techniques, hypothesis testing);
- Write a literature review as part of a research project;
- Properly cite information in their research projects and write a properly formatted reference section.
As a required part of the Political Science major, this course addresses the following learning outcomes for the major:

- Students will initiate, develop, and present independent research;
- Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments;
- Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas;

**Required Texts**

There are two books required for this course, both of which are located at the College bookstore.


In addition to the required texts, I will periodically assign readings from journals, books, and other resources. Some of these readings are already listed and denoted by asterisks in the Course Outline below. These readings are available through Blackboard.

**Coursework Requirements**

Your grade for this course will come from the following:

- A midterm exam given at the end of the eighth week (25%)
- Seven written assignments worth 45% of your grade:
  1. Research questions and thesis statements, due at the end of the third week (5%)
  2. Phenomena and hypothesis evaluation, due at the end of the fifth week (5%)
  3. Reference and popular information sources, due at the end of the seventh week (5%)
  4. Interpreting quantitative research, due at the end of the tenth week (5%)
  5. Interpreting qualitative research, due at the end of the eleventh week (5%)
  6. Evaluation of all information sources, due at the end of the twelfth week (10%)
  7. Literature review, due at the end of the fourteenth week (10%)
- A final exam given on the scheduled final exam date (25%)
- Class participation (5%)

The midterm exam will cover all lectures and assigned readings from the first class until the class before the midterm. It will be closed book and notes and consist of short answer questions and a choice of essays. The final exam, given on the scheduled exam date, will also be closed book and notes. The final exam is noncumulative and will cover all lectures and assigned readings from the class after the midterm exam until the last day of classes. More specific information on course assignments will be handed out separately.

There will be NO make-up exams except under the most extraordinary of circumstances. Should circumstances warrant the giving of a make-up exam, you must contact me no later than one week after the scheduled date to schedule a make-up. Failure to do so will result in a grade of zero automatically applied to that exam.
Course Format and Conduct

The course will consist to a large degree of lectures AND the discussion of course material. With respect to the lectures, some lecture material will substantially overlap what is in the text, but sometimes the lectures will not overlap the text much at all. Participation—questions and comments from you—will be expected in discussion of all readings, which are to be read prior to the class for which they are assigned. Questions or comments are welcomed during lectures. Feel free to ask for clarification if you do not understand something said in class. Similarly, you should feel free to comment if you disagree or agree with something said. You may also want to ask questions about text material even if it is not directly touched on in class. In general, questions are very useful, so do not hesitate to raise them.

On the general subject of the class format, let me add a few sentences on the subject of class attendance. You are expected to attend every class. Given that participation counts for 5% of your final grade, you will want to attend class as frequently as possible. Furthermore, I reserve the right to lower your final grade half of a letter grade (for example, from B+ to B) for every absence beyond your fourth for the semester. If you do not come to class the responsibility is yours and yours alone for making up the notes and keeping up with the course. Lateness will also not be tolerated and will be treated similar to attendance. For every lateness above the fourth, I reserve the right to decrease your final grade by half of a letter grade. Lastly, please be respectful in class, which includes silencing any electronic devices (cell phones, etc.) and paying attention to class discussions.

College Services and Policies

First, there is a writing requirement. If you are unfamiliar with it, the following is the college’s policy on plagiarism, printed in the Jay College of Criminal Justice 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.

If you feel you need help in this area, please visit the Writing Center in Room 2450 North Hall. If you need help with writing because English is not your native language, please visit the Center for English Language Support in Room 1201 North Hall.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Office of Accessibility Services at (212) 237-8031. The office provides support services and counseling for students who are physically challenged, have learning disabilities and/or have medical conditions which affect their performance in the classroom setting.
**Course Outline**

* These readings are available through Blackboard.
** These readings are available through Blackboard as links to the appropriate library database.

**What is Political Science?**
Week 1: Political Science as an Academic Discipline
1. Scott and Garrison: Chapters 1-2 (pp. 1-46)

**Empirical Research Methods**
Week 2: Research Questions and Thesis Statements
1. Manheim, et al.: Chapter 1 (pp. 1-14)
2. Scott and Garrison: Chapters 3 (pp. 47-79)
3. *Johnson and Reynolds: Chapter 3 (pp. 60-70)

Week 3: Theories and Hypotheses
1. Manheim, et al.: Chapter 2 (pp. 15-34)
2. *Johnson and Reynolds: Chapter 3 (pp. 70-81)

Week 4: Concepts, Variables, and Measurement
1. Manheim, et al.: Chapter 5 (pp. 67-96)
2. *Pollock: Chapter 1 (pp. 1-25)
3. *Johnson and Reynolds: Chapter 3 (pp. 81-87)

**Information Literacy**
Week 5: Reference Sources
1. Manheim, et al.: Chapter 3 (pp. 35-52)
2. Scott and Garrison: Chapters 9-10 (pp. 172-196), Chapter 14 (pp. 227-233)

Week 6: Popular Information Sources
1. Manheim, et al.: Chapter 4 (pp. 53-66)
2. Scott and Garrison: Chapter 11 (pp. 197-201)

Week 7: Quantitative Research I
1. Manheim, et al.: Chapters 14-15 (pp. 239-264)
2. Manheim, et al.: Chapter 16 (pp. 265-278)

Week 8: Quantitative Research II
1. Manheim, et al.: Chapter 18 (pp. 303-309, 318-321)

**MIDTERM EXAM AT END OF WEEK 8**
Week 9: Qualitative Research I
1. Manheim, et al. (pp. 322-331)

Week 10: Qualitative Research II
1. Manheim, et al.: Chapter 19 (pp. 332-371)

Week 11: Qualitative Research III
1. Manheim, et al.: Chapter 21 (pp. 372-383)

Writing the Research Paper
Week 12: Conducting a Literature Review
1. Manheim, et al.: Chapter 3 (pp. 35-52)
2. Scott and Garrison: Chapter 8 (pp. 152-171)

Week 13: Citations and References

Writing the Research Paper
Week 14: Formatting a Research Paper I
1. Scott and Garrison: Chapters 5-7 (pp. 94-151)

Week 15: Formatting a Research Paper II
1. Manheim, et al.: Chapter 22 (pp. 384-398)
2. Scott and Garrison: Chapters 16-20 (pp. 246-287)
CJBA 2XX (240). Quantitative Inquiry of Problems in Criminal Justice

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

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee.

1 a. **Department(s) or program(s) proposing this course:** Criminal Justice

   b. **Date submitted to Office of Undergraduate Studies:** 2/28/11

   c. **Name and contact information of proposer(s):** Valerie West

      Email address(es): vwest@jjay.cuny.edu
      Phone number(s): 212-237-8387

2 a. **Title of the course:** Quantitative Inquiry of Problems in Criminal Justice

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Quantitative Inquiry

3 a. **Level of this course:**

   ___100 Level  ___X____200 Level  ___300 Level  ___400 Level

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

   The course is a foundation of quantitative approaches to problems in criminal justice. The course prepares students for the 300 level Research Methods course, and the Institutional Analysis component of the major.

   b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): _CJBA 240_

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 provides a foundation to quantitative inquiry and problem solving in criminal justice. Specific attention is paid to analyzing administrative and observational data about crime, punishment, and justice. The basics of statistical analysis, data production, data manipulation, procedures for displaying data for quantitative inquiry, problem solving, and analysis are covered. The course will include the use of software applications for data manipulation.

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, MAT 108 or 141, CJBA 111 Introduction to Major Problems in Criminal Justice II

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

This course prepares students for the research methods and the research Focus component of the major and is designed to address two goals of the major:

1. Apply analytical, ethical, and critical reasoning skills to quantitatively, qualitatively and morally assess and evaluate the role and function of institutions engaged in the mission of crime control.

2. Be facile with data and prefer original research to secondary sources.
The course develops student’s ability to generate and use quantitative information on crime, justice, and punishment. The course trains students to use quantitative information to identify and solve problems in criminal justice. The course sets the foundation for students to conduct original research. The course integrates computation procedures with tools for real world analysis.

Regardless of the future path of our students, graduate school, criminal justice, or other professions, it is the analytic skills of quantitative problem solving that are in high demand.

9 Course learning objectives:

a. Knowledge objectives:
(What do you expect students to know after taking this course?)

Students will:

- gather appropriate empirical evidence from a variety of data repositories to evaluate issues in criminal justice.
- identify problems in crime and justice and suggest solutions for these problems based on quantitative reasoning.
- access publicly available criminal justice data and data on populations.
- compare and evaluate crime and justice policy based on statistical information and data on populations and use quantitative information in decision making.
- perform basic statistical computations and be able to use statistical packages to perform these computations.

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Students will:

- use a variety of data repositories available via the internet to gather data on crime and justice and use these data to illuminate issues in crime and justice
- identify problems in crime and justice and critically evaluate current approaches to these problems, as well as suggesting alternative problem solving approaches.
- use quantitative information to effectively communicate with others.
c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes, students will use the publicly available websites, such as the following, to gather information and create their own datasets to use for class assignments.

The first assignment the students will use www.infoshare.org and www.nyc.gov/html/dpc to collect quantitative information about a single census tract; they will describe this track based on the information they deem most salient and identify possible criminal justice issues/problems in the tract. Students will also suggest possible solutions, or ways to gather further information.

http://www.infoshare.org
http://www.nyc.gov/html/dcp

Students will learn the basics of using census information including census quick facts and the American Community Survey. They will also learn how to display this information.

http://www.census.gov

Students will gather data from Office of Justice Programs, New York States DCJS, and Justice Atlas to identify problems in crime and justice in New York City.


iii. How & where in the class calendar will students be taught in class how to use these information tools?

Each assignment follows in class demonstrations of the tools and examples of what is expected.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The above objectives provide the quantitative skills needed to address issues of crime and justice from a problem solving perspective. Particularly, the course learning objectives relate to these objectives of the major:

1. Apply analytical, ethical, and critical reasoning skills to quantitatively, qualitatively and morally assess and evaluate the
role and function of institutions engaged in the mission of crime control.

2. Be facile with data and prefer original research to secondary sources.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will have a number of ways to demonstrate the achievement of the course objectives. In addition to a midterm and final exam, students have four writing assignments, in class quizzes, and weekly homework assignments.

Class Participation
Homework
Take Home Assignments
Quizzes
Midterm Exam
Final Exam

10 Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

There are 4 writing assignments in the course where students are asked to use data as a tool for analysis and to write up their findings. For the first assignment (1-2 pages) students will use infoshare.org and www.nyc.gov/html/dpc to collect quantitative information about a single place, such as census tract or zip code, they will describe this track/zip code based on information they deem most salient and identify possible criminal justice issues/problems in this place. Students will also suggest possible solutions, or ways to gather further information that would clarify the issues identified. The second writing assignment (1-2 pages) asks students to compare the first census track to another census track on the same set of characteristics and to compare criminal justice issues. The third writing assignment (1-2 pages) has them compare the census track to the borough in which it is located. They also included administrative data of crime and justice. The fourth writing assignment (1-2 pages) students will gather data from Office of Justice Programs and New York States DCJS and Justice Atlas to identify problems in crime and justice for New York City as a whole. Each assignment is 1-2 pages, which totals 4-8 pages of written work over the course of the semester.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).
a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course?  (Please search the catalog, CUNY+, when answering this question.)

   ____ No  
   ____ Y Yes. If yes, please give some examples.

b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

   ____ X No  
   ____ Y Yes. If yes, please name them.

c. What books do you recommend the library **acquire** to support your course?  (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

   Please note: Library purchases are dependent upon budgetary considerations and the collection development policy. None

d. Will students be directed to use any specific **bibliographic indexes/databases**?

   (Please check the list of databases licensed by the library before answering this question.)

   ____ X No  
   ____ Y Yes. If yes, please name them.

   **Name of library faculty member consulted:** Kathleen Collins

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

   ____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
   ____ X Yes

13. **Syllabus**

   Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at
   http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf
The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. **Date of Department curriculum committee** approval: December, 2009

15. **Course offerings**

When will this course be taught?

- Every semester, starting **2012**
- One semester each year, starting __________
- One semester every two years, starting __________

How many sections of this course will be offered? **1** Depending on demand.

Who will be assigned to teach this course?

Valerie West; Hung En Sung; Sung-suk Violet Yu; Michael Maxfield;

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

   - No
   - **X** Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   The course is similar STA 250. STA 250 covers the principles of statistics and focuses on computational skills. The proposed course focuses on use of data for empirical reasoning, problem solving in criminal justice, presentation of empirical information, and use of criminal justice data.

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

   - **X** Yes. If yes, give a short summary of the consultation process and results.

   I consulted with Maggie Smith, the coordinator of STA 250. She supports this proposal.
17. Will any course be withdrawn if this course is approved?

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Evan Mandery
   Date of approval: 12/15/09

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

   ___ No
   _X_ Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

   Required research methods course For the BA in Criminal Justice (Part Two).

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. NA
John Jay College of Criminal Justice  
Quantitative Inquiry of Problems in Criminal Justice  
(CJBA 240)  

Valerie West  
Department of Criminal Justice  
899 Tenth Ave, 422:14T  
Phone 212-237-8387  
vwest@jjay.cuny.edu

Office Hours  
Mon/Wed 10:30-11:30  
& By Appointment

Course Description

In this course you will develop the skills necessary to examine and evaluate criminal justice phenomena through quantitative inquiry. You will learn to work with and analyze administrative and observational data about crime, punishment, and justice. You will also learn the foundation of statistical analysis, data manipulation, and procedures for displaying data for analysis. Quantitative inquiry is one key element of criminal justice research. A basic understanding of the logic of quantitative inquiry will assist you in examining criminal justice phenomena and challenge your common-sense explanations of crime, punishment, and justice. This course requires active class participation, and use of a pc.

This course provides a foundation to quantitative inquiry and problem solving in criminal justice. Specific attention is paid to analyzing administrative and observational data about crime, punishment, and justice. The basics of statistical analysis, data production, data manipulation, procedures for displaying data for quantitative inquiry, problem solving, and analysis are covered. The course will include the use of software applications for data manipulation.

Learning Outcomes

1) The class will be divided between lectures and hands on activities designed to develop your ability to understand quantitative inquiry, data manipulation, and data presentation.
2) The class will focus on information publicly available about New York City, particularly data on crime and justice. We will use both administrative data gathered by criminal justice and other public agencies as well as observational data about New York City. You will learn to use data from the census and from state and local agencies to understand and evaluate criminal justice policy.
3) You will learn to present data and to explore relationships between criminal justice practice and social behavior. You will learn to use computer programs to analyze and present data.

Students will:
• gather appropriate empirical evidence from a variety of data repositories to evaluate issues in criminal justice.

• identify problems in crime and justice and suggest solutions for these problems based on quantitative reasoning.

• access publicly available criminal justice data and data on populations.

• compare and evaluate crime and justice policy based on statistical information and data on populations and use quantitative information in decision making.

• perform basic statistical computations and be able to use statistical packages to perform these computations.

• use a variety of data repositories available via the internet to gather data on crime and justice and use these data to illuminate issues in crime and justice.

• identify problems in crime and justice and critically evaluate current approaches to these problems, as well as suggesting alternative problem solving approaches.

• use quantitative information to effectively communicate with others.

Course Requirements*

All assignments are due the first class of the week. The course is demanding. The material is built on a scaffold and builds on itself. Therefore, you must keep current with homework and other assignments and bring your questions about the material to class. Throughout the semester there will be weekly homework assignments, biweekly quizzes and several brief take-home assignments. Your grade will be based on the homework/take-home assignments, quizzes, a midterm, and a final exam. The homework and take home assignments are designed to build your numeracy, skills and your understanding of the material. The quizzes and exams will test your understanding and your ability to apply the skills learned. There will be no make-up quizzes, nor will there be incomplete grades given in this course.

Assignments and Grading

Class Participation:
Students are encouraged to participate in class. During the course students will be asked to present their work to the class and demonstrate a technique. You are expected to ask questions during class and to respond to material being presented by the instructor and other students.

Homework & Take Home Assignments:
There will be weekly homework assignments. Homework will be assigned for the week. Unless otherwise instructed, homework is due the first day of class for each week. Homework will take on many forms and will often require access to a pc.
Take home Assignments are assignments that will require more than one week to complete. There are four written assignments (2 pages) that use publically available data to identify and illuminate issues in criminal justice. Often, these assignments will have multiple steps and are designed to increase your skills with gathering and presenting data. Assignments are posted on Blackboard.

**Quizzes:**
There will be a number of quizzes over the semester.

**Mid Term and Final Exams:**
These will be given in class. Both will be open book and will require the use of a pc.

Final grades will be based on the following:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Homework/Take Home Assignments</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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**The John Jay College Policy on Plagiarism**

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, pp 38-39)

**Required Reading and Other Material**

Course Outline*

**Fundamental Concepts**

*Introduction to Publically Available Data on Crime & Justice in New York City*

**Week 1**  
How Do we Know What We Know: Introduction to the course. Course requirements, syllabus, and introduction to databases. (Chapter 1)  
First Assignment: Define and explain the difference between spreadsheets, flat file databases and relational database. Provide examples of all of the above that you experience in your everyday life. How to download data

**Data Presentation & Unit of Measurement**

**Week 2**  
Data Reduction, Presentation, & Central Tendency  
Introduction to databases (Chapter 2)

**Using Administrative Data Part 1**

**Week 3**  
Data Reduction, Presentation, & Central Tendency  
Data Distribution and Variance (Chapter 3)  

**Data Manipulation Level of Analysis Data Aggregation**

**Week 4**  
Transformations & Unit of Analysis (Chapter 4)

**The Nature of Relationships and their Presentation**

**Week 5**  
Relationships and Their Presentation (Chapter 5)

**Using Administrative Data Part 2**

**Week 6**  
Relationships Continued Unit of Analysis (Chapter 5&6)  

**Week 7**  
Probability (Chapter 7 & 8)

**Data Manipulation Level of Analysis Data Aggregation Revisited**

**Week 8**  
Sampling (Chapter 9) Working with Census Data  
Assignment 3 (www.census.gov)

**Making Comparisons & Populations: Defining Populations and Reference Groups**

**Week 9**  
Making Comparisons Power Tests(Chapter 10)  
http://www.ojp.usdoj.gov/bjs/dtdata.htm#justice  
http://criminaljustice.state.ny  
http://www.justiceatlas.org/

**Using Criminal Justice & Administrative Data**

**Week 10**  
Regression (Chapter 11)  
Assignment 4 (http://www.ojp.usdoj.gov/bjs/dtdata.htm#justice & http://criminaljustice.state.ny)

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
| Week 11 | More on Associations (Chapter 14)  
Using Data to examine relationship in criminal justice. We will use the data gathered last week to test for relationships. |
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<tr>
<td><strong>Presenting Data</strong></td>
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<tr>
<td>Week 12</td>
<td>Multiple Association Presenting Data (Chapter 15)</td>
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<tr>
<td><strong>Making Tables for Problem Solving and Presentation.</strong></td>
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| Week 13 | Tabulation Reading Tables Making Tables for Presentation (Chapter 16)  
Assignment 5 |
| Week 14 | Review |
| Week 15 | Final Exam |

*Subject to change*
CJBA 220. Race, Gender, Ethnicity, Crime & Justice

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

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee.

1 a. Department(s) or program(s) proposing this course: Criminal Justice

b. Date submitted to Office of Undergraduate Studies: January, 2010

c. Name and contact information of proposer(s): Valerie West

   Email address(es): vwest@jjay.cuny.edu
   Phone number(s): 212-237-8387

2 a. Title of the course: Race, Gender, Ethnicity, Crime & Justice

b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Race Crime & Justice

3 a. Level of this course:

   _____100 Level  ___X__200 Level  _____300 Level  _____400 Level

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

   This course is a 200-level course in the Criminal Justice BA program. It builds on the foundational 100-level courses and is an important field of study. The course assignments are designed to build student theoretical reasoning and writing skills in a guided course material. The course is a core requirement for all majors and prepares students for the 300-level electives. The course prepares students to address important issues in criminal justice. This course prepares students to consider topics in this area for their capstone work at the 400-level.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___CJBA________
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.)

The course combines the perspectives on formal and informal social divisions with theories of crime, punishment and justice. It examines the reflexive relationship between social constructions of race, ethnicity, gender, crime and justice. It critically analyzes the relationship between constructions of race, ethnicity, gender, crime and justice.

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

ENG 102/201, CJBA 111 Introduction to Major Problems in Criminal Justice II

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 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 intersection of race, ethnicity, gender and crime is a central issues in the in the study of criminal justice. There is currently no course that covers this material.

9 Course learning objectives:

   a. Knowledge objectives:
      (What do you expect students to know after taking this course?)
Students will:

- explain theories on formal and informal social divisions as they relate to theories of crime, punishment and justice.
- examine the various factors which influence the social constructions of race, ethnicity, gender and crime.
- understand the relationship between perceptions of race, ethnicity, gender, and crime and punishment
- understand historical and contemporary perspectives on race, ethnicity, gender, crime, and punishment.

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Students will:

- read, discuss (orally and in writing) and critique the relevant literatures of these theories.
- craft concise summaries of assigned readings, present this material orally to the course and lead a class discussion on the topic.
- develop and practice critical/scholarly thinking skills. Under this approach, teaching (and learning) is viewed as a collective process in which students and teacher are equally involved.
- engage in intelligent conversation regarding current questions concerning race, ethnicity, gender, crime, punishment and justice.
- develop their writing skills and be able to craft a scholarly work using secondary sources.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.
   No
i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify. None
iii. How & where in the class calendar will students be taught in class how to use these information tools? NAP

d. How do the above learning objectives relate to the objectives of the program, major or minor?

The course is directly responsive to the major’s stated goal of requiring each student to consider how race and ethnicity impact the construction and effectuation of crime control.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

Students will be assessed through written assignments of varying length in which students will demonstrate mastery of the material and ability to argue cogently.

Students will be assessed through written question they develop for class discussion.

Students will be assessed through their critical written and oral evaluation of reading assignments.

Students will be assessed through their written outline of class readings.

10  Recommended writing assignments

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

There are four types of writing assignments.

- Outline of reading (Two assignments at 1 page each)
- Class discussion questions (Two assignments, 1/2 page each)
- Critical evaluation of reading- Critique, (Two assignments, 2-3 pages each)
- Final paper based on course material –Essay, (Four-Five pages)

Each assignment develops different aspects of the student’s critical reasoning and writing skills. The assignments also help students understand how to read text and how to identify and understand the key arguments of a text. The assignments are varied in length and type of writing to facilitate the development of the student’s ability to communicate ideas. The first assignment is a single page outline of a particular reading assignment. This assists students in understanding the architecture of the argument. Questions for class, develops the student’s analytic skills with minimal writing. The critiques are deep reads of text and further develop the students analytic and argument skills over a longer easy. The final paper teaches students to develop questions that require a sustained analysis to address.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).
a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

____No

___X___Yes. If yes, please give some examples.

The 2 required texts for the course are in the library holdings. All of the articles are part of the electronic repositories.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

___X___No

____Yes. If yes, please name them.

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy. None

d. Will students be directed to use any specific bibliographic indexes/databases?

(Please check the list of databases licensed by the library before answering this question.)

___X___No

____Yes. If yes, please name them.

Name of library faculty member consulted: Kathleen Collins

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

____No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

___X___Yes
13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: December 15, 2009

15. **Course offerings**

When will this course be taught?

Every semester, starting **Fall 2012**

One semester each year, starting __________

One semester every two years, starting __________

How many sections of this course will be offered? **1**

Who will be assigned to teach this course? Marcia Esparza, Joshua Frelich, David Kennedy, Jeff Mellow, Mangai Nataragan, Frank Pezzela, Karen Terry, & Valerie West

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

   **X** Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

**SOC/CRJ 420 Women and Crime**, which looks at women as offenders, women as victims of crime, and “women as social control agents.”

**PSC 235 Women in Policing**, which addresses issues and the history of women in policing.
Law 313 *The Law and Politics of Race Relations*, which examines “major court decisions and . . . legislation affecting minority groups.”

Each of these courses is very specific to a particular area of the criminal justice system, or, as is the case of Women and Crime, to one issue across a number of domains.

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. |

We consulted with African American Studies and Gender Studies and Latin American Latin/o Studies. The program and departments were supportive of the proposed course.

17. Will any course be withdrawn if this course is approved?

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Evan Mandery
Date of approval: 12/15/09

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

| ___No |
| **X** Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific) |

Core requirement of the BA in Criminal Justice.
It will be an option in the Gender Studies Major concentration under C-Socio-Political and Economic Systems and Gender & Sexuality. It will also be an option for the minor. Please see accompanying email from the Katie Gentile, Director, Gender Studies Program.
c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. See attached.
Valerie West

From: Katie Gentile
Sent: Tuesday, November 08, 2011 7:20 PM
To: Valerie West
Subject: RE: Course offering for the Gender Studies Major

Valerie,

I will definitely add this as in an option for our Gender Studies Major concentration C - Socio-Political and Economic Systems and Gender & Sexuality. It will also be an option for our Minor. However, as of now Dean Lopes said there are no more cross listings. If you've heard otherwise, I'm happy to do it. Let me know once it is approved so I can officially add it to our program.

Take care,
Katie

Katie Gentile Associate Professor, Counseling
Director, Gender Studies Program

524 W. 59th Street
New York City, NY 10019
Tel. 212.237.8110
Fax. 212.237.1212
The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread.

