I. Adoption of the Agenda

II. Minutes of the March 29, 2012 College Council (attachment A), Pg.3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B9) – Anne Lopes, Dean of Undergraduate Studies

New Courses:
B1. PSY 4XX  Clinical Topics in Forensic Psychology, Pg.5
B2. ECO 3XX  Sustainability: Preserving the Earth as a Human Habitat, Pg.20
B3. BIO 3XX  Human Physiology, Pg.35
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Course Revisions:
B5. SOC 222  Sociology of Mass Communication, Pg.55
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Programs
B8. Proposal to Revise the BA Degree in Political Science, Pg.84
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IV. Report from the Committee on Graduate Studies (attachments C1 – C3) – Jannette Domingo, Dean of Graduate Studies

C1. A Resolution for Changes to be made in the Graduate Bulletin for Submission of a Grade Appeal Application, Pg.96

C2. A Proposal to Revise the Curriculum of the MPA: Inspection and Oversight Program, Pg.98

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V. Report from The Committee on Honors, Prizes, and Awards (attachment D) – Berenecea Johnson Eanes, Vice President of Student Affairs, Pg.112
VI. New Business

VII. Administrative Announcements – President Jeremy Travis

VIII. Announcements from the Faculty Senate – Professor Karen Kaplowitz

IX. Announcements from the Student Council – President Whitney Brown

Absent were:

Alternates Present:
Janice Dunham for Veronica Hendrick
Sylvia Lopez for Shavonne McKiever

I. Adoption of the Agenda

It was moved to amend the agenda by withdrawing Item III “Applicability of John Jay Policies to Undergraduate and Graduate Students and Programs (attachment B)”. The motion to approve the agenda was seconded and passed unanimously.

II. Minutes of the February 27, 2012 College Council Meeting

It was moved to adopt the minutes as presented. The motion was seconded and passed unanimously.

III. Applicability of John Jay Policies to Undergraduate and Graduate Students and Programs (attachment B)

The proposed policy was withdrawn by Professor Karen Kaplowitz pending further discussion.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C5)

It was moved to adopt the new course proposal marked “C1. CJBS 4XX: Capstone Seminar,” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C2. POL2XX: Media and Politics.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “C3. GEN205: Gender and Justice.” The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “C4. Proposal to Rearticulate the 2+2 Joint AA/BA degrees in Criminal Justice with John Jay’s revised B.S. degree in Criminal Justice (Institutional Theory and Practice).” The motion was seconded and approved unanimously.

It was moved that the proposal marked “C5. Proposal to Revise the Grade Appeal Policy” be sent back to the Undergraduate Curriculum and Academic Standards Committee for further consideration. The motion was seconded and approved unanimously.

V. Distance Learning Education Application for MPA-IO Program (attachments D)

It was moved to adopt the proposal marked “D. Distance Learning Education Application for MPA-IO Program.” The motion was seconded and approved unanimously.

VI. Proposed Policy Regarding Committee Meeting Dates (attachment E)

It was moved that College Council committees meeting dates be determined by the first of August, where applicable, and no later than the first meeting of the College Council. The motion was seconded and approved unanimously.

VII. New Business

A motion was made and seconded to add to the agenda the proposal from the Faculty Senate titled, “Resolution on Administration Requests of Faculty to Perform Uncompensated Work.” President Travis ruled that motion out of order. A motion was made to appeal the decision of the Chair. President Travis made a statement to the College Council. Following a discussion, which included an invitation by President Travis to the Senate to propose alternate ways to address the issues raised by the Faculty Senate but at a different venue, the motion to appeal the decision of the chair was withdrawn. The motion was seconded and approved unanimously.

A motion was made to adjourn the meeting at 3:20 p.m.
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: Psychology
   b. Date submitted to Office of Undergraduate Studies: 9/12/11
   c. Name and contact information of proposer(s): Jill Grose-Fifer.

   Email address(es): jgrose-fifer@jjay.cuny.edu
   Phone number(s): 646-237-4578

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

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 and skills 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 clinical forensic psychology. Throughout the course students will reflect on and critique 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 clinical forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization but possible topics include: Childhood emotional disorders; Forensic implications; Treatment and rehabilitation of the offender; Evaluation and counseling of sexual offenders; Addictions in the legal system; and Psychopathy. 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 242, PSY 311, PSY 370, 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 particularly for those students who are interested in pursuing careers or graduate training in areas related to clinical forensic psychology.

   The course will provide students with the opportunity to undertake an in-depth course of study in a topical area of clinical forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization but possible topics include: Childhood emotional disorders; Treatment and rehabilitation of the offender; Evaluation and counseling of the sexual offender and Psychopathy.
All such special topics 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 clinical forensic psychology. Throughout the course students will reflect on and critique 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. 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 appraisal of theories and issues in a given area, or a research proposal informed by a critical review of prior research and theory on a specific topic.