-Anatole France from *The Red Lily*, 1894

Course Description

The focus of this course is the intersection of inequality, race, ethnicity, gender, crime, punishment, and justice. The course combines the literature on formal and informal social divisions with theories of crime, punishment and justice. You will examine the reflexive relationship between constructions of race, ethnicity, gender, crime and justice. You will understand the creation of formal divisions in society and how these divisions influence and are influenced by crime and race.

Learning Outcomes

Students will:

1) understand historical and contemporary perspectives on crime, justice, race, ethnicity, and gender.
2) Develop analytic abilities to address current questions concerning race, gender, crime, crime control, and punishment.
3) Describe theories on formal and informal social divisions as they relate to theories of crime, punishment and justice.
4) examine the various factors which influence the social constructions of race, ethnicity, gender and crime.
5) understand the relationship between perceptions of race, ethnicity, gender, and crime and punishment

Course Requirements*

All readings should be completed prior to the assigned class. Readings are drawn from original texts and each week students will be assigned the responsibility of providing outlines and questions for class discussion. In addition, there will be two brief (2-3 pages) memos (40%) and a final project (40%). The memos will critique an individual, or set of readings. These assignments will be given out the second week of class. All assignments are due prior to class,
and are submitted via Blackboard. The final project will address a question developed by the student and will draw on themes in the course readings, or will apply the course readings to a particular issue in criminal justice. Each project will be between 4 and 6 pages. Class discussion is an essential component of this course. Your participation is required. No incompletes will be given in this course.

**Assignments and Grading**

*All assignments must be submitted via Blackboard prior to the start of class. Assignments submitted in any other way will not be accepted. A copy of all assignments is also submitted in class the day the assignment is due.*

**Outlines and Questions for Class:**

Each student will be assigned two sets of readings to outline. Each outline will cover the major theoretical themes and argument for the reading for the week assigned. In addition to the outline, the student will provide two questions for class discussion. The questions should be drawn from the readings and should highlight the author’s argument, seek clarification, address a weakness in the argument, or connect the reading to other course materials. Together the outlines, class questions, and class participation account for twenty percent of your grade.

**Writing Assignments:**

There are two (2-3 pages) writing assignments. Each student will be assigned two sets of readings (one in the first half of the semester, one in the second half of the semester), to critically analyze. Together these assignments are forty percent of your grade.

**Final Project:**

The final Project: Each student will develop a topic to research. Either the student will select course material and explicate the argument. This means that the student will provide an in-depth critical evaluation of the material. Or the student will use course material to explore an issue in criminal justice. Each student’s project topic will be submitted to the instructor for approval. See the course Blackboard site for topic suggestions. Projects will be between 4 and 5 pages. The final Projects are worth forty percent of your grade.

Final grades will be based on the following:

- Outlines/Questions/Class Participation: 20%
- Writing Assignments: 40%
- Final Projects: 40%

**The John Jay College Policy on Plagiarism**

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

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

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, pp 38-39)

**Required Reading and Other Material**


Additional readings on Blackboard (BB)

**Course Outline***

**Course Introduction**

**Formal & Informal Divisions in Society-Fundamental Concepts**

**Week 1**

Weber, Max –Selections (BB).
Class Status Party.
The Relationship of Education and Training.

**Week 2**

Schumpeter, Joseph (1934), Social classes in ethnically homogeneous environment – Selections (BB)

**Race, Gender, and Crime: Early Writings**

**Week 3**

Hayner, Norman S. *Variability in the criminal behavior of American Indians* (GG)
Cox, Oliver C., *Lynching and the status quo* (GG)
Thomas William I., *The unadjusted girl* – selections (BB)
**Perceptions of Race, Ethnicity, Crime, and Gender**

**Week 4**

Entman, Robert M., & Andrew Rojecki (2001), *The Black image in the White mind*-Selections (BB)
Krivo, Lauren, Ruth Peterson & Diane L. Karafin “Perceptions of crime and safety in racially and economically distinct neighborhoods” (PKH)

**Perceptions of Ethnicity, Race, and Crime**

**Week 5**
Sampson, Robert J. & Lydia Bean, *Cultural mechanisms and killing fields: A revised theory of community—level racial inequality* (PKH)
Zatz, Marjorie S. & Nancy Rodriguez, Conceptualizing race, ethnicity in studies of crime and criminal justice (PKH)

**The intersection of Gender, Race, Ethnicity, and Crime**

**Week 6**
Von Hentig, Hans, *The criminality of colored women* (GG)
Huey, Jacklyn, & Micheal J Lynch, *The image of black women in criminality: Historical stereotypes as theoretical foundation* (GG)
Zatz, Marjorie S. & Nancy Rodriguez, Conceptualizing race, ethnicity in studies of crime and criminal justice (PKH)

**Week 7**
Miller Jody, *Up it up: Gender and the accomplishment of street robbery* (GG)
West, Carolyn, Glenda Kaufman Kantor, & Jena Jasinki, *Sociodemographic predictors and cultural barriers to help-seeking behavior by Latina and Anglo American battered women* (GG)
Webster, Colin (2008), *Marginalized white ethnicity, race and crime*, Theoretical Criminology 12:293-312

**Drugs, Homicide, Race, Ethnicity, and Equal Protection**

**Week 8**
Kennedy, Randall (1997), *Race, law and punishment: The war on drugs* (Ch. 10) in *Race, crime, and the law*
National Survey on Drug Use and Health (2007), Illicit drug use by race/ethnicity, in metropolitan and non-metropolitan counties 2004 and 2005 (BB)
Homicide trends in the US (BB)
http://www.ojp.usdoj.gov/bjs/homicide/race.htm#ovrace
Vélez, Maria B. *Toward an understanding of the lower rates of homicide in Latino versus Black neighborhoods: A look at Chicago* (PKH)

Provine, Doris Marie, *Creating racial disadvantage: The case of crack cocaine* (PKH)

**Race, Ethnicity, Gender and Violence**

Week 9


De Coster, Stacy & Karen Heimer *Crime at the intersections: Race, class, gender and violent offending* (PKH)

Like, Tonya Z., Jody Miller Toya, Z., *Race inequality, and gender violence: A contextual Examination* (PKH)

Hawkins, Darnell, Black & White homicide differentials: Alternative to an inadequate theory (GG)

**Reflexivity of Race, Ethnicity, Crime, and Justice**

Week 10


Frampton, Mary Louis, Ian Haney Lopez, and Jonathan Simon (2008), *After the war on crime introduction-Selection* (BB)


Week 11

Western, Bruce (2007) *Punishment and inequality-Selections*

Garland, David (1985) *Punishment and welfare-Selections*

**Ethnicity, Race, and Place**

Week 12


Sampson, Robert J. & William Julius Wilson, *Toward a theory of race, crime and urban inequality* (GG)

Crutchfield Robert D., Ross Matsueda, & Kevin Drakulich, *Race, labor markets and neighborhood violence* (PKH)

Valdez, Avelardo, *Drug markets in minority communities: consequences for Mexican American youth gangs* (PKH)

Week 13
Raymond-Richmond, Wenona, *Transforming communities: Formal and informal mechanisms of social control* (PKH)

**Race, Ethnicity, Crime, and Punishment**

Week 14
Wacquant, Loic *The New “Peculiar Institution”: On the Prison as Surrogate Ghetto* (GG)
Kaut, Paula & Cassia Spohn, *Crack-ing Down on Black Drug Offenders Testing*

Week 15
Final Projects Due

*Subject to change

# Anatole France-pseudonym for Jacques Anatole Francois Thibault
Additional Readings


Mann, Coramae Richey (1984), Female Crime and Delinquency. Alabama; University of Alabama Press.


Box, Steven. (1987), Recession, Crime and Punishment (selections), Totowa, NJ: Barns and Noble.


Critical Race Theory


Bell, Derrick (1987), And We are Not Saved: The Elusive Quest for Racial Justice, New York, NY: Avon.


C10

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

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to killoran@jjay.cuny.edu

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

   b. Date submitted to Office of Undergraduate Studies:

   c. Name and contact information of proposer(s):  Lori Latrice Martin or Jessica Gordon Nembhard
   Email address(es): lmartin@jjay.cuny.edu; jnembhard@jjay.cuny.edu
   Phone number(s): 212-484-1184; 646-557-4658

2. a. Title of the course: Inequality and Wealth

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Inequality & Wealth

3. a. Level of this course:

   ____100 Level  ____200 Level  __XX__300 Level  ____400 Level

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

   The course builds upon the knowledge, performance skills and information literacy developed in such courses as SOC 101, ECO 101, ETH 123, and ETH 125; but also SSC 325, STA 250. It also contains written requirements that meet the guidelines for Writing Across the Curriculum. This is a 300 level course that requires students to engage in high level qualitative and quantitative thinking, quantitative facility; and looking at justice from an in depth and international perspective). In order to explore the growing and persistent wealth gap between Black and whites and among racial and ethnic groups and genders to better understand inequality (historically and currently), students will be expected to closely analyze data sources; to provide statistical and sociological analyses of data, their trends and consequences; to interrogate current and historic structures and practices that impact wealth and asset holding; to analyze historic, current and potential policies and their impact on wealth inequality; to read complex

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
economic, sociological and interdisciplinary scholarly primary and secondary sources and research studies; and to write high level research papers.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): AFS is the appropriate course prefixes, as the course originates from the Africana Studies Department.

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 analyzes racial wealth gaps and wealth inequality in the African Diaspora, with a focus on the United States. From an interdisciplinary approach, the course will explore the growing and persistent wealth gap between various racial and ethnic groups and genders to better understand inequality (historically and currently), and will assess the causes and consequences of racial, ethnic, and gender differences in wealth and asset building. Students will examine challenges with wealth data and recent trends, as well as the consequences of asset poverty, particularly for people of African descent. Solutions and potential policy responses to the persistent racial, ethnic and gender wealth disparities and asset poverty will be evaluated.

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

ENG 102/201, and SSC 325 or STA 250; and any one of the following: SOC 101, ECO 101, ETH 123, ETH 125, 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):

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8. **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 college offers a number of courses that explore economic inequality in the U.S. and beyond. However, an individual’s or a group’s socioeconomic status is typically measured by one or more of the following indicators: educational attainment, occupational status and income. Increasingly, scholars are including measures of wealth in their assessments of economic well-being and exploring asset building as an economic development strategy. Racial and gender gaps are greater on indicators of wealth than on the traditional measures of socioeconomic status. Offering a course that explores wealth and asset holding in addition to education, occupation and income both allows students to explore cutting edge research and engage in interdisciplinary analysis of a persistent and growing economic and social problem, and broadens John Jay’s course offerings to include a very current societal challenge. Social class position is a predictor of many sociological outcomes. The proposed course, “Inequality and Wealth,” will afford students the opportunity to think critically and analytically about how people with membership in various social groups accumulate wealth and how racial/ethnic and gender differences in the types and levels of assets owned matters.

The primary objective of this course is to understand the role of wealth in analyzing the status of and well being of people of African heritage, to use race, ethnicity, and gender as entry points to examine social, economic and political issues related to the experience of African peoples throughout the Diaspora. This requires fundamental understanding of the differences between wealth and income, the differences between a variety of wealth accumulation strategies practiced by various communities, and of the role played by public policy in asset stripping and discrimination in asset markets. Wealth is often ignored as an indicator of economic stability, progress and well being. This course will put wealth at the center of such analyses. Students will also focus on race and gender as social constructions, and the role that wealth inequality plays in defining racial and gender hierarchies throughout the African Diaspora. Race, especially, is often missing from the analysis of social institutions, so considerable time will be spent studying how race has evolved in the structure of social institutions, and the impact of race on income and wealth inequality.

Students will explore among other issues, ways to narrow the wealth gap and accumulate wealth, and will discuss the theoretical, methodological, and policy implications of wealth inequality within groups, and across groups and borders.

9. **Course learning outcomes:**
   (What do you expect students to know and be able to do after taking this course?)

   **Students will:**

   1. Define core concepts and terms in studying inequality; and be able to distinguish between wealth and income, asset building and wealth accumulation.
   2. Explain key theories of asset building and wealth accumulation; and become familiar with leading scholarship about wealth inequality.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
3. Critically and analytically explain causes and consequences of wealth inequality as it relates to people of color and women in the US and globally, from micro- and macro-level perspectives.

4. Locate, retrieve, and utilize basic data sources in the social sciences to analyze, evaluate, and critique wealth inequality measures, wealth accumulation and asset building strategies, and public policies related to wealth creation and accumulation.

5. Apply alternative theories of and approaches to understanding wealth inequality to potential policy solutions.

c. Information literacy objectives:

   i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

   Students will data sources in the social sciences to analyze, evaluate, and critique wealth inequality measures, wealth accumulation and asset building strategies, and public policies related to wealth creation and accumulation. Specifically, students will have to summarize related academic journal articles, write a research paper and do an oral presentation which are reflective of their understanding of data sources like the U.S. Census, Survey of Consumer Finances, and Panel Survey of Income Dynamics.

   i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

   Students will be directed to locate and retrieve different types of data from databases such as JSTOR and Sociological Abstracts, and retrieve statistical information from the US Census Bureau and other data sets. Students will also be directed to web sites for various population centers, including www.ipums.org.

   iii. How & where in the class calendar will students be taught in class how to use these information tools?

   Students will be taught in the library during the second week of classes how to use the information tools and in class during the third week of classes by the instructor in a smart classroom.

d. How do the above learning objectives relate to the objectives of the program, major or minor?
The above learning objectives relate directly to the stated objectives of the Africana Studies Department and its minor, as well as the Economics Department’s major and the Sociology Department’s minor (and proposed major). The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage, using themes such as culture, agency, struggle and justice. An important focus of the Africana Studies Department is studying racial inequality. One aspect of the Sociology minor is to explore the roles of race and social class on a variety of societal outcomes. The Economics Department objectives include political economic analyses of race, class and gender inequality. All three departments have expressed an interest in increasing knowledge among their students about the causes and consequences of inequality and the acquisition of related skill sets including social science data analysis and research skills, and high level critical thinking, information literacy, and oral communication.

**e. Assessment:**
How will students demonstrate that they have achieved these course objectives?

Students will demonstrate that they have achieved these course objectives through their performance on assignments including, but not limited to, article summaries, a research paper, oral presentations, quizzes and exams.

10. **Recommended writing assignments**
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatesstudies/](http://www.jjay.cuny.edu/undergraduatesstudies/) and click the link for Writing Across the Curriculum.)

Students will be expected to complete one 14-20 page research paper that will be written in 5 parts during the semester. Students will choose a relevant topic about wealth accumulation its challenges and consequences, particularly for African Americans and/or people of color or women of color in the US or another country (the topic must be approved by the professor). During the course of the semester, students will have to select a topic and data set, conduct a literature review, design a study, and analyze existing data or collect original data, discuss findings and results and make conclusions.

- **Paper 1** (3-5 pages) will be a discussion of wealth, differences between wealth and income, and wealth inequality for a specific racial group (10 Points). Paper 1 is due Week 4.
- **Paper 2** (3-6 pages) will include a literature review and bibliography about a specific topic (and data set) approved by the professor (10 Points). Paper 2 is due Week 9. The student will continue with the same topic for the other assignments.
- **Paper 3** (2-3 pages) will describe the study design and data set the student will work with (5 Points). Paper 3 is due Week 11.
- **Paper 4** (3-4 pages) will report the results of your study, including at least 1 table

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
summarizing the results (8 points). Paper 4 is due Week 13.

➢ The fifth and final paper would include rewritten and finalized versions of papers 1-4 (11-16 pages), that have been woven into a coherent research paper and include a new discussion of the study findings and a final conclusion (3-5 additional pages; total pages 14-20), with a full bibliography (including at least 10 academic sources, not including any of the three textbooks, and no more than 3 sources coming from the course’s required readings) (12 points). Total points: 45. This final version of the paper is due the day the final exam is scheduled for this class. Students will give an oral presentation to the class summarizing and discussing their paper during the final exam day.

Students, in teams of 3 or 4 per group, will also be expected to create an annotated bibliography about a wealth policy the team chooses.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

   ___ No
   ___ x Yes. If yes, please give some examples.

   A search of the catalog finds the following examples of books that may be used to support student work in this course:


More recent studies (based on the most recent data) are available online from research centers; and are not yet published in books.

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

___ No
___x Yes. If yes, please name them.

Students can access JSTOR and Sociological Abstract via the library’s web page. The college also has subscriptions to many academic journal articles that contain articles around race, ethnicity, gender and wealth. These journals including American Sociological Review, American Journal of Sociology, Gender and Society, Ethnicity and Race, Population Research and Policy Review, Social Science Research and Journal of African-American Studies, to name a few.

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.


Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Feminist Economics Journal would also be relevant to acquire.

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

  ____ No
  __x__ Yes. If yes, please name them.

  JSTOR, Sociological Abstracts

  **Name of library faculty member consulted:** Prof. Marvie Brooks

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

  ____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
  __x__ Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

Syllabus attached.

14. **Date of Department curriculum committee approval:** 3 October 2011.

15. **Course offerings**

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
a. When will this course be taught?

   Every semester, starting ________________

   One semester each year, starting ____Spring 2012____

   One semester every two years, starting __________

b. How many sections of this course will be offered? 1 per semester

c. Who will be assigned to teach this course?

Dr. Lori L. Martin and Dr. Jessica Gordon Nemhard will teach the course during alternate semesters.

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

   ___X___No

   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   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.

   We consulted with the Sociology Department. An earlier version of the new course proposal along with course outline was forwarded to Acting Chair, Anthony Lemelle. At Dr. Lemelle’s request, the documents were forwarded to the department’s curriculum committee. They showed interest in the course and do not have a course like it. The latest version of the syllabus was re-circulated in November 2011. See a copy of the email correspondence (attached) with the Sociology Department.
We also consulted with the Economics Department (Catherine Mulder) to make sure this course does not overlap with their “Race, Gender, and Class” course. It does not and the economics department does not teach a course focusing on wealth inequality or exploring wealth and asset accumulation among people of color. The faculty of the Economics Major agreed to include this course as one of the eligible electives for completion of the Economics Major, and would like to cross list the course with Africana Studies. See a copy of the email exchange (attached) verifying this.

17. Will any course be withdrawn if this course is approved?

   ___x_No
   ___Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Dr. C. Jama Adams
   Date of approval: 3 October 2011

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

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

   Africana Studies minor and Africana Honors minor
   Proposed major in Africana Studies
   Economics major, Elective in Specialization A

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

   Email correspondence attached.

   Email from Jay Hamilton, December 6, 2011

   “Today, the department Curriculum committee has officially voted and I approve to include AFR 3XX: Inequality and Wealth in the Economics Major as an elective in Specialization A.

   Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
-Jay"

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Course Syllabus
AFR 3XX Inequality and Wealth

Professor Lorri Latrice Martin, Ph.D. and Jessica Gordon Nembhard, Ph.D.
Office Location: Department of Africana Studies
Office Hours:
Email Address: lmartin@jjay.cuny.edu; jnembhard@jjay.cuny.edu
Phone Number: 212-237-8764 or 646-557-4658

Course Description:
This course analyzes racial wealth gaps and wealth inequality, exploring the economic and sociological experiences of wealth building among racial and ethnic groups, and women in the African Diaspora, with a focus on the United States. From an interdisciplinary approach, the course will explore differences in the types and levels of assets owned for various groups to better understand inequality (historically and currently). Students will assess the causes and consequences of racial, ethnic, and gender differences in wealth and asset building. Students will examine trends in wealth statistics and challenges with existing wealth data sets. Solutions and potential policy responses to the persistent disparities and asset poverty will be evaluated.
Prerequisites: ENG 201; STA 250 or SSC 325; and ONE of the following: ETH 123, ETH 125, ECO 101, SOC 101, or GEN 101.

Learning Outcomes - Students will:

1. Define core concepts and terms in studying inequality; and be able to distinguish between wealth and income, asset building and wealth accumulation.
2. Explain key theories of asset building and wealth accumulation; and become familiar with leading scholarship about wealth inequality.
3. Critically and analytically explain causes and consequences of wealth inequality as it relates to people of color and women in the US and globally, from micro- and macro-level perspectives.
4. Locate, retrieve, and utilize basic data sources in the social sciences to analyze, evaluate, and critique wealth inequality measures, wealth accumulation and asset building strategies, and public policies related to wealth creation and accumulation.
5. Apply alternative theories of and approaches to understanding wealth inequality to potential policy solutions.
Required Textbooks:


Other readings as outlined

Also: **BlackBoard**: Assignments, supplemental articles, course updates, course documents and/or links, discussion boards, and other sources to help you and to keep the class in communication with each other are on this site. Many required assignments will be given on this site and may need to be performed on the site. Always check the announcements section under “Discussions” for messages from the professor. A copy of this syllabus will also be on the site.

Additional readings will come from Internet sites (to keep costs down, keep the class current, and teach Internet research skills), magazines and news sources. You will therefore need access to the Internet. Finally, you must be able to communicate with the instructor and your classmates by email both through the Blackboard site or through regular email.

Grading and Assignments

Your final grade will reflect the degree to which you can think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought through arguments. Credit will also be given for consistent attempts to present ideas in class and for consistent participation in a study group that meets outside of class time.

Regular attendance, promptness, evidence that you are prepared, good grades on your assignments and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments and not participating in classroom discussions will result in a low grade or failure.

Grade Distribution:
Exams (3) 30%
Research papers 45%
Class Participation/Oral Presentations 15%
Team Policy analysis and presentation 10%

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Assignments

Class Participation, Small group discussion, and oral presentations (15 points total): Students are expected to come to class regularly and participate in class discussions and activities. Quizzes and reflections questions can be assigned daily. Each student is required to lead 2 class discussions and give at least 1 oral presentation to the class. Be punctual and attend all classes. Note that about 50% of your final grade is based on in-class activities.

Examinations (30 points total)
There will be three examinations (worth 10 points each) scattered throughout the semester (Week 6, Week 10 and Week 14). Exams will consist of short answer questions, and a short essay; some will include data analysis. There will be a brief review session the class before the date of the examination.

Research Paper(s) (45 points): There is one 14-20 page research paper required for this class that will be written in 5 parts during the semester. Students will choose a relevant topic about wealth accumulation its challenges and consequences, particularly for African Americans and/or people of color or women of color in the US or another country (the topic must be approved by the professor). The final version of the paper is due the day the final exam is scheduled for this class. Students will give an oral presentation to the class summarizing and discussing their paper during the final exam day. For more details see the description of assignments at the end of the syllabus. Part 1 due week 4; Part 2 due week 9; Part 3 due week 11; Part 4 due week 13; Part 5 Final Paper due day of class period for final examination.

Team Policy Analysis (10 points)
Students will form teams during the middle of the semester to discuss a specific policy or set of policies about wealth accumulation. In teams of three or four to a group, choose a policy issue related to wealth and asset building (potential topics will be discussed in class). Provide background information and statistics, analyze the issue and its challenges in the format of an oral policy brief. Provide an annotated bibliography on the topic to hand out to the class. Give an oral presentation to the class (week 12).

Course Outline

Part. I. Understanding Wealth Inequality

Week 1
Course Introduction
Syllabus and Expectations
Overview of topic

What is Wealth? Social Class, Economic Inequality, Income versus Wealth
WIR – “What is Wealth,” pp. 2-9

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Optional:


Week 2

World Wealth Inequality


Library Visit – Spend class in the library to learn about library resources and reference materials to be used throughout the course.

Week 3

The Sociological and Political Economy Perspectives


Optional:


http://www.eolss.net/ebooks/Sample%20Chapters/C04/E6-94-01.pdf


Race and Gender as Social Constructions

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Week 4

Race and Wealth

BWWW – “Race, Wealth, and Equality” Chapter 1, pp. 11 – 34; and “Wealth and Inequality in America” Chapter 4, pp. 69-92.


Race and Wealth, Historical Views


Week 5

The Racial Wealth Gap


Optional:


Asset Poverty and the Wealth Gap


BWWW – “The Emergence of Asset-Based Policy” Chapter 9, pp. 229-268.

Optional:

Week 6 Review and Exam 1

Week 7
Women and Wealth


Optional:

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Part II. Contributions to Wealth Inequality

Week 8

Housing Inequality


Optional:


http://racialwealthdivide.org/research/WashgAwayVeil.html

Film: Race the Power of an Illusion, Episode 3: “The House We Live In”


“The Race Literacy Quiz” (take it; and read other sections at this site),


Week 9 - Paper 2 (literature review) due

Financial Inequality


Policy Outcomes

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
WIR – Collins, Chuck, “The Visible Hand: Seven Government Actions that have Worsened Inequality,” pp. 78– 84;

**Week 10 - Review and Exam 2**

**Part III. Consequences of Wealth Inequality**

**Week 11 - Paper 3 (study design) due**

**General Consequences**


**A Matter of Health**


Optional:

**Part IV. Alternative Strategies for Asset Building and Economic Empowerment**

**Week 12 - Team Oral Presentations**

**Week 13 - Paper 4 (results) due**

**Community or Joint Wealth and Alternative Strategies**

Week 14 - Review and Wrap up; and Exam 3

Finals Week: Completed Full Research Paper (Paper 5) due and Oral Presentations of final paper during time of class final exam.

Course Information:

Course Structure:
The course will combine lectures, discussions, team/group work (both in and outside of class), quizzes/reflection writing, three in-class examinations, and a research paper written in five parts. “Lectures” will provide a structural context for your considerations of policy, political economy, sociology, and politics, but will never be pure lecture. Because this is a senior-level seminar student participation, answering questions, asking questions, filling in background information, and participating in small group discussions is expected. Class dialogue is welcome and encouraged (although monopolization by one student will not be allowed). Each student will also be expected to give an oral presentation individually, and as part of a team. Students should complete the assigned readings before each class meeting. Unannounced quizzes or reflection questions at the beginning of class will help the instructor to assess students’ level of understanding and will provide students with an incentive to stay abreast of the readings and attend class.

Classroom behavior:
Students should not disrupt classmates, or the instructor, during class. Students should avoid behavior like: habitually coming to class late; maintaining steady conversation with neighbors during lecture or other class activities; taking (or making!) calls on your cell phone or texting or surfing the internet. Be respectful of your fellow students and professor, in your speech and attitude. The professor reserves the right to impose a seating chart on the class, or on a subset of the class, in order to promote common courtesy. In addition, disruptive students may be referred to the appropriate judicial authority. Absolutely no cell phone use or bathroom breaks during examinations.

Attendance/Lateness
Students will be graded on their participation in class. Students who routinely miss classes or arrive late tend not to be able to keep up in class. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes. Please note that 50% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments and not participating in classroom discussions will result in a low grade or failure.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
CUNY’s Non-Discrimination Policy:
The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University.” The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. Mine is a safe classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

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

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

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

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

Students should study the APA style at http://www.apaguide.net/ or from any other source on APA style. In addition, students should visit the Writing Center before completing the first writing assignment. Professor may use Turnitin.com for at least one of the paper submissions to help students understand the proper use of sources and prevent academic dishonesty.

Please note that Wikipedia is not an acceptable academic source for information used or written about in this class. It is not fact checked.

Statement Regarding Students with Disabilities:
The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
### Evaluation, Grading and Assignment Details

**Total Points Conversion to Final Grade:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>Passing</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67.1-69.9</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>63.0-67.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure/Unsuccessful</td>
</tr>
</tbody>
</table>

**Reminder:**

A = Excellent
B = Good
C = Satisfactory
D = Passing
F = Failure/Unsuccessful

### Recommended Readings:


Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

a. Department(s) or program(s) proposing this course: History/Gender Studies

b. Date submitted to Office of Undergraduate Studies:

c. Name and contact information of proposer(s): Sara McDougall

   Email address(es): smcdougall@jjay.cuny.edu
   Phone number(s): 203-915-3961

a. Title of the course: Female Felons in Premodern Europe and the Americas

b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Female Felons

a. Level of this course:

   ____100 Level   ____200 Level   __√_300 Level   ____400 Level

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

This course will require students to analyze complex legal sources and to write individual research papers. The work is demanding, but techniques and strategies will be taught in the class. Some background in either history or gender studies will help, but both are not essential.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.):

   ____HIS__________

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

This course examines the complex position of women accused of crimes in premodern Europe and the Americas. The early history of the western legal tradition was entirely dominated by men. Only men wrote laws and passed judgment. In fact, even most criminals were male. Women made up only a fraction of those found guilty of crimes, which is also true for the present. At the same time, certain crimes, such as adultery,
infanticide, or witchcraft, were associated with female behavior. Drawing heavily upon primary sources, principally trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern justice, as well as the early history of criminal justice in Europe and the Americas.

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

ENG 102/201, either HIS 203 or HIS 204 or GEN 101.

Number of:
- Class hours 3
- Lab hours ___
- Credits 3

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

___√____ No
____ Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

8. 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.)

Drawing heavily upon primary sources, principally legal texts such as trial records, students will be exposed to the experience of analyzing primary legal documents using the theories and methodologies of both gender studies and history. As a result, this course will help students to understand the role of gender in premodern justice, as well as the early history of criminal justice in Europe and the Americas.

Studying premodern trials teaches students about the historical place of women in courtrooms and in the legal system, about premodern, western history, and about the history of women and the role of gender in society. This course will also raise questions about how and why modern law and modern courts treat female criminals as they do. Women still make up a very small proportion of convicted criminals, a gender difference that merits further study.

This course offers a new field of inquiry in both History and Gender Studies. Currently, John Jay’s History Department offers courses in American Legal History, lynching, violence, and criminal justice in Europe after 1750. "Female Felons" studies the position of women in the courtroom throughout premodern, western history with a focus on Europe as well as both North and South America, and as a result introduces students to the earlier history of western legal theory and practice, and to criminal punishment from earlier time periods than those usually covered by the other classes (with the exception of the class on lynching). The course further differs from other History Department courses with its unique focus on the situation of women. Gender
Studies currently offers a few courses that include historical topics (notably Gender and Sexuality 364), and one course that specifically addresses the relationship of gender and justice with a focus firmly in the present (Gender and Justice 205). "Female Felons" will contribute to the teaching of gender and justice within Gender Studies by offering a course on the premodern, western, history of crimes associated with women and with women criminals.

9. Course learning outcomes:

- Students will learn how to read and evaluate premodern European, and American laws and legal procedure in historical and cultural context.
- Students will be able to identify passages in primary sources, and data from secondary work, which will reveal the role of gender in law and legal practice, as well as how ideas about gender change - and do not change - over time and space.
- Students will learn how to make arguments about women and crime using evidence from primary legal texts.

C. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

This course will involve extensive use of primary and secondary sources, and the evaluation of these materials. Many of these sources will be available on the internet, students will be expected to understand how to make informed, ethical, and appropriate scholarly use of online resources. This course will also require students to do their own research, online and in the library. Students will also need to make extensive use of Blackboard for the syllabus and readings.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Library databases that the students will be expected to use include JSTOR, EBSCO host's Academic Search Premier, and Historical Abstracts.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

I will review how to make use of these resources with students during the first class meetings and individually as they develop their research projects.

D. How do the above learning objectives relate to the objectives of the program, major or minor?)

This course shares in the goals of the History Department as a whole in that students will be exposed to an understanding of people, society, values, and the processes of change. The course will enhance student’s analytical, research, and critical thinking
skills, and will provide students with a historical context for the modern place of women in western courtrooms.

In particular, the course is suitable for the Global History major in that it spans much of pre-modern history and is situated in Europe as well as the Americas. The course aligns with the aims of the Gender Studies program in that it focuses on gender and sexuality in historical law and legal practice.

**e. Assessment:**
How will students demonstrate that they have achieved these course objectives?

Students will demonstrate success in meeting these course objectives through their written and oral work throughout the semester, and especially in their individual research papers.

10. **Recommended writing assignments**
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatesudies/](http://www.jjay.cuny.edu/undergraduatesudies/) and click the link for Writing Across the Curriculum.)

This class requires over twenty pages of writing. Students will write three 1-page response papers (3), a five page paper comparing three of the cases studied in the first half of the semester (5), a seven-page research paper based upon primary sources (7), and two essays for their final exam (roughly 5-6 pages).

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

____ No

√ Yes. If yes, please give some examples.


Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

√ Yes. If yes, please name them.
What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

Alan Watson, ed. and trans. *The Digest of Roman Law*

Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

No
Yes. If yes, please name them.

Scottish Witchcraft Database [http://www.shc.ed.ac.uk/Research/witches/](http://www.shc.ed.ac.uk/Research/witches/)
Salem Witchcraft database [http://www2.iath.virginia.edu/salem/home.html](http://www2.iath.virginia.edu/salem/home.html)
Consistory Court Records of England Database. [http://digitalhistory.concordia.ca/consistory/about.php?id=1&expand=about](http://digitalhistory.concordia.ca/consistory/about.php?id=1&expand=about)
Trials of Female Heretics [http://www.history.vt.edu/Burr/heresy/Heresy.html](http://www.history.vt.edu/Burr/heresy/Heresy.html)
Women in the Middle Ages [http://www.fordham.edu/halsall/book1v.html](http://www.fordham.edu/halsall/book1v.html)

Name of library faculty member consulted:

Jeffrey Kroessler

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

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/undergraduatstudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatstudies/imagesUndergraduateStudies/ModelSyllabus.pdf)

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and
assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

See below.

14. Date of Department curriculum committee approval:

11/29/2010

15. Course offerings

When will this course be taught?

Every semester, starting __________

One semester each year, starting __Fall 2012____

One semester every two years, starting __________

How many sections of this course will be offered? __1___

Who will be assigned to teach this course? Sara McDougall

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

__No

√_Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

This course has some relationship to the Gender Studies course “Gender and Justice” in that it certainly raises issues related to gender and to justice. This course is much more narrow in its focus on women criminals in western history, which predates the usual modern focus of the gender and justice course.

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.

I asked former Gender Studies chair Allison Pease and current chair Katie Gentile if the course could be cross-listed in Gender Studies and both agreed. The course is different from “Gender and Justice” in its focus on women criminals and its chronological designation, as also explained above.

17. Will any course be withdrawn if this course is approved?
√ No
___Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Allison Kavey

Date of approval: 11/29/2010

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

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

This course will be offered as an elective as part of the Global History major, an elective for history minors, and as an elective for Gender Studies majors and minors.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. NA
Female Felons in Premodern Europe and the Americas

This course examines the complex position of women accused of crimes such as adultery, infanticide, or witchcraft in premodern Europe and the Americas. Drawing heavily upon primary sources, principally trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern justice, as well as the early history of criminal justice in Europe and the Americas.

Course learning outcomes:

- Students will read and evaluate Ancient, European, and American laws and legal procedure in historical and cultural context.
- Students will be able to identify passages in primary sources, and data from secondary work, which reveal the role of gender in law and legal practice, as well as how ideas about gender change - and do not change - over time and space.
- Students will make arguments about women and crime using evidence from primary legal texts.

Assignments and Expectations:
We cover a lot of ground in this course, and explore court records from many different times and places. Read the assigned sources as carefully as you can, context and background will be provided during class discussion, and in recommended (but by no means required) supplemental readings.

As you read, and particularly as you prepare written assignments, imagine yourself in the place of a prosecuting or defending attorney, a judge writing a decision on the case, or an investigative reporter writing an article about the case. What do you make of the accusation made against the woman in question? What do you think of the way she is treated by the court? Assess the testimony offered against her. Ask yourselves why she was accused of a crime, how she came to be suspected, and why she may have done what is alleged against her. What do you make of the sentence, if any, passed against her?

Requirements:

Attendance and Participation (15%)
Three 1-page response papers to selections from the assigned readings (15%)
5 page paper due at midterm. Compare three of the cases we have studied. What has changed from one time and place to another, or from one sort of crime to another? What has stayed the same? What can these cases teach us about how judges and societies viewed women and crime? (20%)
five-minute presentations on the research topic for final paper (10%)
7-page paper on a topic related to the course based on research in primary sources. (25%)
Final exam (15%)

Textbook:
Elaine Beilin, ed. The Examinations of Anne Askew, (Oxford University Press, 1996)

All other readings for this class will be posted to the course website.
Statement of College Policy on Plagiarism

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

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

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

Course Outline:

August 27. Introduction

August 29. The Western Tradition
Women and Adultery in the Ancient World: The River Ordeal
Hebrew Bible: Ezekiel 16:37, 39; 23:26; Numbers 5:12–31; Leviticus 18, 20:11-17;
Deuteronomy 24:1-4; Susannah and the Elders:

September 3. Women, Crime and Maternity in Jewish Antiquity

September 5. Women and Adultery in Ancient Greece
Lysias, First Oration
Gordias "On Helen"

September 12. A Prostitute on Trial in Ancient Greece
You Tube video made by the author: http://www.youtube.com/watch?v=blwjt0aAvgY
* first possible due date for response paper #1

September 17. Women and Adultery in Ancient Rome: The Lex Julia
(selections from Judith Grubbs’ Women and Law in the Roman Empire: A Sourcebook on Marriage, Divorce, and Widowhood)
http://www.fordham.edu/halsall/source/cjc-marriage.html

September 19. Women Martyrs on Trial in Late-Antiquity, Perpetua and Felicity
Vibia Perpetua: The Passion of SS. Perpetua and Felicity. See also Catholic Encyclopedia: Sts. Felicitas and Perpetua; and Peter Dronke's Discussion of Perpetua [At Internet Archive, from

Prepared for 2nd reading at UCASC, Jan 27, 2012
September 24. An accusation of adultery and incest from Early Medieval Europe  
Genevra Kornbluth “The Susanna Crystal of Lothar II: Chastity, the Church, and Royal Justice”  
http://www.bbc.co.uk/dna/h2g2/A21304883

September 26. Women and the Ordeal in Early Medieval Europe  
Selections from Vickie L. Ziegler, *Trial by Fire and Battle in Medieval German Literature* (Boydell and Brewer, 2004).

October 1. Women and Heresy in Medieval Europe  
The Trial of Beatrice de Planissoles (14th century noblewoman of Southern France)  
http://www.qudos.org.uk/Montaillou/Deplanis.htm  
http://www.qudos.org.uk/Montaillou/beat2.htm
*first possible due date for response paper #2

October 3. Joan of Arc  
“The Condemnation and Rehabilitation Trials of Joan of Arc” http://smu.edu/ijas/pinzino.html  
The Trial of Joan of Arc: http://smu.edu/ijas/1431trial.html
*second possible due date for response paper #2 (or #3)

October 8. Jewish Women and the Spanish Inquisition  
*Women in the Inquisition: Spain and the New World: part 1*  
Mari Sanches and Ines Gonzalez, Ines of Herrera del Duque and Maria Lopez
*third possible due date for response paper #2 (or #3)

October 15. Midterm paper due in class.  
Powerpoint presentation of images of women and trials we have studied.

October 17. Women and Crime in Medieval and Early Modern England  

October 22. Anne Askew  
Beilin, *Examinations of Anne Askew*, first and second Examinations

October 24. Anne Askew and female authority  
*possible due date for response paper #3

October 29. No class. Each student schedules an individual meeting with me to discuss topics and sources for the research paper.


Prepared for 2nd reading at UCASC, Jan 27, 2012

*possible due date for response paper #3*

November 5. Muslim Women in Christian Spain: Fatima or Anna?

November 7. Infanticide in Early Modern Italy.

November 12. Five-minute presentations of research paper topics in class.

November 14. Women and Criminal Law among the Aztec
Selections from the *Florentine Codex* and the *Libro de Oro*.

November 19. How Women Criminals Sought Pardon in Sixteenth-century France
Natalie Davis, *Fiction in the Archives: Pardon Tales and their Tellers* (1987), Chapter Three: Bloodshed and the Woman’s Voice”.

November 21. The Trial of Anne Hutchingson: Blasphemy in Colonial America

*final possible due date for response paper #3*

November 26. Witches in Early Modern Europe

December 3. Witches in Colonial America
Trial records: [http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm](http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm)

December 5. An African Slave Woman and the Mexican Inquisition

December 10. Final Papers due and discussion, review for final exam.

Final exam.
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

1. a. **Department(s) or program(s) proposing this course:** Counseling Department

   b. **Date** submitted to Office of Undergraduate Studies: November 16, 2010

   c. **Name** and contact information of proposer(s): Professor Tyrone M. Parchment, LMSW; Vice President Berenecea Johnson Eanes, PhD; Department Curriculum Committee

      Email address(es): tparchment@jjay.cuny.edu
      Phone number(s): 646-557-4785

2. a. **Title of the course:** Case Management in Human Services

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Case_Mgmt_HS

   c. **Level** of this course:

      ____100 Level   ____200 Level   ____300 Level   ____400 Level

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

      Case Management in Human Services builds on the basics learned in CSL 150 and CSL 235, which are prerequisites for the course. CSL 150 introduces students to the skills, theories, and processes fundamental to careers in Human Services. CSL 235 provides an overview of the history, importance, principles, and ethics of case management. In the proposed course, Case Management in Human Services, students will have the opportunity to apply this basic knowledge through case studies and other practical exercises based on situations typically encountered in the field of Human Services.

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

Human service professionals need to understand contemporary case management approaches and have the knowledge base, values, ethics and skills necessary to carry out the many diverse roles and functions of a case manager.

Case management demands the development of advocacy, communication and service development skills. Through this course, students will understand the three phases of case management: assessment, planning, and implementation. Students will be able to assess the needs of diverse clients and when appropriate be able to arrange, coordinate, monitor, evaluate and advocate for a package of multiple services to meet the specific client’s complex needs. Historical perspectives of case management and theoretical models utilized by case managers are discussed in detail. According to the Bureau of Labor Statistics, the number of social and human service assistants is expected to grow by nearly 23 percent between 2008 and 2018, ranking the occupation among the most rapidly growing. Upon graduation a substantial number of John Jay students will seek employment in the many criminal justice and social service agencies dedicated to providing service to individuals and families in need of assistance; e.g., domestic/victim service workers, community outreach workers, job developers, rehabilitation counselors, case managers, child advocates to name a few. This course is fundamental to student career development and employment within these occupational fields of study.

According to Case Management Society of America (CMSA), case managers are recognized experts and vital participants in the care coordination team who empower people to understand and access quality, efficient health care. The National Organization for Human Services (NOHS) identifies case management as an example of the various occupation titles of human service workers.

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.)

The course introduces students to the practice of Case Management. Topics include the roles and functions of a case manager; organizational context; current models of case management; ethical and legal issues; professional development of the case manager; and approaches to assessment and service delivery. Students will have the opportunity to construct a client case file, which includes the development, implementation, and evaluation of a social-service treatment plan for a particular client or population.

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, CSL 150 & CSL 235

6. Number of:
   a. Class hours **3**

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
b. Lab hours  _____
c. Credits  ___3__

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

___ No

___X Yes. If yes, then please provide:

a. Semester(s) and year(s): Spring 2010
b. Teacher(s): Tyrone M. Parchment, LMSW
c. Enrollment(s): 22
d. Prerequisites(s): ENG 102/201, CSL 150 & CSL 235

8. Learning Outcomes:

- Students will demonstrate knowledge of the assessment, planning, and implementation phases of case management (through classroom exercises and exams).

- Students will be able to develop and write a comprehensive case assessment plan with goals (through classroom exercises and the final paper).

- Students will demonstrate the ability to build a case file (through the final paper).

- Students will know and be able to discuss current issues and challenges facing professional case managers (through written exercises and exams).

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

___No

___X Yes.

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

Case Management in Human Services is part of the Human Service Minor.

10. How will you assess student learning?
Students will demonstrate that they achieved the course learning outcomes through the journal assignments, class participation, group exercises, midterm exam, final paper/case file and case presentation.

a. Midterm exam will consist of 10 multiple choice questions, 10 short answer questions and two essays

b. A total of 5 journals that must be a minimum of three pages in length, documenting their thoughts, questions, and critiques on the subject material discussed in class

c. Final paper will require students to construct an client case file (maximum of 20 pages in length) and include the following:

   1. Written Face/Cover Sheet (1 page)
   2. Typed and Written Verification Letter of Appointment (1 page)
   3. Written Assessment/Intake Form (4-5 pages)
   4. Typed Social History (2-4 pages)
   5. Written Case Assessment Plan and Goals (4-6 pages)
   6. Typed Service Plan Goals and Objectives (3-4 pages)
   7. Written Release of Information Form(s) (1-2 pages)
   8. Typed Termination Letter (1 page)
   9. Typed Discharge Summary (2-4 pages)

11. Did you meet with a librarian to discuss library resources for this course?

   Yes ______ X _____  No ____________

If yes, Please provide the librarian’s name  Professor Nancy Egan

Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

   ____ No  ______ X ___ Yes.

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

   X The library catalog, CUNY+
   X EBSCOhost Academic Search Complete
   - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
   - LexisNexis Universe
   - Criminal Justice Abstracts
   X PsycINFO
   X Sociological Abstracts
   - JSTOR
12. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

13. Date of Department curriculum committee approval: November 8, 2010

14. Faculty - Who will be assigned to teach this course? Tyrone M. Parchment, LMSW and other Departmental faculty as assigned.

15. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

   ___ X ___ No
   ___ ___ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

16. 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.

This course proposal and supporting materials were consulted with Dr. Roger Sherwood, Professor at Hunter College Social of Social Work Program and full-time faculty members from the Counseling Department at John Jay College of Criminal Justice, Vice President Berenecea Johnson Eanes, Dr. James Malone and Dr. Mickey Melendez.
17. Will any course be withdrawn if this course is approved?

   ___X No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

    Name(s): Vice President Berenecea Johnson Eanes, PhD

    Date of approval: November 8, 2010
John Jay College of Criminal Justice
The City University of New York

CSL 2XX: Spring 2011
Case Management in Human Services

Professor: Tyrone M. Parchment, LMSW
Phone: 646-557-4785
E-mail address: tparchment@jjay.cuny.edu
Office: 3130 North Hall
Office hours: by appointment

Required Books and Supplemental Readings

A. Required Book:

B. Supplemental Text:


Course Description:

CSL 2XX provides students with an introduction to the basic theory and practice of Case Management. Topics covered include roles and functions of a case manager, historical and current perspectives of case management, theories and assessments, understanding the organizational context, service delivery, building a case file, ethical and legal issues and professional development of a case manager. Students will be provided the opportunity to construct an actual client case file which includes developing, implementing and evaluating the delivery of a social service treatment plan for a particular client/client population served.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Prerequisites: ENG 101, CSL 150 & CSL 235

Note: This course focuses on issues related to case management in human service contexts. Due to the experiential nature of the case study materials employed, occasionally sensitive responses may result. Should the content of the course material trigger any such responses, the college has a professional staff that is available for counseling and additional support. Please see the course instructor if you would like further information, or visit suite L:68 of the New Building for a confidential appointment.

Course Learning Outcomes:

The objective of this course is to provide students with the fundamental understanding of Case Management and identify the skills and responsibilities necessary to effectively maintain a client-centered approach when managing caseload activity. At the conclusion of the course:

- Students will demonstrate knowledge of the assessment, planning, and implementation phases of case management (through classroom exercises and exams).
- Students will be able to develop and write a comprehensive case assessment plan with goals (through classroom exercises and the final paper).
- Students will demonstrate the ability to build a case file (through the final paper).
- Students will know and be able to discuss current issues and challenges facing professional case managers (through written exercises and exams).

Course Requirements:
Attendance, Participation, and Preparation:

- Class attendance and participation is mandatory. Students are expected to arrive to class prepared, having done the required reading assignments and having completed all written assignments due that day.

- All students have the right to express their opinions and values and engage in critical thinking about issues discussed in this class. Students are expected to conduct themselves in a fashion that delineates sensitivity, openness, and respect for their fellow students’ opinions, values, and feelings. If a student is in violation of this policy, the student will immediately be asked to leave the classroom and a mandatory meeting with the professor will be scheduled prior to the student being permitted to attend the next class. Lastly, all opinions expressed in class will stay in class.
Your final grade will be reduced by one full letter grade for every five unexcused absences you accumulate. Five late arrivals or early departures will be equivalent to one absence.

All assignments and readings are expected to be complete on the date they are due. Late work will result in severe grade reduction.

Students must turn off all personal electronic devices before entering class and must arrive and depart at the designated class times.

Reading Assignments: Students are expected to complete all the required readings for each class session.

Journal Assignments: Students are required to maintain a journal throughout the semester. Each submission must be a minimum of three pages, documenting students’ thoughts, questions, and critiques on the subject material discussed in class. Journal assignments will be submitted in class on time, and the instructor will review and respond to any questions and comments raised by students in their journal. Journals are confidential and will be treated as privileged communication between professor and student. Five points will be deducted every day the assignment is not turned in on time.

Midterm Exam: The mid-term will cover the subject materials outlined in your textbook, reading assignments, and in class lectures and discussions.

Final Paper: For the final paper, students will be required to complete a client case file which includes a “mock” assessment/intake interview presentation. Each student will be given a case vignette and will have the opportunity to role play in dyads both as the “case manager” and as the “client”. All the below topics will be discussed throughout the semester and a review will be given prior to date of submission.

1. Written Face/Cover Sheet (1 page)
2. Typed and Written Verification Letter of Appointment (1 page)
3. Written Assessment/Intake Form (4-5 pages)
4. Typed Social History (2-4 pages)
5. Written Case Assessment Plan and Goals (4-6 pages)
6. Typed Service Plan Goals and Objectives (3-4 pages)
7. Written Release of Information Form(s) (1-2 pages)
8. Typed Termination Letter (1 page)
9. Typed Discharge Summary (2-4 pages)

Case Presentation: Students are required to present their case, from the case file they completed for their final exam, and they will have up to three minutes to present their case.

Grading System

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<tr>
<th>Criteria</th>
<th>% / points</th>
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Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Class Participation, Group Exercise and Attendance  |  10%  (50 points)
Journal Submissions (5 total)  |  20%  (100 points)
Midterm  |  25%  (150 points)
Final Paper/Case File  |  30%  (150 points)
Case Presentation  |  15%  (50 points)

Total:  100 % (500 points)

**Final Grade Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>500 – 401 points</td>
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<tr>
<td>A-</td>
<td>87% - 89.9%</td>
<td>400 – 351 points</td>
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<tr>
<td>B+</td>
<td>80% - 86.9%</td>
<td>350 – 301 points</td>
</tr>
<tr>
<td>B</td>
<td>77% - 79.9%</td>
<td>300 – 251 points</td>
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<tr>
<td>C+</td>
<td>70% - 76.9%</td>
<td>200 – 151 points</td>
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<tr>
<td>D</td>
<td>60% - 69.9%</td>
<td>150 – 101 points</td>
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<tr>
<td>F</td>
<td>0.0 – 59.9%</td>
<td>100 – 0 points</td>
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**Academic Misconduct**

**A. Statement of College Policy on Plagiarism:** (From the John Jay College of Criminal Justice 2007-2008 Undergraduate Bulletin, p. 167)

Plagiarism is the act of presenting another person’s ideas, research or writing as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list.

- Copying another person’s actual words without the use of quotation marks and foot-notes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the sources.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Please note that all suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the College.

**B. Cheating:** Students are prohibited from using notes, textbooks and other reference materials during the examinations unless authorized by the instructor. Students may not copy other students’ examination, submit papers written by others or engage in other forms of academic dishonesty. If such violation occurs, allegations of cheating will be referred to the Vice President of Student Development to be handled under the student disciplinary procedures.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Week &amp; Topic of Classroom Discussion</th>
<th>Readings</th>
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</table>
| 1/31   | **Week 1**  
Course/Syllabus Overview & Introductions  
Create Student Information Sheet |                                                                          |
| 2/2    | **Introduction to Case Management**  
Case Management  
NASW Standards for Social Work Case Management  
Chapter 2  
• NASW link  
• Frankel & Gelman (2004):  
Chapter 1 |
| 2/7    | **Week 2**  
Interventions and Ethical Guidelines  
Applying Ecological Model  
Chapter 3  
• Frankel & Gelman (2004):  
Chapter 2  
| 2/9    | **Ethics and Other Professional Responsibilities for Human Service Workers**  
**Group Exercise** | • Summers, N. (2009):  
Chapter 1  
• Husbands, W., et.al: (2007) |
| 2/14   | **Week 3**  
Cultural Competence, Personal Boundaries & Attitudes  
Race, Class, Ethnicity, Gender, Sexuality and Disability | • Summers, N. (2009):  
Chapters 4 & 5  
• Gondolf, E. (2008)  
• Halkitis, P.N, et.al (2010) |
| 2/16   | **Clarifying Who Owns the Problem**  
**Journal 1 Due** | • Summers, N. (2009):  
Chapter 6 |
| 2/21   | **Week 4**  
COLLEGE CLOSED – President’s Day |                                                                          |
| 2/23   | **Effective Communication**  
Good Responses and Poor Responses  
Listening and Responding  
**Group Exercise** | • Summers, N. (2009):  
Chapters 7 & 8  
• Kennedy, R., & Kennedy, B. (2010) |
| 2/28   | **Week 5**  
Asking Questions  
Chapters 9 & 10  
Chapter 4 |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td></td>
<td>- Frankel &amp; Gelman (2004): Chapter 6</td>
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<td>- Kolind, T., Vanderplasschen, W., De Maeyer, J. (2009)</td>
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<td></td>
<td><strong>Group Exercise</strong></td>
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<td>3/16</td>
<td><strong>Week 7</strong> Case Conceptualization and Assessment</td>
<td>- Summers, N. (2009): Chapter 17</td>
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<tr>
<td>3/21</td>
<td><strong>REVIEW FOR MIDTERM</strong></td>
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<td>3/23</td>
<td><strong>Week 8</strong> MIDTERM EXAM</td>
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<td></td>
<td>Obtaining and Acquiring Client Information</td>
<td>- Frankel &amp; Gelman (2004): Chapter 7</td>
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<tr>
<td></td>
<td>Receiving and Releasing Information</td>
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<td><strong>Journal 3 Due</strong></td>
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<tr>
<td>3/30</td>
<td><strong>Week 9</strong> Continue Facilitating a Meaningful Change and Recovery</td>
<td>- Summers, N. (2009): Chapters 20 &amp; 21</td>
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<tr>
<td></td>
<td>Developing a Service Plan at the Case Management Unit</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
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<td>Journal 4 Due</td>
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<td>4/17 –</td>
<td>Week 12</td>
<td>SPRING RECESS</td>
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<td>4/27</td>
<td>Week 13</td>
<td>Monitoring the Services or Treatment</td>
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<td>5/2</td>
<td>Week 14</td>
<td>Developing Goals and Objectives</td>
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<td>5/4</td>
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<td>Terminating the Case</td>
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<td>Taking Care of Yourself Self-Care</td>
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<td>5/16</td>
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<td>Week 16 REVIEW FOR FINAL</td>
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<td>5/18</td>
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<td>LAST DAY OF CLASS Case Presentation</td>
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<td>Final Paper is due during Finals Week (TBA)</td>
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Bibliography


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

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s) proposing this course:** Psychology
   b. **Date submitted to Office of Undergraduate Studies:** 11/5/10
   c. **Name and contact information of proposer(s):** Angela Crossman
      
      Email address(es): acrossman@jjay.cuny.edu
      Phone number(s): (212)237-8653

2. a. **Title of the course:** Introductory Research Experience in Psychology
   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Intro Rsrch Exp Psy

3. a. **Level of this course:**
   
   ____100 Level  ____xx_200 Level  ____300 Level  ____400 Level
   
   Please provide a brief rational for why the course is at the level:
   
   At the 200 level, students will have been exposed to basic issues in Psychology (in Psych 101) and so this course provides an introductory opportunity for students to apply their growing understanding of research in psychology to real-world problems. However, lacking statistics and research methods, the students might not be prepared yet to do independent research.

   b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ____PSY____

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 is designed to provide “hands-on” exposure to the research culture within a Psychology lab at John Jay College. Under the close supervision of a faculty member, students will learn how to engage in appropriate professional behavior within a research environment. The course will help students to understand ethical considerations in Psychology research, and will focus on the acquisition of basic skills needed to conduct empirical research. These might include how to work with raw data, manipulate a statistical database, collect data, read, interpret and critique research studies, and discuss and evaluate research ideas. The course is offered on
pass/fail basis only. (Please note: Students who take this course for 2 credits are expected to spend a minimum of 4 hours, students who take is for 3 credits are expected to spend a minimum of 5 hours per week on laboratory activities)

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 PSY 101 and Instructor Permission

6. Number of:
   a. Class hours __2__ or __3__
   b. Lab hours __2__ or __3__
   c. Credits __2__ or __3__ (variable credit)

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

   ___xx__ No

   ___ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   This course evolved out of the Psychology Dept’s efforts to redesign the undergraduate psychology major, to bring the curriculum more in line with current national standards. Many programs around the country have shown that undergraduate research experience provides motivation and inspiration for students within that discipline. Furthermore, it is suggested that such experiences might improve students’ ability to think critically and analytically (Ishiyama, 2002). Students engaged in research will have the opportunity to form a close relationship with a faculty mentor, which should promote deeper learning experiences and, hopefully, improved student retention. Increased discussion with faculty and graduate students will also help to inform students’ future career decisions. Successful admission to graduate programs in Psychology is now heavily dependent on previous research experience. Therefore, this course (and other supervised research courses) should help to strengthen John Jay graduates’ candidacy for Psychology graduate programs.

   Current impediments to student involvement in research include: lack of understanding of its importance in their early educational careers; lack of knowledge about how to become involved; and lack of time/resources to ‘volunteer’ for research. This course will provide students with a low-stakes opportunity to explore psychological research early in their
academic careers, for academic credit. It will allow them to become involved directly with faculty research, and will provide firsthand research experience, which will allow more concrete connections to be made with theoretical concepts they have been learning about in their classes.

9. **Course learning objectives:**

   **a. Knowledge objectives:** (What you expect students to know after taking this course)

   After taking this course, students should be able to demonstrate:
   - Basic understanding of how knowledge is generated in the field of psychology, including steps involved in conducting a particular research study.
   - Basic knowledge of concepts surrounding ethical treatment of human subjects in research and of the historical background and role of the Institutional Review Board (IRB) for conducting research.
   - An understanding of how specific research variables are operationally defined and how these variables relate to hypothesis testing.

   **b. Performance objectives:**
   (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

   After taking this course, students should be able to:
   - Behave in a professional manner appropriate to a research environment- Follow instructions carefully and appropriately in order to assist with data collection and analysis in a research study.
   - Use research databases for data entry, and have an awareness of the need for proof-reading for accuracy.

   **c. Information literacy objectives:**
   i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

   Students will be asked to summarize and evaluate information provided during their lab experiences, lab meetings and seminars. All students will be required to take notes in a lab journal, which will provide a portfolio of their hands-on research experience in the context of a particular project.

   ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, web sites, or reference books? Please identify.

   In certain cases, students might be directed to:
   - Formulate appropriate database search strategies through discussion with the instructor.
   - Explore and search library databases to increase familiarity with the databases and with the research topic under study using well-defined key terms
   - They would be directed to the John Jay library databases, especially PsycINFO.
iii. How & where in the class calendar will students be taught in class how to use these information tools?

- Faculty and graduate students would instruct students on the use of PsychInfo as needed, and/or an instructional workshop can be arranged through the library staff early in the semester.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

Conducting research is a fundamental aspect of psychology. A basic appreciation for how research is conducted provides a foundation for more complex explorations of research theory and study design in other classes. The course learning objectives are consistent with some of the objectives of the program, which are to produce competent graduates with higher order thinking skills. Furthermore, we envision a scaffolded, supervised research experience (consisting of progressively advanced courses) and this basic course should help to prepare students for future independent research projects under faculty supervision.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

There will be 3 main metrics for assessing outcomes in this course

1) Collaborative Institutional Training Initiative (CITI)
Students will be required to complete an online training course (Collaborative Institutional Training Initiative) and must pass the CITI test in order to become certified to work with human subjects. Successful certification will demonstrate that they have a basic knowledge of the concepts surrounding ethical treatment of human subjects in research and basic knowledge of the historical background to the role of the Institutional Review Board (IRB) in conducting Psychology research.

2) Participation (Pass/fail)
Students will be given regular feedback about their performance in the lab. This feedback will be recorded in a log, which will be used to assess the students’ ability to: behave in a professional manner appropriate to a research environment; follow instructions carefully and appropriately to assist with data collection and analysis in a research study; work reliably and consistently within a research environment; and demonstrate basic proficiency in the use of research databases for data entry and an awareness of the need for proof-reading for accuracy.

Lab Journal:
Students will demonstrate that they have achieved the other course objectives through a written document detailing their research experience. This document will require students to describe the research they were involved in, describe some of the research they read in relation to the current study, explain their role in the study during the semester, and explain the research question and methodology of the study. This document would likely take the form of a lab journal, kept throughout the semester, documenting students’ activities, questions, insights, thoughts, and progress with regard to engaging in psychological research. It is also expected that students will record their discussions about graduate school and careers in Psychology. Students might also be asked to produce an annotated bibliography of the work they read during the semester.
10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

Students would likely complete either a lab journal, kept throughout the semester (10pgs+), documenting their experiences, and/or an annotated bibliography (min 6-10pgs) describing the research they were exposed to during the semester.

11. **Please meet with a member of the Library faculty prior to responding to Question 11.** Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)
   ____ No

   ____ xx Yes. If yes, please give some examples.

Books are unlikely to be the central source material, as research will be cutting edge, so most relevant resources will be recently published original, empirical research articles. Where appropriate these can be placed on e-reserve by faculty or where necessary students might be asked to seek out newer sources as they become available.

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?
   ____ No

   ____ xx Yes. If yes, please name them.


c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

None — journal articles will be of most interest, as well as books and review articles. Library materials are currently sufficient for this course as designed.

d. Will students be directed to use any specific bibliographic indexes/databases?

(Please check the list of databases licensed by the library before answering this question.)

   ____ No

   ____ xx Yes. If yes, please name them. PsycINFO
Name of library faculty member consulted: Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
   ____No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
   ____xx Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of Department curriculum committee approval: 10/22/10

15. Course offerings

   a. When will this course be taught?

      Every semester, starting ____Spring 2012 or Fall 2012____

      One semester each year, starting ____________

      One semester every two years, starting ____________

   b. How many sections of this course will be offered? ___1___

   c. Who will be assigned to teach this course? It will rotate among full-time faculty members who will be working with the students.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
   ____xx No
Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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.

Will any course be withdrawn if this course is approved?

No

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

a) Approval by the Department Chair(s) or Program Coordinator(s): 10/22/10

Name(s): L. Thomas Kucharski

Date of approval: 10/22/10

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

No

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

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
PSY 2XX – Introductory Research Experience in Psychology

Jill Grose-Fifer, Ph.D.  
Office: 2132N  
Laboratory: 2325BN  
Office Hours: Tues 1-3pm and by Appointment

Course Description: This course is designed to provide “hands-on” exposure to the research culture within a Psychology lab at John Jay College. Under the close supervision of a faculty member, students will learn how to engage in appropriate professional behavior within a research environment. The course will help students to understand ethical considerations in Psychology research, and will focus on the acquisition of basic skills needed to conduct empirical research.

More specifically, you will be working in my cognitive Neuroscience lab on an event-related potential study, designed to investigate gender differences in feedback processing. You will learn about the hypotheses of this study, and the variables used to test the hypothesis. You will become familiar with event-related potential design and EEG recording. This is a complex protocol but you will have exposure to all aspects of data collection and analysis. You will learn to work with other lab members and will develop an appreciation of the skills that a successful researcher needs.

(Please note: Students who take this course for 2 credits are expected to spend a minimum of 4 hours, students who take is for 3 credits are expected to spend a minimum of 5 hours per week on laboratory activities)

Course is offered on pass/fail basis only.

Prerequisites: ENG 101 and PSY 101 and Instructor Permission

Readings: Primary research articles decided upon in collaboration between faculty member and student.

Learning Objectives:  
After taking this course, students should be able to demonstrate:
  • A basic understanding of how knowledge is generated in the field of psychology, including steps involved in conducting a particular research study.
  • Basic knowledge of concepts surrounding ethical treatment of human subjects in research and of the historical background and role of the Institutional Review Board (IRB) for conducting research.
  • How specific research variables are operationally defined, and how these variables relate to hypothesis testing.

Students will also be expected to be able to:
  • Behave in a professional manner appropriate to a research environment
  • Follow instructions carefully and appropriately in order to assist with data collection and analysis in a research study.
  • Use research databases for data entry, and have an awareness of the need for proof-reading for accuracy.

Prepared for 2nd reading at UCASC, Jan 27, 2012
Attendance, Lateness, Behavior: You are expected to spend three hours per week participating in lab-based activities. Activities will include: participating in lab meetings, searching for relevant primary, empirical research articles, assisting in data collection, engaging in data manipulation, and discussing research ideas. At all times, I expect you to conduct yourself in a professional manner that is appropriate for a research environment. Consequently, punctuality and attendance is required and students who do not meet this requirement will be required to withdraw from the course.

Work and Assignments:

CITICERT: Students are required to take an online training course (Collaborative Institutional Training Initiative [CITI]) that will review the important historical background and current standards in conducting ethical research in Psychology. You must pass the certification examination in order to conduct research with human subjects. Therefore, it is crucial that you undertake this seriously and quickly. I will provide you with additional assistance if you are having difficulty understanding the materials.

PERFORMANCE LOG: You will be given weekly feedback about your performance in the lab, which will be recorded in a log. This will help you to work on areas that you need to improve and will alert me to difficulties that you might be having. This will also inform you about the things that you are doing well and appropriately, so that you will remember to keep on doing them!

RESEARCH JOURNAL: You will also be required to maintain a research lab journal that documents your activities, thoughts, ideas, perceptions, questions and insights throughout the entire semester. Weekly entries will be a minimum requirement. You will be expected to demonstrate an understanding of the hypothesis of your assigned study, the operational definitions of the variables used, and how the research uses the variables to test the hypothesis. In other words, you need to show that you understand what you are being asked to do and why. Discussions about graduate school or other career choices should also be recorded, since this journal will also provide a good springboard for asking me and the other lab members more questions about Psychology in general.

Grading: Grades will be made on a PASS/FAIL basis and will reflect the following:
- Attendance & Participation (includes completion of hours)
- CITI Training
- Research Lab Journal

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

Reading / Resources
Note that additional resources may be required as new materials are published in your field of research.
John Jay Institutional Review Board, CITI Training, [http://74.205.89.35/academics/1440.php](http://74.205.89.35/academics/1440.php)


- Chapter 1: An Introduction to Event-Related Potentials and Their Neural Origins
- Chapter 2: The Design and Interpretation of ERP Experiments
- Chapter 3: Basic Principles of ERP Recording
- Chapter 4: Averaging, Artifact Rejection, and Artifact Correction


**Course Calendar:**

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Planned Discussion Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, semester overview</td>
<td>* Journal entry due every week (except weeks 1 &amp; 2)</td>
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<tr>
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<td>Introduce human subjects training</td>
<td>Begin JJ IRB CITI Training</td>
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<td>2</td>
<td>Research ethics – begin human subjects training</td>
<td>Read lab manual about running ERP experiments and observe feedback ERP study <em>(Journal entry should include a diagram of the equipment set-up in the lab)</em></td>
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<td><em>JJ IRB CITI Training MUST be COMPLETE by this date</em></td>
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<tr>
<td>3</td>
<td>Introduction to the ERP lab Complete human subjects training</td>
<td>Read Luck chapter 1. Assist in preparing a participant for EEG recording. You will also learn how to clean and disinfect the cap. (Make sure you record in your journal the various steps are that you need to follow for successful recording, make a map of the electrodes on the head).</td>
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<td>4</td>
<td>Informed consent</td>
<td>Review Citicert information about informed consent and participant confidentiality. Take careful notes in your journal while you observe an experienced lab member asking for informed consent prior to the start of a study. You will practice the informed consent procedure with different lab members to help you feel confident that you will be able to do this yourself.</td>
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<tr>
<td>5</td>
<td>Recording the EEG I (putting on the EEG cap)</td>
<td>Read Luck Chapter 3. This week, after you have helped to put the electrode cap on the participant you will pay careful attention to the acquisition screen. Make sure to draw pictures of how the EEG shows blinks, teeth grinding, and sleepiness in your journal. Use your own words explain what the EEG represents?</td>
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<td>6</td>
<td>Recording the EEG II</td>
<td>Read Luck Chapter 2 on Experimental Design. Although we are recording EEG, our participant is performing a task (choosing a card) and receiving feedback. Therefore, our later analysis will allow us to detect the change in the EEG due to the feedback stimulus (ERP). Pay careful attention to what the participant is asked to do, and how the eprime program is used to present the</td>
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| 8 | ERP data analysis I  
-extracting the ERP from the EEG | **Read Luck Chapter 4.** You will be shown how an EEG is analyzed so that we can extract the ERP. You will be expected to know what each stage of the analysis does. Make sure you record these in your journal. |
| 9 | Attend lab meeting | **Read** Yeung and Sanfey’s paper on ERP to feedback. Today we will be discussing the progress of the study that you have been working on in our lab meeting. Take notes in your journal during the meeting. You will also have a chance to do some more data analysis. **Make a list** of questions that you have from today’s meeting. |
| 10 | Backing up the data | **Review lab manual.** You will assist in all aspects of the study (informed consent, EEG preparation and set-up, Eprime set-up, EEG recording, cap cleaning/disinfecting, and DATA backup. You will be shown how to systematically back-up data files (EEG and behavioral files). In your journal, reflect on all the different pieces of the research project. Can you see the importance of each step? What would happen if one of those steps was missed or not performed correctly? |
| 11 | Recording the ERP II | Becoming proficient in EEG recording requires a lot of practice. Today, you will assist in all aspects of the study (informed consent, EEG preparation and set-up, Eprime set-up, EEG recording, cap cleaning/disinfecting, and DATA backup. In your journal, reflect about the research experience to date. What have you learned – what are the biggest challenges for you? |
| 12 | Behavioral Data Analysis I | **Read** Lab Manual about reaction time and accuracy measurements and how eprime files can be imported into Excel spreadsheets. You will be shown how to use Excel to calculate % of risky cards chosen. |
| 13 | Behavioral Data Analysis II | **Read** Grose-Fifer grant about gender differences in feedback processing. Continue with behavioral data analysis as shown previously. **Compare** the results of the participants that you have analyzed with those reported in the Yeung and Sanfey paper. |
| 14 | Group Data Analysis | **Read** lab manual about Group data analysis and Topographical Mapping. Today, you will be shown how to use the Neuroscan Edit program to create group averaged waveforms and topographical maps. In your journal, record the results of the day’s work and be sure to include any notes about volume conduction in the brain and why these maps may sometimes be misleading. |
| 15 | Attend lab presentation session | Today, graduate students undergraduates working on independent research studies will be presenting their preliminary or final results. We will discuss how this information will be disseminated to the research community. Make sure to write summaries in your research journal. |
| 16 | Review of the feedback log/research journal | Discuss plans for upcoming semester: academics &research. |
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Psychology
   b. Date submitted to Office of Undergraduate Studies: 11/5/10
   c. Name and contact information of proposer(s): Angela Crossman, Ph.D.
      Email address(es): acrossman@jjay.cuny.edu
      Phone number(s): 212-237-8653

2. a. Title of the course: Supervised Research Experience in Psychology
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Suprvsd Rsch Exp Psy

3. a. Level of this course:
   
   ____100 Level   ____200 Level   ____xx300 Level   ____400 Level
   
   Please provide a brief rational for why the course is at the level:

   This course is conceptualized as an intermediate level course. Students will have learned a good deal of content relevant to research in psychology, including statistics and research methods. The goal of this course is to give them a supervised opportunity to begin the process of conducting original research in collaboration with a faculty member.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___PSY__________

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 provide a hands-on opportunity to conduct original research with a faculty member. Students will attend meetings with the faculty member’s research team and will be expected to perform literature searches and to engage in hypothesis generation. Data collection, data entry, statistical analysis, and research report writing may also be required. This course is primarily intended for students interested in graduate study in psychology. Students will produce a literature review or research proposal at the end of the semester. (Please note: students will be expected to spend a minimum of 6 hours per week on laboratory/research activities.)

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Course Prerequisites or co-requisites (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 102/201, STA 250, PSY 311, junior standing, and permission of instructor

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

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

   ____ No
   ___ x Yes. If yes, then please provide:
      a. Semester(s) and year(s): Fall 2010, Spring 2011
      b. Teacher(s): L. Thomas Kucharski
      c. Enrollment(s): Fall 2010-4; Spring 2011-3; Course run as independent study
      d. Prerequisites(s): ENG 102/201, STA 250, PSY 311, junior standing, permission of instructor

7. 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 goal of this course is to provide scaffolding in how to conduct research, leading to an eventual capstone research experience for students. This course evolved out of the Psychology Department’s efforts to redesign the undergraduate psychology major to bring the curriculum in line with current national standards. The course will provide students with the opportunity to apply knowledge that they have gained throughout their undergraduate experience to a topic in psychology, under faculty supervision. This type of research experience is critical for students pursuing graduate and professional study in the social sciences. Establishing a formal mechanism for providing course credit in our Program will go a long way toward motivating students to participate in the kind of experience that we find to be foundational, compelling, and even life-changing for many students.

8. Course learning objectives:
   a. Knowledge objectives:
      (What do you expect students to know after taking this course?)
      -Students will synthesize knowledge that they have acquired throughout their studies and apply it to an area of psychology.
      -Students will ask an appropriate and ethical research question;
      -Students will find, read and critically evaluate existing research relevant to their question;
      -Students will know how to write an APA style literature review, design a research study on their topic of interest, and write a study proposal and/or IRB application on their chosen design.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

After completion of the course, students will be expected to:
- be able to critically evaluate the research literature as it pertains to a research area in psychology
- understand how the material they have learned in their courses to date can be applied to research in psychology
- design a research study in an area of psychology for potential future completion.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students will be expected to write a minimum 10-page APA style paper on a topic related to psychology. To accomplish this objective, students will need to know how to conduct a literature search to find relevant, peer-reviewed articles and they will also have to know how to write an APA style paper.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

References books would include: The APA Style Manual and the APA Guide to Graduate Schools in Psychology. Database: PsycInfo

iii. How & where in the class calendar will students be taught in class how to use these information tools?

When the paper is assigned (and/or when literature searching is discussed), the professor will review how to conduct a literature review and build on students’ existing knowledge of how to use PsycInfo. Students also will be guided on how to use The APA Style Manual.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The objective of the program/major is to provide a curriculum grounded in the fundamental areas of psychology that highlights the importance of empirical approaches to the study of human behavior. The proposed course learning objectives address the core of this effort. Further, students will exercise critical thinking skills when reading and integrating research literature, as they work toward the goal of creating a research study proposal.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?
The following assessments will be used to ascertain whether students have achieved course objectives:

1. **Attendance and Participation** (25%) in lab and in class will be used to assess the student’s ability to understand how the material they have learned in their courses to date is applied to research in psychology.

2. **CITI Training** (5%) will assess students’ appreciation for ethical concerns in research with human subjects.

3. **Research Question** (5%): This task will assess students’ abilities to generate appropriate and ethical research questions.

4. **Final Paper (65%)**: This task will reflect students’ abilities to critically evaluate the research in an area of psychology and write an APA style literature review or research study proposal. It will also be used to assess whether students can use PsycInfo effectively. (Includes graded first draft (15%), final draft (35%) and in-class presentation (15%))

10. **Recommended writing assignments**

    Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

    The course will require a minimum of a 10 page APA style research paper (papers are likely to be longer). However it is anticipated that additional writing assignments will be required depending upon the topic in psychology being presented. In particular, a completed IRB application is required to follow the research project through to completion.

11. **Please meet with a member of the Library faculty prior to responding to Question 11.** Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

    a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog when answering this question.)
       
       ____ No

       _X_ Yes. If yes, please give some examples.

    Because research will be cutting-edge, students will generally need to rely on empirical, primary source research articles in academic journals. The library has sufficient resources in this regard.

    b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?
       
       ____ No

       _X_ Yes. If yes, please name them.

    The APA Style Manual and APA Guide to Graduate Schools in Psychology.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

None

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

____ No

__X__ Yes. If yes, please name them.  
PsycInfo

Name of library faculty member consulted: Ellen Sexton

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

____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

__X__ Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus. The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of Department curriculum committee approval: 10/22/10

15. Course offerings

a. When will this course be taught?

   Every semester, starting ____ Fall 2012 ______
   One semester each year, starting ____________
   One semester every two years, starting ____________

b. How many sections of this course will be offered? __1__
c. Who will be assigned to teach this course? Full-time faculty who are conducting psychological research with undergraduates – it will rotate.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
   ____No
   _X_ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? FOS 402 – Undergraduate Research Internship

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.

We discussed the shared goals of student research with the Department of Sciences, and the necessity of providing this type of hands-on experience to our students. These experiences are as critical to students pursuing graduate and professional study in the social sciences as they are in the physical sciences. We are aware of the significant success that Science has had in promoting student research experiences. Establishing a formal mechanism for providing course credit in our Program will go a long way toward motivating students to participate in the kind of experience that both departments find to be foundational, compelling, and even life-changing for many students. The goal of this course is to provide scaffolding in how to conduct research, leading to an eventual capstone research experience for students.

17. Will any course be withdrawn if this course is approved?
   _X_ No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Dr. L. Thomas Kucharski
   Date of approval: 10/22/10

b) Will this course be part of any major(s), minor(s) or program(s)?
   ____No
   _X_ Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Proposed Forensic Psychology Major – it would be an option in Part C, General Electives.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
PSY 3XX – SUPERVISED RESEARCH EXPERIENCE

Fall 2010
Laboratory 2409
Office Hours by Appointment

Angela M. Crossman, Ph.D.
Office: Room 2444N
(212) 237-8653
crossman@jjay.cuny.edu

Course Description: This course will provide a hands-on opportunity to conduct original research with a faculty member (i.e., on child development). Students will attend meetings with the faculty member’s research team and will be expected to perform literature searches and to engage in hypothesis generation. Data collection, data entry, statistical analysis, and research report writing may also be required. This course is primarily intended for students interested in graduate study in psychology. Students will produce a literature review or research proposal at the end of the semester.

(Please note: students will be expected to spend a minimum of 6 hours per week on laboratory/research activities).

Prerequisites: Eng 102/201, Stats 250, Psy 311, junior standing, permission of the instructor

Textbooks: Various readings from the literature as detailed in the attached bibliography.

Learning Objectives: The learning objectives for this course are for students to use analytical and critical thinking skills necessary for open-ended scientific research. Students are expected to formulate an appropriate and ethical research question in psychology; find, read and critique and integrate existing research relevant to their question; and write an APA style literature review or research study proposal. This experience is significantly different from standard courses in that students will face and be able to work on open-ended research problems.

Attendance, Lateness, Behavior: This course functions as an independent study with an individual faculty member. As such, students are expected to attend at least one one-hour weekly meeting with that faculty member and commit to attend lab meetings and work in the laboratory scheduled in conjunction with their faculty mentor. Punctuality and attendance at all meetings and laboratory times is required and students who do not meet this requirement will be required to withdraw from the course.

Work and Assignments: This course has no written quizzes or exams, except that students must pass the human subjects CITI training online course. Students will be evaluated according to their knowledge of the subject matter as assessed in weekly, oral meetings with the individual faculty member. In addition, students are required to prepare a complete literature review and/or research proposal (including a complete IRB application) by the end of the semester in accordance of the guidelines of a journal or granting agency chosen in collaboration with their faculty mentor.

Grading: Grades will be assigned as follows:
25% Attendance & Participation (includes completion of hours)
5% CITI Training
5% Research question
15% Rough draft
15% Final presentation
35% Final paper

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Course Outline:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PLANNED DISCUSSION TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, semester overview; IRB CITI training introduction</td>
<td>Begin JJ IRB CITI Training</td>
</tr>
<tr>
<td>3</td>
<td>Literature searching</td>
<td>Degelman (2004)</td>
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<tr>
<td>4</td>
<td>Reading and critiquing the literature</td>
<td>Goodman (2006)</td>
</tr>
<tr>
<td>5</td>
<td>Generating research questions</td>
<td>Ceci et al. (1994), Huffman et al. (1997)</td>
</tr>
<tr>
<td>6</td>
<td>Child development research questions</td>
<td>Talwar et al. (2007a, b), Talwar &amp; Lee (2008)</td>
</tr>
<tr>
<td>7</td>
<td>Hypothesis formulation</td>
<td>Research question due Crossman NSF grant</td>
</tr>
<tr>
<td>8</td>
<td>Designing a research study</td>
<td>Gervais et al. (2000)</td>
</tr>
<tr>
<td>9</td>
<td>Designing research with children</td>
<td>Writing a psychology literature review</td>
</tr>
<tr>
<td>10</td>
<td>Drafting the literature review</td>
<td>Rough draft due APA style essentials;</td>
</tr>
<tr>
<td>11</td>
<td>Refining the research study</td>
<td>Talwar et al. (2009)</td>
</tr>
<tr>
<td>12</td>
<td>Manuscript preparation</td>
<td>Grades and feedback on drafts returned</td>
</tr>
<tr>
<td>13</td>
<td>Applying to Psychology grad school</td>
<td>Review materials in section “Applying to Graduate School in Psychology”</td>
</tr>
<tr>
<td>14</td>
<td>Presenting &amp; publishing research</td>
<td>Carpi et al. (2009), Kuldell (2004)</td>
</tr>
<tr>
<td>15</td>
<td>Manuscript revision</td>
<td>Discuss drafts/revisions</td>
</tr>
<tr>
<td>16</td>
<td>Final Presentation of Paper</td>
<td>Present final paper</td>
</tr>
</tbody>
</table>

Statement of College Policy on Plagiarism:

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

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

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

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

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

Background Reading / Resources

Research with Human Subjects and Ethics:
http://www.visionlearning.com/library/module_viewer.php?mid=161


Literature Searching:
Degelman, D. (2004). Literature search essentials,

Writing a Psychology literature review, University of Washington, Psychology Writing Center,

Scientific Writing:
APA Style Essentials, Professor Douglas Degelman, Vanguard University of Southern California,

http://www.visionlearning.com/library/module_viewer.php?mid=159

http://www.visionlearning.com/library/module_viewer.php?mid=123

Applying to Graduate School in Psychology:
GRE: Graduate Record Examinations, http://www.ets.org/gre/general/about/

Graduate school and careers in psychology, http://www-usr.rider.edu/~suler/gradschl.html

http://psych.hanover.edu/handbook/applic2.html

How to get in: Your guide to applying to graduate programs in Psychology,
http://www.columbia.edu/cu/psychology/dept/resources/getin3.html

How to Plan Ahead for Graduate School in Psychology,
http://www.jjay.cuny.edu/psychology/pdfs/Plan_GraduateSchool_Psych.pdf

The Pursuing Psychology Graduate School Information Page, http://www.uni.edu/walsh/linda2.html

The Psychology Graduate Applicant’s Portal, http://www.psychgrad.org/

Topic Specific:


Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012


New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Psychology
b. Date submitted to Office of Undergraduate Studies: 11/5/10
c. Name and contact information of proposer(s): Angela Crossman, Ph.D.
   Email address(es): acrossman@jjay.cuny.edu
   Phone number(s): 212-237-8653

2. a. Title of the course: Advanced Research Experience in Psychology
b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Adv Rsrch Exper Psy

3. a. Level of this course:
   ____100 Level  ____200 Level  ____300 Level  ____400 Level
   Please provide a brief rational for why the course is at the level:
   This is conceptualized as a capstone course where students will apply knowledge that they have acquired throughout their undergraduate experience and in their previous research experience course(s).
   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____PSY____

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 is a capstone experience marking the end of a student’s undergraduate studies. Students will have the opportunity to complete an original research project, in collaboration with a faculty mentor, on a topic in psychology. Students will produce and present a final research report at the conclusion of their project. (Please note: students are expected to spend a minimum of 6 hours per week on laboratory/research activities)
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 102/201, STA 250, PSY 311, PSY 3xx (Suprved Rsch Exp Psy; passed with B or better), and instructor permission

6. Number of:
   a. Class hours ______3____
   b. Lab hours ______3____
   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. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course is designed to serve as a capstone experience for those students who are interested in pursuing careers or graduate training in areas of psychology. It will provide students with the opportunity to apply knowledge that they have gained during their undergraduate experience to a topic in psychology. The course evolved out of the Psychology Department’s efforts to redesign the undergraduate psychology major to bring the curriculum more in line with current national standards. Research is a fundamental component of psychology and this course provides an avenue for students to produce their own research, in collaboration with a faculty member, giving them both insight into and experience with the process of conducting research and disseminating research findings. This can inform their career choices and strengthen their critical, analytical, independent learning abilities. Finally, this course provides scaffolding in how to conduct research. Because psychological research often takes more than one semester, this capstone course (following Supervised Research Experience) provides the guidance and opportunity for students to complete and present their own, original research project.

9. **Course learning objectives:**

   a. **Knowledge objectives:**
   
   (What do you expect students to know after taking this course?)

   - Students should become very familiar with the content of the psychological literature relevant to their research question of interest, including their own research, and be able to integrate that literature.
   - Students will know how to complete a successful IRB proposal.
- Students will learn how to implement a research design, calculate and analyze results and identify topics for further study, as well as flaws in their own design.

**b. Performance objectives:**

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

After completion of the course students will be expected to:
- have critically evaluated the research relevant to their research study.
- have described the methodology used in their completed research study (e.g., survey; secondary data analysis).
- have collected or acquired, statistically analyzed, interpreted and presented their data to answer their research question, using APA style.

**c. Information literacy objectives:**

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students will generally have sought IRB approval for their research study as part of their Psy 3xx (Suprvsd Rsch Exp Psy) course. It is anticipated that most students will complete a year-long research project working with one faculty mentor through this course sequence. (However, if necessary, students will be taught in the first weeks of the semester how to apply for IRB approval.) This approval is required before the research project can begin.

Students will be expected to write a **minimum** 10 page, journal-style manuscript describing their completed research project (final papers are more likely to be 20-40 pages). To accomplish this objective, students will need to have conducted a literature search on PsycInfo, have described their methodology, and have acquired, analyzed, presented and interpreted their data to answer their research question, using APA style. (Students might rely on secondary analysis of existing data or collect their own, original data.)

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

The primary reference books would include: The APA Style Manual and statistics and research methods texts available in the John Jay library, such as:


iii. How & where in the class calendar will students be taught in class how to use these information tools?
Students should already be well versed in the use of PsycInfo. However, the professor will provide individually tailored guidance, if needed, on use of the database PsycInfo. Students will also be guided in their correct usage of APA style in writing a complete research manuscript.

**d. How do the above learning objectives relate to the objectives of the program, major or minor?**

The objective of the major is to provide a curriculum grounded in the core areas of psychology that highlights the importance of empirical approaches to the study of human behavior. The proposed learning objectives reflect and enable students to achieve the core of this objective by direct application. Students will synthesize material they have learned in their academic studies and apply it to a research area in psychology. The research topic will be grounded in existing empirical research that students will be required to critically analyze and integrate with their own, original research.

**e. Assessment:**

How will students demonstrate that they have achieved these course objectives?

Students will demonstrate they have achieved these course objectives through their presentation and written paper documenting their research findings at the conclusion of the semester.

**10. Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Should satisfy the College's guidelines for Writing Across the Curriculum.)

The course would require a *minimum* of a 10 page APA style research manuscript (i.e., like a journal article). However it is anticipated that the final product would be 20-40 pages. Also, students will prepare an oral presentation of their work.

**11.** Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

**a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course?** (Please search the catalog, CUNY+, when answering this question.)

- [ ] No
- [X] Yes. If yes, please give some examples.

It will depend on the topic, but students will mainly rely on original articles in scholarly journals. The existing library resources are sufficient.

**b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?**

- [ ] No
- [X] Yes. If yes, please name them.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012

c. What books do you recommend the library acquire to support your course?

None needed – library resources are currently sufficient for this course as designed.

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

___ No

___X Yes. If yes, please name them.  PsycInfo

Name of library faculty member consulted: Ellen Sexton

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

___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

___X Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus. The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of Department curriculum committee approval: 10/22/2010

15. Course offerings

a. When will this course be taught?

   Every semester, starting ______ Fall 2011 ______
   One semester each year, starting ____________
   One semester every two years, starting ____________

b. How many sections of this course will be offered? ___ 1 ___

c. Who will be assigned to teach this course? Faculty who are working with undergraduate students in research in psychology will rotate.
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
   
   ___ No
   ___ x Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?  
   **FOS 402 – Undergraduate Research Internship**

   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.

   We discussed the shared goals of student research with the Department of Sciences, and the necessity of providing this type of hands-on experience to our students. These experiences are critical to students pursuing graduate and professional study in the social sciences, as they are in the physical sciences. We are aware of the significant success that Science has had in promoting student research experiences. Establishing a formal mechanism for providing course credit in our Program will go a long way toward motivating students to participate in the kind of experience that both departments find to be foundational, compelling, and even life-changing for many students. The goal of this course is to provide scaffolding in how to conduct research. Because psychological research often takes more than one semester, this second course is the capstone experience for students involving research in which students complete and present their research.

17. Will any course be withdrawn if this course is approved?
   
   ___ x No
   ___ Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Dr. L. Thomas Kucharski
   Date of approval: 10/22/10

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

   ___ No
   ___ x Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

   Revised Forensic Psychology Major – in Part D, Capstone Requirements.

   c) Please attach a **letter, memo, or email of approval** with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
PSY 4XX – ADVANCED RESEARCH EXPERIENCE IN PSYCHOLOGY

Fall 2010
Laboratory 2409
Office Hours by Appointment

Angela M. Crossman, Ph.D.
Office: Room 2444N
(212) 237-8653
crossman@jjay.cuny.edu

Course Description: This course is a capstone experience marking the end of a student’s undergraduate studies. Students will have the opportunity to complete an original research project, in collaboration with a faculty mentor, on a topic in psychology. Students will produce and present a final research report at the conclusion of their project.

(Please note: students are expected to spend a minimum of 6 hours per week on laboratory/research activities)

Prerequisites: Eng 102/201, Stats 250, Psy 311, Psy 3xx (Suprvsd Rsch Exp Psy, passed with B or better) and instructor permission

Textbooks: Various readings from the literature, as determined by the content of the student and faculty member’s research area.

Learning Objectives: Learning objectives for this course are to foster analytical and critical thinking skills necessary for open-ended scientific research. Students are expected to become very familiar (mini experts) with the content of the psychological literature relevant to their research question of interest, including their own research, and be able to integrate that literature. After completion of the course students will be expected to:

- synthesize knowledge that they acquired during their studies and apply it to their area of interest in psychology.
- critically evaluate the research literature as it pertains to their area of psychology.
- appreciate ethical responsibilities in research and documentation needed for IRB approval.
- describe the methods used in a research study.
- conduct and report basic statistical analysis with real-world data.
- write an APA style research paper.
- deliver a presentation (oral or poster) on research findings.

Attendance, Lateness, Behavior: This course functions somewhat like an independent research study with an individual faculty member. Students are expected to attend frequent meetings with that faculty member and commit to attend lab meetings and work in the laboratory to conduct original research and complete all the tasks necessary for such work.

Work and Assignments: This course has no written quizzes or exams. Students should have passed the human subjects CITI training and have applied for IRB approval for research with human subjects (if the project is not already covered by the faculty mentor’s IRB approval). Students are required to complete their proposed research project and prepare a final research manuscript documenting their original research and prepare their findings for presentation in a public venue (e.g., poster, oral presentation).
Grading: Grades will be assigned as follows:
25% Rough drafts
25% Final presentation
50% Final paper
## Course Outline:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PLANNED DISCUSSION TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, semester overview</td>
<td>Pass JJ IRB CITI Training &amp; IRB submission (if needed)</td>
</tr>
<tr>
<td>2</td>
<td>Scientific writing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Scientific writing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Hypothesis testing</td>
<td>Rough draft of Introduction due</td>
</tr>
<tr>
<td>5</td>
<td>Data acquisition/collection/cleaning</td>
<td>Review, discuss statistics questions</td>
</tr>
<tr>
<td>6</td>
<td>Applying to Psychology Graduate School</td>
<td></td>
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<tr>
<td></td>
<td>Data acquisition/collection</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Data acquisition/collection</td>
<td>Rough draft of Method due</td>
</tr>
<tr>
<td>8</td>
<td>Data collection/analysis</td>
<td></td>
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<td>9</td>
<td>Data collection/analysis</td>
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<td>10</td>
<td>Data analysis</td>
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<td>11</td>
<td>Data analysis/manuscript preparation</td>
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<tr>
<td>12</td>
<td>Manuscript preparation</td>
<td>Rough draft of Results due</td>
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<tr>
<td>13</td>
<td>Presenting &amp; publishing research</td>
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<tr>
<td>14</td>
<td>Manuscript revision</td>
<td></td>
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<tr>
<td>15</td>
<td>Manuscript revision</td>
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<tr>
<td>16</td>
<td>Final Presentation of Paper</td>
<td>Present final paper</td>
</tr>
</tbody>
</table>

### Statement of College Policy on Plagiarism:

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

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

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

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

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

Background Reading / Resources

Data Analysis and Research Methods:

Scientific Writing:

Topic Specific Readings:
To be determined through student and faculty discussion and collaboration. Readings will mainly include scholarly, original research articles and will be specific to the student’s research question of interest. They will primarily include research published since completion of the 300-level research course.
Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.
(Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: 11/1/2011

1. Name of Department or Program: English Department

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

3. Current number, title, and abbreviated title of course: ENG 233: News Reporting and Writing
   
   (Abbreviated title can be found on SIMS): Journalism

4. Current course description:

   Writing for a professor is one thing. Writing for a general audience is another. In this class, students will learn the basics of conceiving, reporting and writing stories for publication. We will cover news value, leads, story structure, attribution, AP style, libel law, and ethics. Students will learn to read and write news critically and to understand how newspapers and the stories within them are structured; how a news story differs from a press release or an academic paper; and how a hard news story differs from a news feature. During an additional lab hour each week, students will generate story ideas, write stories on deadline, and potentially prepare their work for publication in the student newspaper. This class can be taken as an English elective and/or for the Journalism Minor.

   a. Number of credits and hours: 4 credits

   b. Number of class hours (please specify if the course has lab hours): 3 class hours, 1 lab hour

   c. Current prerequisites: ENG 102 or 201, ENG 230
5. Describe the nature of the revision:

The request is to remove ENG 230 as a prerequisite.

6. Rationale for the proposed change(s):

ENG 230 is a media literacy course, more grounded in theories of changing communication in a digital world, and ENG 233 is a practicum on news reporting and writing. Although we would prefer that Journalism Minors take ENG 230 first, we do not want to prevent students from taking ENG 233 if they are more interested in the practical applications of journalism than its theoretical or social implications. Plus, students who have taken ENG 201 are more than capable of the assignments and performance level laid out in ENG 233. They do not need to take ENG 230 to be ready for 233.

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

   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised number of credits and hours: NA
   d. Revised number of hours: NA
   e. Revised prerequisites: ENG 102 or 201

8. Enrollment in past semesters: ENG 233 is offered each semester and generally enrolls 10 to 25 students.

9. Does this change affect any other departments?

   ___X__ No
   _____ Yes
   
   What consultation has taken place?
   
   We have discussed this with our department chair and with Katherine Killoran.

10. Date of Department or Program Curriculum Committee approval: April 2010

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Margaret Tabb
John Jay College of Criminal Justice, CUNY
445 W. 59th St., New York NY 10019

English 233: News Reporting and Writing

Professor: Alexa Capeloto
Semester: Spring 2011
Course Code: ENG 233
Course Prerequisite: ENG 102 or 201

Office: 54th St. Annex, Room 728
Office Hours: T/Th 2-4 p.m.
and by appointment
Phone: (646) 557-4546
Email: acapeloto@jjay.cuny.edu

Course Section: 01
Classroom: 108W
Class time: T/TH 11:05 a.m. to 12:20 p.m.
Plus additional lab hour

Course Description:
Writing for a professor is one thing. Writing for a general audience is another. In this class, students will learn the basics of conceiving, reporting and writing stories for publication. We will cover news value, leads, story structure, attribution, AP style, libel law, and ethics. Students will learn to read and write news critically and to understand how newspapers and the stories within them are structured; how a news story differs from a press release or an academic paper; and how a hard news story differs from a news feature. During an additional lab hour each week, students will generate story ideas, write stories on deadline, and potentially prepare their work for publication in the student newspaper. This class can be taken as an English elective and/or for the Journalism Minor.

Learning Objectives:
By semester’s end, students should be able to read, write and edit news critically, with an understanding of how newspapers and the stories within them are structured. They should the essential elements of any news story. They should know how their choice of subject influences story structure, why structure impacts readability, and when to employ a traditional inverted pyramid structure rather than an alternate structure. They should be capable of generating story ideas, writing stories on deadline that adhere to appropriate stylistic and grammatical conventions, evaluating story pitches and editing each others’ stories. Finally, they should be able to ethically report and write stories that are well-researched, factual and free from potentially libelous errors. Many will have the added benefit of taking published, bylined clips with them from the John Jay student newspaper.

Required texts:

Recommended and supplemental texts:
Donald Murray, Writing for Your Readers (1983).
AP Stylebook
The New Yorker
New York Post
New York Daily News

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
Cell phone etiquette:
Please turn off your cell phones when you enter the classroom. No ringing, no buzzing, no texting, no exceptions.

Required work and grading:
- Attendance and participation: 10 points
- Quizzes (10 highest scores): 10 points
- Lab hour self-assessment: 10 points
- News story (600-800 words): 10 points
- Feature story (800-1,000 words): 15 points
- Profile (800-1,000 words): 15 points
- Final story (1,000-1,200 words): 20 points
- Libel exam: 10 points

Throughout the semester, you will earn points on each assignment based on the rubric above. As long as you keep track of your points, you will always know exactly where you stand in the class, and what you still need to achieve the grade you desire. Point totals are as follows:

<table>
<thead>
<tr>
<th></th>
<th>A = 95 pts</th>
<th>B+ = 87</th>
<th>B+ = 83</th>
<th>C+ = 77</th>
<th>C = 73</th>
<th>D = 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 90</td>
<td>B = 83</td>
<td>C = 73</td>
<td>F = less than 65</td>
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<td></td>
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<tr>
<td></td>
<td>B = 80</td>
<td>C- = 70</td>
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</tbody>
</table>

You must read the e-mailed stories from *The New York Times* every day, and stay attuned to other media coverage. Be prepared to discuss stories from the *Times* and other sources that catch your attention, good or bad. Each Tuesday, you’ll be quizzed on the major news events of the prior week, plus a couple key points from that week’s readings and lectures.

All stories must be double-spaced and typed in 12-point Times or Times New Roman, with your name, the due date and a word count in the top right corner. Submit them in paper AND electronic form by the start of class on the due date. Just as in a newsroom, a deadline is no joke.

At the end of each story, list your sources’ names and phone numbers. The spelling of their names, accuracy of their quotes and other facts in the story will occasionally be checked by the professor. Any inaccurate spellings, facts or quotes will each lower the assignment grade by one point. Two misspelled names in an otherwise 10 paper, for example, will result in an 8.

Policies:
You are permitted three absences over the course of the semester. You may use your absences to deal with illness, child care, missed or late trains or other personal issues. Any extenuating circumstances will be handled case-by-case. Even if you are not physically in class you must submit your work electronically on deadline AND turn in a hardcopy when you return. Any additional absences will lower your attendance grade by one point each. Lateness will be noted, and two tardies will count as one absence.

Because class discussion and peer review are important to this process, you must not only show up but participate. Your point total depends in part on the quality of your remarks – Do they respond to questions, offer helpful guidance or pertain to the discussion at hand? Do they
demonstrate that you have interacted with and thought through the reading?

In general, and in journalism in particular, any work you submit must be your own; in addition, any words, ideas, or data that you borrow from other people must be properly cited. When in doubt, attribute. Failure to do so is plagiarism. Plagiarism and cheating are violations of CUNY’s policy on academic integrity. Please see www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are subject to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation. If you have any questions regarding when and how to document sources, please don’t be afraid to ask for help.

The Writing Center, in Room 2450 North Hall, is a service that provides free tutoring to John Jay students. The center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing then proof-reading it. 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.

Calendar:

**TH 1/28**  Introduction to the course. News writing exercise.
   HW: Chapters 1,2,4,5.

**T 2/2**    What is news?: News criteria and media values.
   HW: Chapters 6,10.

**TH 2/4**  Some of the basics: Asking questions, getting answers and staying out of it.
   HW: Chapters 7,26,27. Bring a Feb. 9 *New York Times* to the next class.

**T 2/9**    Quiz. Knowing your newspaper.
   HW:  Read your Feb. 9 *NYT* front to back.

**TH 2/11** The power of prep: Research and public records.
   HW: Chapters 13,14,15.

**T 2/16**  Quiz. From lead to kicker: Crafting a news story.
   HW: Chapters 8,9. Work on news story (due 3/2)

**TH 2/18** Class does not meet.

   HW: Chapter 32; Murray 147-153.

**TH 2/25** Attribution, fact-checking and editing. Copy-editing symbols.
   HW: Work on news story.

**T 3/2**    Quiz. News story due. Peer editing, review.
   HW: Evaluate news stories on Blackboard.

**TH 3/4**  Planning meeting for the Sentinel.
   HW: Edit assigned Sentinel stories. Work on feature idea (due 3/11)

**T 3/9**    Quiz. “If it’s not breaking. . .”: Generating story ideas.

**TH 3/11** Feature idea due. Peer pitching and feedback.
HW: Chapter 16; Anderson 148-153. Work on feature story (due 3/25)

T  3/16  Quiz. Straight talk: The art of sourcing and interviewing.
      HW: Chapter 24; Stein 109-115.

TH  3/18  Powers of observation: Reporting for features.
         HW: Murray 83-90; Stein 176-184

T  3/23  Quiz. Cleaning it all up: Organizing thoughts, notes and words for features.
         HW: Work on feature story.

         HW: Chapter 23; Stein 116-119. Work on profile idea (due 4/8)

T/TH  3/30 and 4/1  Spring Break

T  4/6  Quiz. Getting to know you: Writing a profile.
      HW: Work on profile idea.

TH  4/8  Profile idea due. Peer pitching and feedback.
      HW: Watergate readings; Work on profile (due 4/27)

T  4/13  Movie: “All the President’s Men.”

TH  4/15  Movie: “All the President’s Men.”
         HW: Chapter 34; SPJ Code of Ethics.

         HW: Missouri 497-507.

TH  4/22  The choices they made: Ethical case studies.
         HW: Chapters 28,29. Work on profile.

T  4/27  Quiz. Profile story due. Peer editing, review.
         HW: Chapters 30,31. Work on final story (due 5/13)

TH  4/29  Sentinel planning meeting.
         HW: Chapter 33; Missouri 465-474.

T  5/4  Quiz. Libel: Knowing it, avoiding it.
         HW: Missouri 475-481.

TH  5/6  Annie Oakley did what?!: Libel case law.
         HW: Work on final story.

T  5/11  What’s next?: Where journalism is heading.
         HW: Work on final story. Study for libel exam.

TH  5/13  Final stories due. Class wrap-up.

T  5/25  Libel Exam
         10:15 a.m.-12:15 p.m.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.
(Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Date Submitted: 05/05/2010

1. Name of Department or Program: Forensic Psychology

2. Contact information of proposer(s):

   Name(s): Elizabeth Jeglic
   Email(s): ejeglic@jjay.cuny.edu
   Phone number(s): 212-484-1195

3. Current number, title, and abbreviated title of course: PSY 275 – Family Conflict & Family Court
   (Abbreviated title can be found on SIMS): FAM CONFCT&COURT

4. Current course description: The interest of the Family Court in essentially “psychological” problems which the Family Court consistently faces and the role of the psychologist in the Family Court. The course will focus on such problems as custody disputes following separation or divorce, foster care and adoption, children unwanted by their families, school truancy and other status offenses, delinquent youth, and the application of rapid intervention techniques in the Family Court context.

   a. Number of credits and hours: 3.0

   b. Number of class hours (please specify if the course has lab hours): 3.0

   c. Current prerequisites: ENG 101; PSY 101

5. Describe the nature of the revision: We would like to make the course a 300 level course and add PSY 231 (Developmental Psychology) to the prerequisites. We would also like to make slight modifications to the course description (see below)

6. Rationale for the proposed change(s): As we have recently changed the curriculum, we are making all general electives that count toward the major into 300 level courses. Since this is a specialized course, it requires a stronger foundation in psychology, which is more appropriate for the 300 level. The course requirements will be modified to require the students to write a 10-page APA style paper on a topic related to the course content. Requiring PSY 231

Approved by UCASC, Dec 9, prepared for College Council, Feb 27, 2012
(Developmental Psychology) as a prerequisite enables the students to have knowledge of child development, which is important for a thorough understanding of the course material. It also ensures that students are better prepared when they take this course. We have revised the course description to better reflect the course content and objectives.

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

   a. Revised course description: The focus of the course is on the interface between psychology and the legal system as apparent in conflicts heard in family court. Coverage will include the following topics: psychological and legal terms and concepts relevant to family court and psychology; the history and development of the family and juvenile court system; child abuse and neglect; domestic violence; juvenile delinquency; juvenile transfer to adult court; juvenile interrogation; child custody and child placement relevant to divorce, foster care, and parental rights termination. Biological, social and cultural factors that might influence family court decisions will be examined.

b. Revised course title: na

c. Revised number of credits and hours: na

d. Revised number of hours: na

e. Revised prerequisites: ENG 102/201, PSY 101, PSY 231 (Developmental Psychology)

8. Enrollment in past semesters: 80 students spring 2010

9. Does this change affect any other departments?

   _____ No

   __ X_ Yes

   What consultation has taken place?

   We notified the advisors/directors of the following programs of the proposed changes: the Deviant Behavior & Social Control major (Dr. Hegeman), the Criminal Justice Management major (Dr. Culp), the Dispute Resolution certificate (Dr. Volpe), the chair of the Anthropology department (and minor advisor; Dr. Curtis), and chair of the Sociology department curriculum committee (Dr. Karmen) of the proposed changes.

10. Date of Department or Program Curriculum Committee approval: 05/05/2010

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Thomas Kucharski
PSY 3XX
Family Conflict & Family Court
Syllabus/Outline, Spring 2011

Class: 11:05 – 12:20 Tuesday and Thursday, Room T-206
Instructor: Prof. Matthew B. Johnson, Psychology mjohnson@jjay.cuny.edu
Office hours: Room 2125-N – Tues & Thurs 10:30 - 11:00; 4:20 – 4:50 & by appointment.

Course Description:
The focus of the course is on the interface of psychology and the legal system as apparent in conflicts heard in family court. A survey of the following topics is provided: psychological and legal terms and concepts relevant to family court and psychology; the history and development of the family and juvenile court system; child abuse and neglect; domestic violence; juvenile delinquency; juvenile transfer to adult court; juvenile interrogation; child custody and child placement relevant to divorce, foster care, and parental rights termination.

Learning Outcomes: after completing this course, students will:
1. Demonstrate knowledge and appreciation of the interface between psychology and the legal system as presented in issues heard in family court.
2. Use basic legal and related psychological terms and concepts to describe family conflict and issues related to family court.
3. Describe biological, social, and cultural factors that may influence juvenile delinquency, child abuse and neglect, domestic violence, and other issues related to family courts.
4. Demonstrate a working knowledge of procedures, practices, and other administrative features of the family court system.

Readings & Sources:
2) Other assigned readings available through The John Jay Library electronic reserve (see below) and other sources.
   Roth, V. (Director) (1996) "Taken In: The Lives of America’s Foster Children". PBS.

Grading:
Grades will be based upon student performance in the following: first exam 20%, second exam 20%, final exam 30%, writing assignment 25%, and classroom participation 5%. Active participation in classroom discussion is encouraged. Students are expected to come to each class prepared to actively discuss the assigned readings. Students should read and study the assigned readings for each class. Students are expected to take notes and bring in relevant questions and commentary about the reading material. For instance, for the Ross book students are required to know the case facts as well as organize and analyze the relevant legal and psychological elements. For each case students are expected to have outlined notes identifying the plaintiff, the respondent, the attorneys, the background facts & allegations, the testimony heard, and the judge’s decision and reasoning. There will be no opportunities for extra credit assignments to improve grades. However, there may be opportunities to earn extra credit that will be offered to all students. If a student wishes to pursue an extra credit project, the student can request to meet with Professor Johnson. These special projects must be approved during the first 3 weeks of class. Students are also encouraged to request a conference with Professor Johnson if they desire suggestions for study skills.

Attendance:
Students are expected to attend each class session. Tardiness and absences detract from students' classroom participation grades. Students should not call or email Professor Johnson to announce their absence but rather should contact another student to see what was covered during the missed class. Students who miss more than 3 class sessions a semester are liable to lose points toward their final grade. If a student misses more than 3 classes it is his or her responsibility to make an appointment to meet with Professor Johnson to consider how the absences affect their progress. Consistent with college policy, excessive absences may result in a failing grade and loss of financial aide.

Writing assignment:
Students will write a review and analysis (reaction paper) of one recent scholarly article on any topic related to family court and psychology. The analysis should be based on your knowledge of psychological theory, research, the law, or any other academic perspective. Your analysis should cite at least one additional scholarly source (a book, article, or legal ruling/opinion). Your paper (title, abstract, citations and referencing) should conform to APA style. The paper should be no more than 3 pages (double spaced) in length (12 point font) including the title and references (that is no separate title or reference page). The paper should describe the theory, method, and position presented in the article and provide some analysis. The paper will be evaluated based on the organization, clarity, and proper citation as well as on spelling, grammar, and punctuation. Part I of the writing assignment, as described above is due in class on 3/08/11. Papers received after class will lose points for being late. The writing assignment will be supervised by the teaching assistant (Professor Kimberly Citron), who will notify the class about the specific requirements for Part II of the writing assignment, a 6-8 page elaboration of this first assignment.

Students are responsible to properly cite and credit sources in their writing assignment. Failure to cite and credit sources is plagiarism. Careful note taking and record keeping are necessary in order to avoid unintentional plagiarism. The source should be cited whenever:

(a) a text is quoted verbatim (which also warrants the page number)
(b) data gathered by another are presented in diagrams or tables
(c) the results of a study done by another are used
(d) the work or intellectual effort of another is paraphrased by the writer

Official college statement on plagiarism:

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.”
**Course Outline** (subject to change):

<table>
<thead>
<tr>
<th>Week-Dates</th>
<th>Topic &amp; Material</th>
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<tbody>
<tr>
<td>1) 2/1 &amp; 2/3</td>
<td>Introduction, Psychinfo access, civil vs. criminal proceedings</td>
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<tr>
<td>2) 2/8 &amp; 2/10</td>
<td>Terms and concepts – family conflict &amp; family court</td>
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<tr>
<td>3) 2/15</td>
<td>Terms &amp; concepts</td>
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<tr>
<td>2/17</td>
<td>TEST: 1st test on Terms and Concepts</td>
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<tr>
<td>4) 2/22 &amp; 2/24</td>
<td>Family court procedures &amp; practices: Ross book pages 1-104</td>
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<tr>
<td>5) 3/01 &amp; 3/03</td>
<td>Family court procedures, practices &amp; experiences: Ross book pages 105-160</td>
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<tr>
<td>6) 3/08</td>
<td>Family court procedures, etc.</td>
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<tr>
<td>PAPER:</td>
<td>1st writing assignment due</td>
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<tr>
<td>3/10</td>
<td>Review family court procedures, etc.: Ross book completion</td>
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<tr>
<td>7) 3/15</td>
<td>TEST: 2nd test on family court procedures, practices, &amp; administrative features</td>
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<tr>
<td>3/17</td>
<td>Family violence: “…violence against women” (Johnson, 1995)</td>
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<tr>
<td>8) 3/22 &amp; 3/24</td>
<td>History of juvenile courts &amp; juvenile delinquency</td>
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<tr>
<td>9) 3/29 &amp; 3/31</td>
<td>Correlates of delinquency, parenting styles, cultural differences/influences:</td>
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<td></td>
<td>Giles-Sims et al., 1995; Johnson (1998); Latham (2005); Vasquez (2003); Weller</td>
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<td>12) 4/19, 21, &amp; 26</td>
<td>Spring Break (enjoy yourself)</td>
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<tr>
<td>14) 5/3 &amp; 5/05</td>
<td>Child maltreatment continued: Johnson (1996); Wexler (2000)</td>
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<tr>
<td>15) 5/10</td>
<td>Child custody post-divorce: “Taken In:…”, film &amp; handout</td>
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<tr>
<td>5/12</td>
<td>PAPER: 2nd writing assignment due</td>
</tr>
<tr>
<td>16) 5/17</td>
<td>Review - last class</td>
</tr>
<tr>
<td>5/24</td>
<td>Final exam 10:15 – 12:15</td>
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</table>

(*4/11/11 last day to w/d with ‘W’ grade)
Readings accessed thru library electronic reserve (password, johnson), or regular reserve.

1). "Distinctions between Civil and Criminal Proceedings" & terms and concepts, study sheet (unpublished manuscript)


6). Wexler, R. (2000) "Fatal Errors:...". National Coalition for Child Protection Reform; Alexandria, Va. [website www.nccpr.org; e-mail <NCCPR@aol.com>]


13) “Taken In” film supplement, handout sheet


Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: 02/20/11

1. Name of Department or Program: Forensic Psychology

2. Contact information of proposer(s):

   Name(s): Kevin Nadal
   Email(s): knadal@jjay.cuny.edu
   Phone number(s): 212-237-8795


4. Current course description: A survey of the major theories of psychotherapy with emphasis on the relationship between the theorist’s view of personality, psychopathology, and therapeutic procedures

   a. Number of credits and hours: 3 credits; 3 hours

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

   c. Current prerequisites: ENG 102 or ENG 201, PSY 242 Abnormal Psychology, PSY 243 Theories of Personality and senior standing or permission of the instructor.

6. Describe the nature of the revision: We would like to make the course a 300 level course and slightly revise the pre-requisites to make appropriate for that level.

7. Rationale for the proposed change(s): As we are changing the curriculum, we are making all general electives that count toward the major as 300 level courses. This course was originally taught at the 400 level; however we do not conceptualize it as a capstone course (which is what we have conceptualized the 400 level courses to be). The course currently requires the students
to write a 10-page APA style paper on a topic related to the course content, which is consistent with the objectives of a 300-level course. The course should be open to students with junior standing and above to accommodate moving it down to the 300-level.

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

a. Revised course description:
   This course will examine the major theories of psychotherapy, with emphasis on the relationship between the theorist’s view of personality, psychopathology, and therapeutic procedures. A survey of theoretical approaches will be presented. Case illustrations and multicultural considerations will be introduced, so that students can learn how to apply various theoretical orientations to various clinical populations and racial/cultural groups.

b. Revised course title: na

c. Revised number of credits and hours: na

d. Revised number of hours: na

e. Revised prerequisites: ENG 102 or ENG 201, PSY 242 Abnormal Psychology, PSY 243 Theories of Personality and at least junior standing or permission of the instructor.

9. Enrollment in past semesters: three sections offered each fall and one offered each spring semester with an average of 20 students per section.

10. Does this change affect any other departments?

   _____ No
   _____ X Yes

   What consultation has taken place?

We notified the advisors/directors of the following programs of the proposed changes: the Deviant Behavior & Social Control major (Dr. Hegeman), the chair of the Anthropology department (and minor advisor; Dr. Curtis), and chair of the Sociology department curriculum committee (Dr. Karmen) of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: January, 2010

12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Thomas Kucharski
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
445 W. 59th Street, New York, NY 10019

Psychology 3XX: Key Concepts in Psychotherapy  
Professor: Philip Bonifacio, Ph.D.  
Room 2126N (212) 237-8690  
pbonifacio@jjay.cuny.edu  
Office Hours: Tues & Thurs: 3:15-4:15 and by appointment

**Course description**  
This course will examine the major theories of psychotherapy, with emphasis on the relationship between the theorist’s view of personality, psychopathology, and therapeutic procedures. A survey of theoretical approaches will be presented. Case illustrations and multicultural considerations will be introduced, so that students can learn how to apply various theoretical orientations to various clinical populations and racial/cultural groups.

**Knowledge and performance objectives of this course**  
By completion of the course, students should:

1) Be knowledgeable of the history and conception of different theoretical orientations of psychotherapy  
2) Identify key concepts of the major theories of psychotherapy and counseling  
3) Conceptualize client cases with a variety of theoretical orientations  
4) Design treatment plans for various clients’ presenting problems, using a number of theoretical orientations.  
5) Differentiate between various theoretical orientations and know with which clinical population or racial/cultural group each approach may be most effective.

**Course pre-requisites or co-requisites**  
ENG 102 or ENG 201, PSY 242, PSY 243, junior standing or above

**Required Textbooks**  

**Policies on attendance, lateness, quizzes, and classroom behavior**  
All students are expected to attend class. There will be a maximum of 4 permitted absences and students are expected to arrive on time. Students must contact the instructor prior to class if they will be absent or late. Eating is not permitted in class. Late papers will not be accepted.

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

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

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

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

**Exams and Grades**

Final Grades will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 weekly quizzes (Chapters 2, 4-12, 14-16)</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Term Paper</td>
<td>20%</td>
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<tr>
<td>Classroom Participation</td>
<td>10%</td>
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<tr>
<td><strong>100%</strong></td>
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</table>

**Term Paper Requirements**

All students will complete a term paper on the topic of their choice. All topics must be approved by the instructor by the 4th week of class.

1) Must be written according to APA Style, 6th Edition
2) Minimum of 15 references from journals and books; no newspapers, magazines, or abstracts
3) Minimum of 10 typewritten double-spaced pages (2500 words), Times New Roman, 12-font size and 1-inch margins
4) Students will submit an electronic copy of their paper to turnitin.com, as well as a paper copy to the instructor. Any suspicion of plagiarism will result in an automatic failure in the course.
5) Paper will be graded according to organization, synthesis of information, and clarity of personal opinion.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic &amp; Critique</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Course introduction</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Psychoanalytic</td>
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<td>3</td>
<td>4</td>
<td>Adler</td>
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<td>4</td>
<td>5</td>
<td>Existential (Term paper topic finalized)</td>
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<tr>
<td>5</td>
<td>6</td>
<td>Person-Centered</td>
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<td>6</td>
<td>7</td>
<td>Gestalt</td>
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<td>7</td>
<td>8</td>
<td>Behavioral</td>
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<td>8</td>
<td>9</td>
<td>Rational Emotive Behavior Therapy</td>
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<td>9</td>
<td>10</td>
<td>Cognitive</td>
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<td>10</td>
<td>11</td>
<td>Reality Therapy</td>
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<td>11</td>
<td>12</td>
<td>Constructivist</td>
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<td>12</td>
<td>14</td>
<td>Family Systems</td>
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<tr>
<td>13</td>
<td>15</td>
<td>Other Psychotherapies</td>
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<tr>
<td>14</td>
<td>16</td>
<td>Integrative</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Final exam and Final paper due</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: 10/28/10; current version submitted 9/6/11

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

   Name(s): Angela M. Crossman
   Email(s): acrossman@jjay.cuny.edu
   Phone number: (212) 237-8653

3. Current number, title, and abbreviated title of course:

   PSY 228 – Psychology and Women

4. Current course description:

   A detailed examination of theories of feminine experience, personality and behavior, the development of gender identity and of sex-typed characteristics and abilities, with emphasis on processes and on the critical evaluation of research. The interrelations among anatomy, physiology and psychology will be examined, and the psychology of women will be compared to and placed within the larger framework of contemporary psychological thinking. Implications for therapy will also be covered.

   a. Number of credits and hours: 3

   b. Number of class hours (please specify if the course has lab hours): 3, no lab hours

   c. Current prerequisites: ENG 102/201 & PSY 101 or SOC 101

5. Describe the nature of the revision:

   The course title and description will be revised to reflect current advances in psychological science, towards a more inclusive consideration of the impact of gender on psychological functioning, rather than focusing exclusively on the role of female
gender. The course will examine psychological theory and research on gender. Key topics will include the learning of gender roles, social development, sexuality, mental health, family functioning, and occupational issues. Also, the course will now be offered at the 300 level.

6. Rationale for the proposed change(s):

The current course name and description are outdated, and do not reflect current trends in the field of psychology. In addition, the course describes only a focus on adults, whereas the influence of gender begins in infancy and has implications across the entire lifespan. The revised approach reflects the state of the field, and is consistent with what is offered at leading universities around North America.

Also, this course will now be offered at the 300-level. This higher level is consistent with the revisions to the Forensic Psychology major, with a greater emphasis on higher level courses (versus reliance on 200-level classes) for graduation. Although extensive prior content knowledge is not required for this course (as reflected in the pre-requisites), it is imperative that students have relatively advanced information literacy and research methods skills (hence the new research methods co-requisites). In addition, the amount and level of the required readings will be substantially increased. At the 200 level, students were merely required to read a textbook. However, this is an emerging field and therefore, students will be exposed to current research, which necessitates reading a large number of primary sources and learning to discuss and critique these sources. Furthermore, the level of sophistication of the work (particularly the final paper) is appropriate for what is required in the Psychology department at the 300 level. Students will be required to perform extensive database searching for their research topic and will be expected to read, analyze, critique and integrate information from primary sources.

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

a. Revised course description:

This course analyzes psychological theories on the development of gender, gender identification and gender-typed behavior; research evidence for the presence or absence of gender differences; gender-influenced social development across the life span; psychological aspects of gender roles in the family and in the workplace; gender-related mental health, and the relevancy of gender in everyday life.

b. Revised course title: Psychology of Gender

c. Revised number of credits and hours: 3 (Same are previous)

d. Revised number of hours: Same

e. Revised prerequisites: ENG 102/201; and PSY 101 or instructor permission; and pre or co-requisite PSY 311 or SSC 325.
8. Enrollment in past semesters:
   F10: 1 @ 34; 1 @ 16   Sp10: 1 @ 36; 1 @ 35
   F09: 1 @ 36           Sp09: 1 @ 34

9. Does this change affect any other departments?
   ____ No
   ___ X Yes

   What consultation has taken place?

   The former and current directors and curriculum committee chairs of the Gender Studies, Culture and Deviance Studies and Sociology programs have been consulted regarding the proposed changes. Although the Department did consider dropping the non-Psychology prerequisites as possibilities (leaving only PSY 101 as a prerequisite), our colleagues in other departments requested that we not do so. Indeed, Gender Studies asked if we might include GEN 101 as an additional prerequisite option, as this course would serve students in their major as well. The Psychology Dept Curriculum Committee agreed to this addition. However, given the need for some understanding of social science research for the course, we added a research methods co-requisite (Psy 311 or SSC 325) to help students come as prepared as possible to the course.

10. Date of Department or Program Curriculum Committee approval: 10/22/10

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
   Thomas Kucharski
PSYCHOLOGY OF GENDER
PSY 3XX,
Spring 2011
Tuesday and Thursdays

Instructor: Brett Stoudt, Ph.D.
Email: bstoudt@jjay.cuny.edu
Phone: 646-557-4806
Office Hours: Thursdays 2pm to 4pm or by appointment.
Office: 2109 N.

COURSE DESCRIPTION:
This course analyzes psychological theories on the development of gender, gender identification and gender-typed behavior; research evidence for the presence or absence of gender differences; gender-influenced social development across the life span; psychological aspects of gender roles in the family and in the workplace; gender-related mental health, and the relevancy of gender in everyday life.

REQUIRED TEXT:
Assigned primary source readings will be posted on Blackboard on a weekly basis.

LEARNING OBJECTIVES
By the end of the course, the student should be able to

- Demonstrate an understanding of some of the ways that gender has been conceptualized, researched, and understood by social science.
- Think critically about the development of gender identities, gender stereotypes, gender performances, and gender differences.
- Reflect upon the ways gender is relevant in our everyday lives.
- Explore the ways gender is related to power, hierarchy, and oppression.
- Examine the experience of gender as a standpoint, intersectional, and contextual.
- Think about the ways the social construction of gender is reproduced and resisted.
- Demonstrate proficiency in the use of database and library searches for future research papers.
- Demonstrate the ability to write a detailed and integrated research report using primary sources.

COURSE REQUIREMENTS:

GRADING:
A student’s final grade will be based on the following:
10% Participation
35% Homework - Journal
30% Exams
25% Final Paper

Regular attendance and active participation (10 %) This course will be a seminar style class in which both critical thinking and active participation are essential. Since this style of class
depends on student discussion, it will be very important to thoughtfully reflect upon the assigned readings. In addition to class discussion, this course will also include short instructor lectures/summarizations, relevant videos, and small group activities.

Depending on your circumstances, you **may not** have more than 3 unexcused absences in a semester. All excused absences must be documented with a note from the doctor. Attendance is a very important part of this class. Missing class will make you fall behind and it will hurt your grade. I will pass around attendance sheets each class. If you miss 4 classes, your grade will be lowered by 1/3 (e.g. C to C-). If you miss 5 classes your grade will be lowered by 1 (e.g. C to D). If you miss 6 classes you will receive a “Withdrew Unofficially” (WU) and fail the course.

*You Tube Debates:* We will regularly engage in debates (discussions) using You Tube clips (as well as short articles sometimes). As a precursor or in response to, I will ask you to reflect in writing upon questions I pose, a short article I distribute, and/or a video. All of your writing will be done inside a journal that I distribute (bluebook); it will be collected and contribute to your participation grade.

*Reflection Questions/Comments:* I will periodically take a temperature of the class by collecting “reflection questions/comments” you have about the lectures, your readings, or homework assignments. It can be about concepts you do not understand or about concepts that you feel you have begun to understand (in other words, you can write what you feel you need help with or what you feel you have learned). I will use your questions/comments to help us organize what areas of the lecture we need to emphasize or explain further/differently as well as to gauge who might need further assistance.

*Homework:* (35%) You will keep a journal where you will write a reaction to the articles you read for each class and the You tube clips. You do not need to summarize the articles (except to the extent it is required to get your point across). The best journal entries will be more than a simple summary of the material; it should contain your opinions and reactions to the articles. This may take on a variety of forms: you may compare your assigned readings to each other and/or other related material (including but not limited to prior readings from the class); you may hypothesize about ways in which the work could have been improved; you may think about ways to expand on the work, or extend it to cover new domains; you may argue against the work, questioning its assumptions; or you may consider how it relates to your personal experiences. The daily journal assignments are not formal. You do not need to use APA formatting, it is fine to use the first person, and a few grammatical errors or sloppy sentence structures will not decrease your grade. I am most interested in your ideas. However, if the grammatical errors or sloppy sentence structures prevent me from understanding your ideas then it will lower your grade (in other words, proofread and spell-check but do not obsess).

*Exams* (30 %): There will three exams (10 % each). **THERE WILL BE NO MAKE-UP EXAMS. EXCEPTIONS ARE ONLY CONSIDERED IN CASES OF DOCUMENTED EMERGENCY. NOTIFICATION OF SUCH AN EVENT MUST OCCUR BEFORE OR ON THE EXAM DATE.**

*Paper* (25 %): For the final paper, you will provide both an annotated bibliography of four academic articles and one non-academic piece. You will then write a narrative that discusses your chosen topic in relationship to gender. This paper is designed as an opportunity to think critically about how you might apply a critical and gendered perspective to a topic that is directly relevant for you. It should be between 5-10 pages. You should not summarize any of the articles.
(unless it is necessary to get your point across) since you will have previously done so in the
annotated bibliography. This paper should not be an informal reflection of your thoughts as were
the journal assignments. Instead, I want you to make an argument(s) about your topic in
relationship to a gendered perspective and then provide convincing evidence from your chosen
articles, the course articles, and your own professional/personal experiences. More specific
advice and feedback will be given as you progress through the semester.

PAPER ASSIGNMENT
a) Outline (due Feb 24th)
You will provide a 1-page, type-written description that outlines your ideas for your research
paper. You must also provide a bibliography that includes at least 3 peer-reviewed journal
articles that you are considering for your paper. Please include the ABSTRACTS of these
sources along with your summary. You should be as specific as possible in your description of
your topic; this will enable me to give you more pointed feedback.
b) First Draft (due March 31st)
You will provide a complete first draft of your paper along with a bibliography. I will give you
feedback, which you will use to write your final paper. This paper should be in APA format.
c) Final Paper (due May 17th)
Final papers will be 5-10 pages in length and must conform to APA format. This work must be
your own original effort. The following guidelines should be followed in writing your paper.

PAPER ASSIGNMENT:
I want you to pick a topic of your choosing and collect five outside resources on that topic. By
“outside resources,” I mean for you to collect four important academic articles on your chosen
topic and one nonacademic piece. The nonacademic piece can be a photograph (yours or others),
a newspaper/magazine article, a piece of music, a You Tube video, a political speech, a short
interview with another person, etc. The only restriction (for both the academic and nonacademic
pieces) is that they must be “sendable” electronically over email.

The first part to this assignment is to create an annotated bibliography for your five articles (for
the sake of writing ease I will call them articles but one of them may not necessarily be text).
Each article (including the nonacademic piece) should be referenced using APA formatting (for
example, I used APA formatting in the original syllabus. However, the full range of reference
formatting can be found on the internet or in the APA manual). Then beneath each reference
write a 1-2 paragraph summary that is clearly and concisely expressed and includes all of the
primary points made by the author (even if they are not points you will draw upon in your
thought piece). In other words, what are the important points that the author tried to convey?
What are the points that I need to know in order to adequately understand the pieces you chose?
A similar summary should also be included for your nonacademic piece.

The second part of this assignment is to discuss your chosen topic in relationship to gender. This
paper is designed as an opportunity to think critically about how you might apply a critical and
gendered perspective to a topic that is directly relevant for you and your career. It should be
between 5-10 pages. You should not summarize any of the articles (unless it is necessary to get
your point across) since you will have previously done so in the annotated bibliography and I am
familiar with the readings for the course. This paper should not be an informal reflection of your
thoughts as were the journal assignments. Instead, I want you to make an argument(s) about your
topic in relationship to a gendered perspective and then provide convincing evidence from your

Approved by UCASC, prepared for College Council, Feb 27, 2012
chosen articles, the course articles, and your own professional/personal experiences.

**Format:** Both components of the assignment should have margins that are 1” around, Times New Roman, size 12 font, and double spaced. All citations throughout the paper should be in APA style. If you reference outside articles beyond the five you chose or the classroom articles, you must reference them at the end using APA style.

**Some Quick Tips:**
1. Begin with an introductory paragraph that includes your thesis. Your thesis statement is a one-sentence summary of what you will be arguing throughout the paper.
2. Next, you should flesh out your paper with paragraphs that address the parts of your argument. Paragraphs are generally at least 3 sentences long and will include some detail, an example, a quotation, an idea, etc.
3. After you have provided enough evidence to support your response/reaction (and you have written 4-5 pages), you should finish your paper with a conclusion.
4. Avoid the use of excessive quotes or excerpts since I am most interested in your own ideas. Use a quote or excerpt only when there is something so special about how a point was made that it significantly adds to your paper to include it word for word.

**FINAL PAPERS ARE DUE 5/17/11. PAPERS MUST BE SUBMITTED ON TIME. EXCEPTIONS ARE ONLY CONSIDERED IN CASES OF DOCUMENTED EMERGENCY. NOTIFICATION OF SUCH AN EVENT MUST OCCUR BEFORE THE DEADLINE.**

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(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)
How grades are determined:
Coursework requirements total 100%. I will use the following scale to determine your final grade:

A  93% and up
A-  90-92%
B+  87-89%
B   83-86%
B-  80-82%
C+  77-79%
C   73-76%
C-  70-72%
D+  67-69%
D   63-66%
D-  60-62%
F   below 60%
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPICS</th>
<th>Read this before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tu. Feb. 1</td>
<td><em>Introduction</em></td>
<td></td>
</tr>
<tr>
<td>2 Th. Feb. 3</td>
<td><em>Theoretical Perspectives</em></td>
<td>Ch. 1 pp.1-19</td>
</tr>
<tr>
<td>3 Tu. Feb. 8</td>
<td><em>Theoretical Perspectives</em></td>
<td>AR</td>
</tr>
<tr>
<td>4 Th. Feb. 10</td>
<td><em>Researching Sex and Gender</em></td>
<td>Ch. 2. pp. 20-45</td>
</tr>
<tr>
<td>5 Tu. Feb. 15</td>
<td><em>Gender Stereotypes and Gender Differences</em></td>
<td>Ch. 3 pp.46-70</td>
</tr>
<tr>
<td>6 Th. Feb. 17</td>
<td><em>WRITING A RESEARCH PAPER</em></td>
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<tr>
<td>7 Tu. Feb. 22</td>
<td><em>Hormones and Chromosomes</em></td>
<td>Ch. 4. pp. 71-101</td>
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<tr>
<td>8 Th. Feb. 24</td>
<td><em>Biological Influences on Gender</em></td>
<td>AR</td>
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<tr>
<td></td>
<td></td>
<td>Hubbard (1998)</td>
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<tr>
<td>9 Tu. Mar. 1</td>
<td><em>Theories of Gender Development</em></td>
<td>Ch. 5 pp. 102-127</td>
</tr>
<tr>
<td>10 Th. Mar. 3</td>
<td><em>Developing Gender Identity</em></td>
<td>Ch. 6 pp. 128-151</td>
</tr>
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<td>Development of Gender: Infant/Child</td>
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<tr>
<td>11 Tu. Mar. 8</td>
<td><em>Development of Gender: Adolescence/Adulthood/Old Age</em></td>
<td>Ch. 6 pp. 128-151</td>
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<tr>
<td></td>
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<td>Best (2000)</td>
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<td>Fine (1998)</td>
</tr>
<tr>
<td>12 Th. Mar. 10</td>
<td><em>Intelligence and Cognitive Abilities</em></td>
<td>Ch.7 pp. 152-176</td>
</tr>
</tbody>
</table>

Brannon, L. (2011). *Gender: Psychological Perspectives.* 6th edition. New York:Pearson. In addition to the textbook readings, primary source readings (AR*) will also be posted on Blackboard on a weekly basis. A provisional bibliography of readings is provided below the course calendar.
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Tu. Mar. 15</td>
<td><strong>EXAM 1</strong></td>
<td></td>
</tr>
<tr>
<td>14 Th. Mar. 17</td>
<td><em>Gender and Emotion</em></td>
<td>Ch. 8 pp. 177-203</td>
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<tr>
<td>15 Tu. Mar. 22</td>
<td><em>Social Relationships</em></td>
<td>Ch. 9 pp. 204-238</td>
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<tr>
<td></td>
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<td>McDonald et al. (2007)</td>
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<tr>
<td></td>
<td></td>
<td>Kitzinger (2004)</td>
</tr>
<tr>
<td>17 Tu. Mar. 29</td>
<td><em>Sexuality</em></td>
<td>Ch. 10 pp. 239-277</td>
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<tr>
<td>18 Th. Mar. 31</td>
<td><em>School</em></td>
<td>Ch.11 pp.278-303</td>
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<tr>
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<td>First draft of paper due</td>
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<tr>
<td>19 Tu. Apr. 5</td>
<td><em>Careers and work</em></td>
<td>Ch.12 pp.304-331</td>
</tr>
<tr>
<td>20 Th. Apr. 7</td>
<td><em>Gender and Health</em></td>
<td>Ch.13 pp.332-363</td>
</tr>
<tr>
<td>21 Tu. Apr. 12</td>
<td><em>Fitness, Health and Stress</em></td>
<td>Ch.14 pp.364-370</td>
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<tr>
<td>22 Th. Apr. 14</td>
<td><strong>EXAM 2</strong></td>
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<tr>
<td>23 Tu. Apr. 19</td>
<td><strong>SPRING BREAK</strong></td>
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<td>24 Th. Apr. 21</td>
<td><strong>SPRING BREAK</strong></td>
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<td>25 Tu. Apr. 26</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
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<td>Tolman (2003)</td>
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<td>Stoudt (2006)</td>
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<tr>
<td>27 Tu. May. 3</td>
<td><em>Gender and Oppression</em></td>
<td>AR Cudd (2006)</td>
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<td>Kimmell (2002)</td>
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<tr>
<td>28 Th. May 5</td>
<td><em>Gender and Mental Health</em></td>
<td>Ch.14 pp.374-378</td>
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<tr>
<td>Date</td>
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<td>Topic</td>
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<tr>
<td>29</td>
<td>Tu.</td>
<td>May 10</td>
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<tr>
<td>30</td>
<td>Th.</td>
<td>May 12</td>
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<tr>
<td>31</td>
<td>Tu.</td>
<td>May 17</td>
</tr>
<tr>
<td>33</td>
<td>Th.</td>
<td>May 26</td>
</tr>
</tbody>
</table>
Selected Assigned Readings (these are subject to change, all readings will be posted on Blackboard in the week prior to the related class):


James, J. B. (1997). What are the social issues involved in focusing on difference in the study of gender?


Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: February 10, 2012

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):
   
   Name(s): Brian Arbour
   Email(s): barbour@jjay.cuny.edu
   Phone number(s): 832-217-7007

3. Current number, title, and abbreviated title of course:

   POL 214 Political Parties and Pressure Groups (Abbreviated title: POL PRTY PRSS GSP)

4. Current course description:

   An analysis of the operation and policy impact of political parties and pressure groups at each of the levels of the federal system. Recent developments in the evaluation of these institutions will be closely examined.

   a. Number of credits and hours: 3
   b. Number of class hours: 3 (no lab hours)
   c. Current prerequisites: POL 101
   ENG 101

5. Describe the nature of the revision:

   Change the name of the course to “Political Parties, Interest Groups, and Social Movements” and change the course description to reflect this change.
6. Rationale for the proposed change(s):

We propose to change the name of POL 214 to “Political Parties, Interest Groups, and Social Movements.”

The current name of the course—“Political Parties and Pressure Groups”—reflects an out-of-date conception of the course and its mission within the Political Science major. The term “pressure groups” does not capture the range, diversity, and influence of citizen organizations in American politics. A more all-encompassing and accurate term is interest groups and social movements. The name change clarifies the purpose of the course for students and its various instructors, and better reflects the role of the course as a foundation course in Concentration C of the Political Science major.

We have also revised the course description to reflect the changed title, and to clarify the course topics. Instead of focusing exclusively on political parties and pressure groups, the revised course description discusses the principle of parties, interest groups and social movements as institutions utilized by citizens to influence their government. There is also a specific reference to exploring the obstacles these groups face.

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

a. Revised course description:

This course will analyze the institutions citizens use to influence politics and policy, assessing the formation and organization of political parties, interest groups, and social movements. In addition, the course addresses the ways that parties, interest groups, and social movements affect political decision making, and the obstacles to that influence. We also closely examine how recent developments and contemporary events challenge each of these three institutions.

b. Revised course title: Political Parties, Interest Groups, and Social Movements

c. Revised number of credits and hours: 3 (no change)
d. Revised number of hours: 3 (no change)
e. Revised prerequisites: POL 101 (no change)
   ENG 101 (no change)
8. Enrollment in past semesters:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>16 students</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>19 students</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>7 students</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>13 students</td>
</tr>
</tbody>
</table>

9. Does this change affect any other departments?

______ Yes

______ No

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval:

    November 11, 2011

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Harold Sullivan
**Africana Studies Revisions to Minor** (December 9, 2011)

Description (for Bulletin):

The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora, and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

Total credits for the minor are 18 (or 6 Courses).

Learning Outcomes:

- Students will explain the core ideas (key concepts, theories and methodologies) of Africana Studies, especially as they relate to themes of justice.
- Students will acquire and hone their critical thinking skills as applied to problems around justice themes within Africana Studies and among people of color. This would include their ability to identify ambiguity, contradictions and commonalities in the broad range of materials that falls under the umbrella of Africana Studies.
- Students will use high level written and oral communication skills to work effectively and collaboratively with others.
- Students will have a better understanding of themselves, and of their relationship(s) to the broader society, as a result of exposure to Africana Studies.

Rationale:

The Africana Studies minor uses interdisciplinary studies to expose students to different ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences. With a focus on African people throughout the diaspora (people of color) this minor increases students’ familiarity with themes of inequality and justice, and provides tools students can use to study and address historical and contemporary racial inequality. Students will also learn more about the accomplishments, cultural richness and uniqueness, and contributions to the past and present world of Africana. Through community-based projects offered in several of the courses, students will be more attuned to real-life application of Africana perspectives and methodology. This in turn contributes to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to their becoming well-rounded thinkers who will be attractive to employers and graduate schools.

Approved by UCASC, Dec 9, 2011, prepared for College Council, Feb 27, 2012
Note to Committee:

The African American Studies Department has had a minor for quite some time, and we decided in 2009 to update the minor to make it more intellectually focused and also more attractive to students. In addition, we changed our name to Africana Studies last spring to better reflect developments in the discipline, and to focus the minor on our new courses and current faculty specialties. This proposed change, therefore reflects both developments in the field as well as developments and growth in our department. This version incorporates comments from the curriculum sub-committee in the spring of 2011.

Curriculum and Explanation of organization of minor:
Students who elect to minor in Africana Studies are required to take AAS 199 “Introduction to Africana Studies.” This assures a common experience in ways of thinking about Africana issues, methodologies, histories and cultures. Students are also required to complete an upper level course: either a research methods course or a more experientially oriented course. The thinking here is that for some students facility in Africana research methods will help them in their major as well as in their college careers and beyond; at the same time, not all students will be interested in methodological issues. The experientially themed courses are a rigorous alternative that allows students to apply knowledge in Africana Studies to community and/or creative activity.

Any four electives are required. Elective courses below are organized into recommended areas of focus designed to relate to existing majors, to connect with students’ interests, and/or to explore important issues in Africana Studies – all while providing a strong academic basis for or in addition to their John Jay experience. This array will allow students to take a more thoughtful and structured approach to developing a minor that more closely reflects their interests as well as their intellectual growth. Students may choose any four (4) electives regardless of the category.¹

We will also offer an honors level minor. The department’s honors minor is intended for high achieving students with a GPA of 3.3 or higher, who are interested in Africana Studies (having taken at least ETH123 “Race and American Society: The African American Experience”). The Honors Minor in Africana Studies provides a scaffolded set of challenging courses that the Africana Studies Department considers essential as an introduction to the discipline and a basis for applying Africana Studies knowledge, concepts and methodologies to their major, profession and/or graduate school. Requires 21 credits (7 courses).

¹ Rationale for including Masculinities course as an elective in the Africana minor:
1. Africana Studies encompasses the experiences of gendered individuals across a wide range of cultures, and so is appropriate for Africana focused students to understand masculinities perspectives.
2. Men are major actors in terms of theorizing, acting and permitting what happens in, among other spaces, the locales occupied by persons of Africana heritage. As currently organized the course is not taught from a predominantly Africana perspective, so students are able to observe commonalities around how men are gendered both within and outside of Africana spaces.
Africana Studies Minor
18 credits (6 courses)

Part 1: Requirements - 2 courses:
1. Students must take AFR 1XX “Introduction to Africana Studies.” (being offered experimentally as AFR 199)

2. Students must take an upper-level Research Methods Course, AFR 310 “Research Seminar in African American Studies” (pre-requisites: 6 credits in AFR and junior standing, or permission of instructor).

This second course requirement may be substituted with AFR 390 “McNair Research Methods” (offered to McNair Post-baccalaureate Achievement Program scholars) OR AFR 410 “Independent Study” (prerequisites: 6 credits AFR and senior standing, or permission of instructor) OR with a 300 or 400 level Experience Course equivalent (such as one of the courses below indicated with an *).

Part 2: Electives – 4 courses (choose any 4):

Students choose any other four elective courses, with a predominantly African American/Africana theme (the majority of which are offered by the Africana Studies Department). Suggested groupings of courses are listed below depending on the interests of students:

For students interested in Justice:
ETH 123 “Race and American Society: The African American Experience” or ETH 125 “Race and American Society: Race and Ethnicity in America”
AFR 227 “Introduction to Community-based Approaches to Justice” (prerequisites: ETH 123 or ETH 125)
AFR 229 “Restoring Justice: Making Peace and Resolving Conflict”
AFR 215 “The Police and the Ghetto” [title will be revised to: Policing in Multicultural Societies] (prerequisites: AFR 110 or AFR 121)
AFR 220 “Law and Justice in Africa”
*SOC 381 Internship in Dispute Resolution (prerequisites: SOC 380)
* ICJ 381 Internship in International Criminal Justice (prerequisites: SOC 341 and POL/LAW 259)

For a Humanities focus:
AFR 1XX “Society and Hip Hop” [being offered experimentally as AFR 190 Hip Hop Culture]
MUS 103 “American Popular Music from Jazz to Rock”
MUS/LLS 110 “Popular Musics of the Caribbean”

Approved by UCASC, Dec 9, 2011, prepared for College Council, Feb 27, 2012
LIT 212 “Literature of the African World”
AFR/LIT 223 “African American Literature”
AFR/DRA 230 “African American Theatre” (prerequisites: sophomore standing)
AFR 270 “History of African American Social and Intellectual Thought” [title being revised to: Africana Social and Intellectual Thought] (prerequisites: ETH 123)
AFR/LLS/HIS 267 “History of Caribbean Migrations to the United States” (prerequisites: sophomore standing)
AFR 270 “African American Film” [being offered experimentally as AFR 294]
MUS 310 “Comparative History of African American Musics” (prerequisites: HIS 231, HIS 232, HIS 203, HIS 204 or HIS 205; and any 100-level Music course or permission of instructor)
AFR/LIT 340 “The African American Experience in America: Comparative Racial Perspectives” (prerequisite: LIT 230, LIT 231, LIT 232 or LIT 233)
LIT 344 “Caribbean Literature and Culture” (prerequisite: LIT 230, LIT 231, LIT 232 or LIT 233)
AFR PHI 354 “Africana Philosophy” (prerequisite PHI 231)

For students interested in Inequality:
ETH 125 “Race and American Society: Race and Ethnicity in America”
AFR 110 “Race and the Urban Community”
AFR 121 “African American Community Issues”
AFR 227 “Introduction to Community-based Approaches to Justice” (prerequisites: ETH 123 or ETH 125)
AFR 237 “Institutional Racism”
AFR 3XX “Inequality and Wealth” [being offered experimentally as AFR399] (prerequisites: STA 250; and ETH123, ETH125, ECO 101, Soc 101, or GS 101)
*LLS 321 “Puerto Rican/Latina/o Community Fieldwork” (prerequisites: LLS 241)

For a focus on Africa:
AFR 150 “Origins of Contemporary Africa”
AFR/LLS 263 “African Heritage in the Caribbean” (prerequisites: sophomore standing or permission of instructor)
AFR 270 “African Politics” [title to be revised to: Contemporary African Politics]
AFR 220 “Law and Justice in Africa”
AFR 322 “Revolutionary Thought in Contemporary Africa”

For students interested in Psychology and Identity:
AFR129/PSY 129 “Psychology of the African American Experience”
AFR/PSY 240 “Psychology of Oppression” (prerequisites: PSY 101 or AFR/PSY 129)
AFR 245 “Psychology of the African American Family”
AFR 248 “Men: Masculinities in the United States”
AFR 3XX “Africana Identities”

Approved by UCASC, Dec 9, 2011, prepared for College Council, Feb 27, 2012
Africana Studies Honors Minor

Eligibility Requirements: GPA of 3.3 or higher, ETH123 “Race and American Society: The African American Experience”; 21 credits (7 courses)

The Honors Minor in Africana Studies provides a scaffolded set of challenging courses that the Africana Studies Department considers essential as an introduction to the discipline and a basis for applying Africana Studies knowledge, concepts and methodologies to a student’s major, profession, and/or graduate school.

Both the AFR 310 “Research Seminar in African-American Studies” and AFR 410 “Independent Study” courses for the honors minor will include additional Africana honors learning objectives, and will provide opportunities for the students to integrate prior learning in the minor with new knowledge. In addition, for at least 2 of the remaining 5 required courses, students must complete honors level work including special projects that help them meet the additional honors objectives.

Additional Learning Outcomes for Africana Honors Minor:
- Students will explain how and why selected methodologies of the social sciences and humanities differ, and are utilized in Africana Studies.
- Students will analyze the impacts of racial disparities as well as of Africana agency on the micro-, medial-, and macro-levels of society.
- Students will design a research project using at least two different research tools.
- Students will apply knowledge and academic resources using key concepts, theories and methodologies of Africana Studies, to themes of inequality, struggle, and justice.

Part I - Required (5 courses):

1. AFR 1XX “Introduction to Africana Studies” [being offered experimentally as AFR 199]
2. AFR 150 “Origins of Contemporary Africa”
3. AFR 270 “History of African-American Social and Intellectual Thought” (title being revised to: Africana Social and Intellectual Thought)
4. AFR 310 “Research Seminar in African-American Studies” (Methods)
5. AFR 410 Independent Study

Part II - Electives (choose 2):

a) AFR 227 “Introduction to Community-based Approaches to Justice” (prerequisites: ETH 123 or ETH 125)
b) AFR 237 “Institutional Racism”
c) AFR/PSY 240 “Psychology of Oppression”

Approved by UCASC, Dec 9, 2011, prepared for College Council, Feb 27, 2012
d) AFR 248 “Men: Masculinities in the United States”

e) AFR/LLS/HIS 267 “History of Caribbean Migrations to the United States” (prerequisites: sophomore standing)

f) AFR 3XX “Inequality and Wealth” [being offered experimentally] (prerequisites: STA 250 and ETH123, ETH125, ECO 101, Soc 101, or GS 101)

g) AFR 322 “Revolutionary Thought in Contemporary Africa”

h) AFR/LIT 340 “The African American Experience in America: Comparative Racial Perspectives” (prerequisite: LIT 230, LIT 231, LIT 232 or LIT 233)

i) LIT 344 “Caribbean Literature and Culture” (prerequisite: LIT 230, LIT 231, LIT 232 or LIT 233)

j) HJS 310 “Comparative Perspectives on Justice” (prerequisites: HJS 250 and junior standing)

k) AFR/PHI 354 “Africana Philosophy” (prerequisite PHI 231)

l) AFR 3XX “Africana Identities”
To: The Undergraduate Curriculum and Academic Standards Committee

From: Academic Standards Subcommittee

Date: January 20, 2012

Re: Proposal to establish a College-wide Committee on Academic Integrity

On June 27, 2011, the CUNY Board of Trustees approved a revision of the CUNY Policy on Academic Integrity, effective July 1, 2011. This revised policy provides the option for each CUNY college to create a Committee on Academic Integrity to serve as the fact-finding body when a faculty member alleges an action of academic dishonesty by a student and the student denies having engaged in such activity. If a college does not choose to create such a Committee, then the Student-Faculty Disciplinary Committee shall continue to have that responsibility.

Because this proposal is to establish a College-wide policy, the Co-Chairs of the Standards Subcommittee of UCASC, Dean Anne Lopes and Professor Karen Kaplowitz, presented this proposal to the Graduate Studies Committee (GSC) on November 10, 2011. The Graduate Studies Committee approved the proposal by unanimous vote. If approved by UCASC, the proposal will be transmitted to the College Council from both UCASC and GSC.

THE PROPOSAL:
The proposal is to create a College Council committee called the Committee on Academic Integrity, comprising five (5) tenured members of the faculty, which shall include both faculty members who teach undergraduate courses and faculty members who teach graduate courses, and one (1) student who, if an undergraduate student, shall have completed at least 60 credits at John Jay and who, if a graduate student, shall have completed at least half the credits necessary to earn the degree of the program in which the student is enrolled. Students are eligible to be nominated and serve only if there is no record of any disciplinary action having been taken against the student or that is currently pending against the student. The term of office shall be two (2) years for the faculty members and one (1) year for the student member. All members shall be eligible for reelection. The Committee members shall elect a chair from among its faculty members. Like all College Council committees, as provided by the Charter of the College, unless the committee membership is otherwise specified, the faculty members of Committee on Academic Integrity shall be nominated by the Faculty Senate and elected by the College Council and the student member shall be nominated by the Student Council and elected by the College Council. All the members of the Committee shall receive training by the Legal Office of the CUNY Central Administration on all relevant issues, including the necessity for absolute confidentiality. The Academic Integrity Officer of the College, who shall be an official in the Office of the Provost, shall serve as staff to the Committee; furthermore, any additional staffing that may be required by the Committee shall be provided by the Office of the Provost. The Academic Integrity Officer shall not serve on the Committee on Academic Integrity.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
The Academic Integrity Committee shall adopt procedures for its operations and for hearing cases and shall transmit those procedures within 45 days of the initial meeting of the Committee for review by the Legal Counsel of the College and then by the College Council for its approval; any subsequent revisions to the Committee’s procedures, if any, shall be transmitted to the Legal Counsel for review and then to the College Council for its approval. Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; (iii) the right to present witness statements and/or to call witnesses; (iv) timely response not to exceed 35 calendar days. Those procedures shall also provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. The Committee shall issue written decisions and send copies of its decisions to the college’s Academic Integrity Officer.

The role of the Academic Integrity Committee is as follows: in a case where a faculty member alleges an act of academic dishonesty and the student denies the academic dishonesty, a fact-finding determination shall be made by the Academic Integrity Committee except in those cases when the College decides to bring both an academic sanction and a disciplinary sanction in which circumstance the Student-Faculty Disciplinary Committee shall decide as to whether the alleged act of academic dishonesty took place and the disciplinary penalty.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Academic Integrity Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student’s work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The College also should consider any mitigating circumstances in making this determination.

If the Academic Integrity Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student’s confidential academic integrity file and destroy the material.

If the Academic Integrity Committee finds that the alleged violation did occur, then the faculty member may reflect that finding in the student’s final course grade by assigning either a failing grade or a lowered grade, to be solely determined by the faculty member.

If the College wishes to also bring a disciplinary penalty or penalties against the student (for example, suspension, expulsion), then the Academic Integrity Officer shall refer the case to the
Faculty-Student Disciplinary Committee, which shall make both the determination as to whether the alleged act of academic dishonesty occurred and also the disciplinary sanction to be imposed. Thus the Committee on Academic Integrity shall be called into session only when an allegation of academic dishonesty is made by a member of the faculty and the student denies the academic dishonesty and the College does not seek to impose also impose a disciplinary sanction.

If the College decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Board of Trustees Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the College's Faculty-Student Disciplinary Committee.

If the College seeks to have both a disciplinary and an academic sanction imposed, the College shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with the College’s grade appeals process. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

**EFFECTIVE DATE:** Upon approval by the College Council.

**DEFINITIONS OF ACADEMIC DISHONESTY:**
Definitions of academic dishonesty are those listed and defined below, as listed and defined in the CUNY Policy on Academic Dishonesty, revised on June 27, 2011, effective July 1, 2011, which is available at www.cuny.edu. The following definitions are from the text of the CUNY Policy on Academic Dishonesty as follows:

1.1 Cheating  
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:
a) Copying from another student during an examination or allowing another to copy your work.
b) Unauthorized collaboration on a take home assignment or examination.
c) Using notes during a closed book examination.
d) Taking an examination for another student, or asking or allowing another student to take an examination for you.
e) Changing a graded exam and returning it for more credit.
f) Submitting substantial portions of the same paper to more than one course without consulting with each instructor.

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
g) Preparing answers or writing notes in a blue book (exam booklet) before an examination.
h) Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
i) Giving assistance to acts of academic misconduct/dishonesty.
j) Fabricating data (in whole or in part).
k) Falsifying data (in whole or in part).
l) Submitting someone else's work as your own.
m) Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2 Plagiarism
Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include:
a) Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
b) Presenting another person's ideas or theories in your own words without acknowledging the source.
c) Failing to acknowledge collaborators on homework and laboratory assignments.
d) Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3 Obtaining Unfair Advantage
Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
a) Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
b) Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
c) Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
d) Intentionally obstructing or interfering with another student's work.

1.4 Falsification of Records and Official Documents
Examples of falsification include:
a) Forging signatures of authorization.
b) Falsifying information on an official academic record.
c) Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Effective Date of this Policy: January 27, 2012 if the election of the Committee members has taken place by that date; otherwise, the first day of the fall 2012 semester.
EXPLANATION:
When the CUNY Board of Trustees revised its Academic Integrity Policy on June 27, 2011, the Board created an option for all colleges: to either continue to have the Student-Faculty Disciplinary Committee, as provided in Article 15 of the CUNY Board of Trustees Bylaws, be the fact-finding body when a faculty member alleges an act of academic integrity and the student denies the academic dishonesty or to establish a Committee on Academic Integrity to be the fact-finding body.

On September 7, 2011, the Faculty Senate deliberated about this option and voted to recommend that the College create a separate Committee on Academic Integrity. The Provost and the Vice President for Student Development of the College made the same judgment, separately and independently of the Faculty Senate’s.

There are strong arguments to be made for a separate Committee on Academic Integrity. First, the Student-Faculty Disciplinary Committee is responsible for adjudicating a wide range of charges that the College brings against students, including but not limited to destruction of property, fighting, assault, stalking, harassment, disruption of class, as well as charges of academic dishonesty. By creating a Committee on Academic Integrity, the College would be making an important and concrete statement about the seriousness with which it takes acts of academic dishonesty and about its strong commitment to being a College that takes academic integrity very seriously. Furthermore, a separate Committee on Academic Integrity would enable its members to become very knowledgeable about academic integrity since those are the only cases it will hear.

Under CUNY’s revised Academic Integrity Policy, the Student-Faculty Disciplinary Committee shall continue to decide penalties in those cases when a disciplinary penalty, that is, a penalty in addition to a lowered course grade is sought or in those cases when no lowered grade is possible because the student withdrew from the course. It is the Academic Integrity Officer, on behalf of the College, who determines whether a case should be brought to the Disciplinary Committee, not the faculty member; this is true under the newly revised policy and it was true under the previous policy.

COMPLETE TEXT of the CUNY POLICY ON ACADEMIC INTEGRITY: REVISED, EFFECTIVE JULY 1, 2011

Policy 1.3 Academic Integrity

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1 Definitions and Examples of Academic Dishonesty

1.1 Cheating
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:

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b) Unauthorized collaboration on a take home assignment or examination.

c) Using notes during a closed book examination.

d) Taking an examination for another student, or asking or allowing another student to take an examination for you.

e) Changing a graded exam and returning it for more credit.

f) Submitting substantial portions of the same paper to more than one course without consulting with each instructor.

h) Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.

i) Giving assistance to acts of academic misconduct/dishonesty.

j) Fabricating data (in whole or in part).

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d) Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

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Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student.

Examples of obtaining unfair advantage include:

a) Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

b) Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

c) Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

d) Intentionally obstructing or interfering with another student's work.

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Examples of falsification include:

a) Forging signatures of authorization.
b) Falsifying information on an official academic record.

c) Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

2 Methods for Promoting Academic Integrity

2.1 Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time) These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.

2.2 All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3 Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3 Reporting

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
and section number, the date of the incident, a description of the incident and the instructor's contact information.

3.3 The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic Integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic Integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4 Procedures for Imposition of Sanctions

4.1 Determination on academic vs. disciplinary sanction
The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2 Procedures in Cases Involving Only Academic Sanctions

Approved by UCASC, Jan 27, prepared for College Council, Feb 27, 2012
4.2.1 Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction
If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation. The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Integrity Form to reflect that resolution.

4.2.2 Student Admits to the Academic Dishonesty but Contests the Academic Sanction
In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

4.2.3 Student Denies the Academic Dishonesty
In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3 Procedures in Cases Involving Disciplinary Sanctions
If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.
If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4 Required Action in Cases of No Violation
If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

4.5 Implementation
Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.
Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Graduate and Professional Studies via email to jcarrington@jjay.cuny.edu.

Date Submitted: 11/23/2011

1. Name of Program: Forensic Mental Health Counseling and Forensic Psychology

2. Contact information of proposer(s):

   Name(s): Professor James Wulach
   Email(s): jwulach@jjay.cuny.edu
   Phone number(s): (212) 237-8782


5. Current course description:
This advanced level course introduces students to empirical methods of crime scene analysis and profiling research, using the FBI crime files held at John Jay. Students will learn how to develop the theoretical knowledge of profiling, learned in PSY 821, into applied research. The course will take them through the process of completing a publication-level research project from start to finish. This is a time-intensive course, which will consist of some lectures, student-led group research and regular meetings to discuss progress.

Number of credits and hours:
   a. 30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
b. Number of class hours (please specify if the course has lab hours): 30

c. Current prerequisites: PSY 715, PSY 737, PSY 821 (renumbered as PSY 746)

6. Describe the nature of the revision: Clarify prerequisites and add sentence to course description.

7. Rationale for the proposed change(s): Clarification of prerequisites

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

a. Revised course description:

**Empirical Crime Scene Analysis PSY 748**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This advanced level course introduces students to empirical methods of crime scene analysis and profiling research, using the FBI crime files held at John Jay. Students will learn how to develop the theoretical knowledge of profiling, learned in PSY 746, into applied research. The course will take them through the process of completing a publication-level research project from start to finish. This is a time-intensive course, which will consist of some lectures, student-led group research and regular meetings to discuss progress. **Students are expected to have a working knowledge of SPSS prior to course enrollment.**

**Prerequisite:** PSY 746.

b. Revised course title: N/A

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: N/A

9. Enrollment in past semesters: 23 regularly

10. Does this change affect any other program?

   ___X___ No

   ______ Yes
What consultation has taken place? N/A

11. Date of Program Committee approval: 11/23/2011

12. Signature Program Director proposing this revision:

[Signature]
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College Council Membership

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

Administration:
1. President (chairperson)                Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. Vice President for Student Development Berenecea Johnson Eanes
5. Vice President for Enrollment Management Richard Saulnier
6. Dean of Graduate Studies Jannette Domingo
7. Dean of Undergraduate Studies Anne Lopes
8. Interim Dean of Research Karen Terry

Faculty:
a. Full-time faculty elected from each academic department:
9. Africana Studies Kwando Kinshasa
10. Anthropology Terry Furst
11. Art and Music Laura Greenberg
12. Communication & Theater Arts Lyell Davies
13. Counseling Mickey Melendez
14. Criminal Justice Evan Mander
15. Economics Mathieu Dufour
16. English Devin Harner
17. Foreign Languages and Literature Raul Rubio
18. Health and Physical Education Vincent Maiorino
19. History David Munns
20. Interdisciplinary Studies Program Richard Haw
21. Latin America and Latina/o Studies Brian Montes
22. Law, Police Science and CJA Yue Ma
23. Library Kathleen Collins
24. Mathematics Shaobai Kan
25. Philosophy James DiGiovanna
26. Political Science Roger McDonald
27. Protection Management Norman McDonald
28. Psychology Jennifer Dysart
29. Public Administration Denise Thompson
30. Sciences Demi Cheng
31. SEEK Virginia Diaz
32. Sociology Jana Arsovskya
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Anthropology
   Anru Lee
34. Anthropology
   Patricia Tovar
35. Communication and Theater Arts
   Elton Beckett
36. Economics
   Catherine Mulder
37. English
   Erica Burleigh
38. English
   Karen Kaplowitz
39. English
   Veronica Hendrick
40. History/ISP
   Andrea Balis
41. History/ISP
   Sara McDougall
42. Law, Police Science and CJA
   Lior Gideon
43. Law, Police Science and CJA
   Staci Strobl
44. Law, Police Science and CJA
   Maki Haberfeld
45. Political Science
   James Cauthen
46. Psychology
   Demis Glasford
47. Sociology
   Richard Ocejo
48. Sociology
   Rick Richardson
49. Science
   Richard Li
50. Science
   Francis Sheehan

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

<table>
<thead>
<tr>
<th>Janice Dunham – Library</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Frazier – Law &amp; Police Science</td>
<td>Vacant</td>
</tr>
<tr>
<td>Jay Paul Gates – English</td>
<td>Vacant</td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td><strong>Vacant</strong></td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Carina Quintian
52. Nilsa Lam
53. Kinya Chandler
54. Shavonne McKiever
55. Michael Scaduto

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

  Sylvia Lopez
Students:

56. President of the Student Council
   Whitney Brown

57. Vice President of the Student Council
   Mehak Kapoor

58. Treasurer of the Student Council
   Jeffrey Aikens

59. Secretary of the Student Council
   Rhonda Nieves

60. Elected At-Large Representative
    VACANT

61. Elected graduate student representative
    VACANT

62. Elected graduate student representatives
    Donica Thompson

63. Elected senior class representative
    Mark Benjamin

64. Elected senior class representative
    Brian Costa

65. Elected junior class representative
    Michelle Tsang

66. Elected junior class representative
    Marcelle Mauvais

67. Elected sophomore class representative
    Davinder Singh

68. Elected sophomore class representative
    Joseph DeLuca

69. Freshman representative designated according to a method duly adopted by the
    Student Council.
    Zeeshan Ali

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

| 1. Vacant | 2. Vacant |
**College Council Interim Executive Committee**

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

- President (chairperson)      Jeremy Travis
- Provost and Senior Vice President for Academic Affairs   Jane P. Bowers
- Senior Vice President for Finance and Administration    Robert Pignatello
- Vice President for Student Development                   Berenecea Johnson Eanes
- President of the Faculty Senate                          Karen Kaplowitz
- Vice-President of the Faculty Senate                      Francis Sheehan
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Jennifer Dysart
- President of the Higher Education Officers Council       Carina Quintian
- Vice-President of the Higher Education Officers Council  Dana Trimboli
- President of the Student Council                         Whitney Brown
- Vice-President of the Student Council                    Mehak Kapoor

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

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

The Executive Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Development Bereneecia Johnson Eanes

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Andrea Balis History / ISP
  2. Elton Beckett Communication And Theater Arts
  3. Janice Dunham Library
  4. Jennifer Dysart Psychology
  5. Karen Kaplowitz English
  6. Francis Sheehan Science
  7. Staci Strobl Law & Police

- Two (2) higher education officers
  1. Shavonne McKiever Registrar
  2. Michael Scaduto Financial Aid

- Three (3) students
  1. President of the Student Council Whitney Brown
  2. Vice President of the Student Council Mehak Kapoor
  3. Sophomore Representative Joseph DeLuca
# Undergraduate Curriculum and Academic Standards Committee

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

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

- Dean of Undergraduate Studies (Chairperson) Anne Lopes
- Vice President for Enrollment Management Richard Saulnier
- Academic Director of Undergraduate Studies Kathy Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

<table>
<thead>
<tr>
<th>Department</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>C. Jama Adams</td>
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<tr>
<td>Anthropology</td>
<td>Ed Snajdr</td>
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<tr>
<td>Art and Music</td>
<td>Ben Lapidus</td>
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<td>Communication &amp; Theater Arts</td>
<td>Dana Tarantino</td>
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<td>Counseling</td>
<td>Berenecea Johnson Eanes</td>
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<td>Criminal Justice</td>
<td>Hung En Sung</td>
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<td>Economics</td>
<td>David Shapiro</td>
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<tr>
<td>English</td>
<td>Alison Pease</td>
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<tr>
<td>Foreign Languages and Literature</td>
<td>Silvia Dapia</td>
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<tr>
<td>Health and Physical Education</td>
<td>Susan Larkin</td>
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<tr>
<td>History</td>
<td>Simon Baatz</td>
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<tr>
<td>Interdisciplinary Studies Program</td>
<td>Mary Ann McClure</td>
</tr>
<tr>
<td>Latin American and Latina/o Studies</td>
<td>Lisandro Perez</td>
</tr>
<tr>
<td>Law, Police Science and CJA</td>
<td>Klaus Von Lampe</td>
</tr>
<tr>
<td>Library</td>
<td>Ellen Sexton</td>
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<tr>
<td>Mathematics and Computer Science</td>
<td>Michael Puls</td>
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<tr>
<td>Philosophy</td>
<td>Kyoo Lee</td>
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<tr>
<td>Political Science</td>
<td>Monica Varsanyi</td>
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<tr>
<td>Protection Management</td>
<td>Glenn Corbett</td>
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<tr>
<td>Psychology</td>
<td>Michael Leippe</td>
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<tr>
<td>Public Management</td>
<td>Judy-Lynne Peters</td>
</tr>
<tr>
<td>Sciences</td>
<td>Angelique Corthals</td>
</tr>
<tr>
<td>SEEK</td>
<td>Nancy Velasquez-Torres</td>
</tr>
<tr>
<td>Sociology</td>
<td>Richard Ocejo</td>
</tr>
</tbody>
</table>

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
1. Ervin Balazon
2. Ryan Cunningham
3. Rizwan Ali Raja

The Committee shall elect a vice chairperson from among its faculty members. Ellen Sexton shall staff the Committee.

Committee on Student Interests

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

- Dean of Students (chairperson)      Wayne Edwards
- Director of Athletics       Dan Palumbo
- Director of Student Activities     Jerrell Robinson
- Two (2) members of the faculty
  1. Lorraine Moller                Communication and Theater Arts
  2. Rick Richardson               Sociology
- Six (6) students
  1. Amanda Acevedo
  2. Cesar Irigoyen
  3. Alaa Alamin
  4. Rue-Ann Gabriel
  5. Sadari Hutson
  6. Steve Maldonado
Faculty-Student Disciplinary Committee  
(Formerly known as Judicial Committee)

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Gail Garfield       Sociology
  2. Stanley Ingber      Criminal Justice
  3. Robert McCrie       Protection Management

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Effie Cochran       English
  2. Peggy Eschar        English
  3. Barbara Josiah      History
  4. Ali Kocak           Science
  5. Liliana Soto-Fernandez   Foreign Language & Literature
  6. Lori Sykes Martin   Africana Studies

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. John Cusick
  2. Lewquay Williams
  3. Iseult Leger
  4. Zakeia Rodgers
  5. Ammarah Karim
  6. Kateryna Kagan

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

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

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

- President (Chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Dean of Graduate Studies Jannette Domingo
- Dean of Undergraduate Studies Ann Lopes
- Interim Dean of Research Karen Terry
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Berenecea Johnson Eanes
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Davidson Umeh
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American & Latino/a Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Larry Sullivan
  16. Mathematics and Computer Science Peter Shenkin
17. Philosophy       Jonathan Jacobs  
18. Political Science    Harold Sullivan  
19. Protection Management  Glenn Corbett  
20. Psychology       Tom Kucharski  
22. Sciences       Larry Kobilinsky  
23. SEEK         Nancy Velazquez-Torres  
24. Sociology       David Brotherton  

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.  
  1. Carmen Solis (SEEK)  
  2. John Pittman (Philosophy)  
  3. Chitra Raghavan (Psychology)  

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.  
  1. Manjai Natarajan (Criminal Justice)  
  2. Nicholas Petraco, Jr. (Science)  
  3. Bettina Carbonel (English)  

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

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

- President (chairperson) Jeremy Travis
- Senior Vice President for Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Vice President for Student Development Berenecea Johnson Eanes
- Vice President for Enrollment Management Richard Saulnier
- Associate Provost for Strategic Planning James Llana
- Dean for Human Resources Donald J. Gray
- Dean of Graduate Studies Jannette Domingo
- Dean of Undergraduate Studies Anne Lopes
- Interim Dean of Research Karen Terry
- Executive Director of Finance and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chair of the Faculty Senate Fiscal Affairs Committee Francis Sheehan
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Maki Haberfeld
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Berenecea Johnson Eanes
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Davidson Umeh
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American and Latina/o Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Larry Sullivan
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan
  19. Protection Management Robert Till
  20. Psychology Tom Kucharski

Revised: February 9, 2012

2011-2012
22. Sciences             Larry Kobilinsky
23. SEEK                 Nancy Velasquez-Torres
24. Sociology            David Brotherton

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representative
  1. Dana Trimboli
  2. Kim Chandler
- President of the Student Council or designee Whitney Brown
- Treasurer of the Student Council or designee Jeffrey Aikens
- One (1) additional student representative Khia Fulton
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. Cadalie Neat

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:
- Senior Vice President of Finance and Administration (chairperson) Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee Francis Sheehan
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Maki Haberfeld
- Chair of the Council of Chairs Harold Sullivan
- Vice Chair of the Council of Chairs Warren Benton
- One (1) representative chosen by the Council of Chairs Tom Kucharski
- Chair of the Higher Education Officers Council Carina Quintian

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost’s Director for Operations, Ben Rohdin shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:
- Associate Provost for Strategic Planning (chairperson) James Llana
- Senior Vice President of Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate
1. Jennifer Dysart
2. Staci Strobl

- Chair of the Council of Chairs
  - Harold Sullivan
- Two (2) representatives chosen by the Council of Chairs
  1. Ned Benton
  2. Thomas Kucharski
- Chair of the Higher Education Officers Council
  - Carina Quintian
- One (1) student representative
  1. Polina Kliapvskaia

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcome Assessment, Virginia Moreno shall staff the subcommittee.
Committee on Graduate Studies

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

- Dean of Graduate Studies (chairperson)  Jannette Domingo
- Dean of Students  Wayne Edwards
- Vice President for Enrollment Management  Richard Saulnier
- Chief Librarian  Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice  William Heffernan
  2. Forensic Computing  Richard Lovely
  3. Forensic Mental Health Counseling  James Wulach
  4. Forensic Psychology  Diana Falkenbach
  5. Forensic Science  Margaret Wallace
     (On sabbatical)
  6. International Criminal Justice  Thomas Kubic
     (Acting Director)
  7. Protection Management  Rosemary Barbaret
  8. MPA: Public Policy & Administration  Robert Till
  9. MPA: Inspection & Oversight  Marilyn Rubin
     Ned Benton
- BA/MA Director  Chitra Raghavan

- Two (2) graduate students
  1. Jeffrey Aikens
  2. John Clarke
Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  1. Joshua Clegg  
     Psychology
  2. Alexander Long  
     English
  3. Yi Lu  
     Public Management
  4. Keith Marcus  
     Psychology

- Two (2) students
  1. Emiliya Abramova
  2. Naviliya Abbas

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.
There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- Provost and Senior Vice President for Academic Affairs (chairperson)  
  Jane P. Bowers

- Director of Operations, Office of the Provost  
  Ben Rohdin

- President of the Faculty Senate  
  Karen Kaplowitz

- Vice President of the Faculty Senate  
  Francis Sheehan

- Chairperson of each academic department
  1. Africana Studies  
     C. Jama Adams
  2. Anthropology  
     Ric Curtis
  3. Art and Music  
     Lisa Farrington
  4. Communication & Theater Arts  
     Seth Bauman
  5. Counseling  
     Berenecea Johnson Eanes
  6. Criminal Justice  
     Evan Mandery
  7. Economics  
     Jay Hamilton
  8. English  
     Allison Pease
  9. Foreign Languages and Literature  
     Silvia Dapia
 10. Health and Physical Education  
     Davidson Umeh
 11. History  
     Allison Kavey
 12. Interdisciplinary Studies Program  
     Amy Green
 13. Latin American & Latino/a Studies  
     Lisandro Perez
 14. Law, Police Science and CJA  
     Maki Haberfeld
 15. Library  
     Larry Sullivan
 16. Mathematics and Computer Science  
     Peter Shenkin
 17. Philosophy  
     Jonathan Jacobs
 18. Political Science  
     Harold Sullivan
 19. Protection Management  
     Glenn Corbett
 20. Psychology  
     Tom Kucharski
 21. Public Management  
     Warren Benton
 22. Sciences  
     Larry Kobilsly
 23. SEEK  
     Nancy Velazquez-Torres
 24. Sociology  
     David Brotherton
Council of Undergraduate Program Coordinators

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

- Dean of Undergraduate Studies (chairperson) Anne Lopes
- Coordinators of undergraduate majors
  1. Computer Information Systems in Criminal Justice and PA Shamik Sengupta
  2. Correctional Studies Lior Gideon
  3. Criminal Justice (B.A.) Evan Mandery / Stanley Ingber
  4. Criminal Justice (B.S.) Serguei Cheloukhine
  5. Criminal Justice Management Richard Culp
  6. Criminology Douglas Thompkins
  7. Culture and Deviant Studies Elizabeth Hegeman
  8. Economics Jay Hamilton
  9. English Caroline Reitz
  10. Fire Science Robert Till
  11. Fire and Emergency Services Charles Jennings
  12. Forensic Psychology Deryn Strange
  13. Forensic Science Lawrence Kobilinsky
  14. Gender Studies Katie Gentile
  15. International Criminal Justice Peter Romaniuk
  16. Judicial Studies James Cauthen
  17. Humanities and Justice Studies Bettina Carbonell
  18. Legal Studies James Cauthen
  19. Police Studies Jon Shane
  20. Political Science Andrew Sidman
  21. Public Administration Maria Josephine Dagostino
  22. Security Management Robert McCrie
  23. World History Fritz Umbach
Committee on Honors, Prizes and Awards

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

- Vice President for Student Development (chairperson) Berenecea Johnson Eanes
- Dean of Students Wayne Edwards
- Director of Student Activities Jerrell Robinson
- Three (3) full-time members of the faculty
  1. Marta Bladek Library
  2. Effie Cochran English
  3. Shuki Cohen Psychology
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Mealanie Monzon
  2. Naithram Singh
  3. Naviliya Abbas

Special Committee of the College Council

Committee on Faculty Elections

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

1. Kashka Celinka Law & Police Science
2. Kathleen Collins Library
3. Olivera Jokic English
4. Ekaterina Korobkova Science
5. Samantha Majic Political Science
College-Wide Assessment Committee

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

- Associate Provost for Institutional Effectiveness (Chair) James Llana
- Director of Assessment (ex officio) Virginia Moreno
- Seven (7) Full-time Faculty Members
  1. Carla Barrett Sociology
  2. Lisa Farrington Art & Music
  3. Elizabeth Jeglic Psychology
  4. Mark McBeth English
  5. Marilyn Rubin Public Management
  6. Jennifer Rutledge Political Science
  7. Andrew Sidman Political Science
- Three(3) Higher Education Officers
  1. Marisol Marrero One Stop/EM Call Center
  2. Sumaya Villanueva Academic Advisement Center
  3. Danielle Officer Office of Accessibility Services