9. Course learning objectives:

a. Knowledge objectives:
(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 clinical forensic psychology. Although content knowledge objectives will vary according to the subject area covered in a specific clinical topics 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 clinical topic course
- Use psychological theories to explain the phenomena relevant to the specific clinical topic course
- Demonstrate knowledge of ethical issues and concerns relating to the specific clinical topic course
- Demonstrate knowledge of how sociocultural and international contexts may influence individual differences in the psychological phenomena studied within the clinical topic course

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 ...)

By the end of this course, students should be able to:
- Demonstrate their ability to critically evaluate and critique 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 integrate knowledge acquired from different psychology courses during their undergraduate education in Forensic Psychology, in a cogent manner.
• Demonstrate the ability to write a detailed and integrated research paper on an area in clinical forensic psychology using primary sources.
• Demonstrate their ability to weigh evidence and their tolerance for ambiguity within the specific clinical topic
• Demonstrate the ability to interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives

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 websites, 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 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 their undergraduate psychology studies and apply it to an area of clinical forensic psychology. Further, the presentation of the clinical 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 objectives?

A variety of assessments will be used to ascertain whether students have achieved these course objectives:

1. **Participation** in class discussions and written responses to in-class questions will 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.

2. **Reviews of scholarly materials** relating to clinical forensic psychology will assess:
   - The ability to critically evaluate, examine and summarize concepts presented in readings, in written format.
   - Basic knowledge objectives

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

4) **Research Paper will assess:**
   - Mastery of course content
   - The ability 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.
   - 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/undergraduatetestudies/ and click the link for Writing Across the Curriculum.)

- The course will require a minimum of a 10 page APA style research paper. However it is anticipated that longer papers and/or additional writing assignments will be required depending upon the topic in clinical forensic psychology being taught. The research paper will require that students formulate a researchable topic in clinical forensic psychology that can be supported by appropriate database search strategies. Students will be required to critically evaluate relevant sources and produce an integrated written exposition, contrasting and comparing information from different primary sources and addressing their research topic effectively.

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.

      APA Style Manual
      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.  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, found at http://www.jjay.cuny.edu/undergraduatesstudies/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 with clinical experience – 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__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: 9/7/11

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)
It will be an option within the 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].
COURSE DESCRIPTION

This course is a capstone course in clinical forensic psychology. In this course we will explore the theory and practice of correctional rehabilitation and treatment. We will also examine the effectiveness of correctional interventions and issues related to program evaluation and the measurement of treatment outcomes. Finally, we will consider a number of "model" programs designed to address a range of offender populations.

LEARNING OUTCOMES

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

Knowledge Outcomes:

- Demonstrate in-depth knowledge of evidence-based studies and research methods relevant to the treatment and rehabilitation of offenders
- Use psychological theories to explain the phenomena relevant to the treatment and rehabilitation of offenders
- Demonstrate knowledge of ethical issues and concerns relating to the treatment and rehabilitation of offenders
- Demonstrate knowledge of how sociocultural contexts may influence individual differences in the psychological phenomena relevant to the treatment and rehabilitation of offenders

Performance and Information Literacy:

- 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 treatment and rehabilitation of offenders
- 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

PRE-REQUISITES

ENG 102/201; PSY 242; PSY 311; PSY 370 and senior standing

TEXTBOOK

There is no textbook for this class. Please see the course outline for a list of readings.
**GRADING**

Your grade for this course will be based on 6 requirements: a final exam, class readings, a presentation on the class readings, a treatment design proposal and assignment, and your class participation. These requirements will be weighted as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Class Readings</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation on Class Readings</td>
<td>15%</td>
</tr>
<tr>
<td>Treatment Design Draft</td>
<td>15%</td>
</tr>
<tr>
<td>Treatment Design Proposal</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Final Exam**

The final exam will be essay exam and will be held during the exam period.

**Treatment Design Assignment**

You will be required to design a treatment program for an offender population of your choice. As part of this assignment you will be required to:

(a) Conduct a literature review of the pertinent research literature providing a rationale for your program
(b) Develop an evaluative framework
(c) Describe how your program will be implemented and disseminated
(d) Provide the outline for a mock session of your treatment program

Each student will be required to provide a draft for their Treatment Design assignment by **March 8th, 2012**. The final Treatment Design Assignment is due on **April 5th, 2012**. The paper will be a minimum of 10 pages long and will be required to adhere to APA format. More details regarding the requirements for both the draft and the final assignment will be distributed in class.

**Class Readings**

There will be weekly required readings for this course that will form the basis for classroom discussion. Each week, every student will be responsible for providing one paragraph summaries for each of the assigned journal articles. During the course of the semester I will randomly require students to submit these summaries and this will comprise 10% of your final grade. We will discuss what will be required in these summaries in class.

**Presentation on Class Readings**

Each student will sign up to present one of the assigned journal articles to the class and moderate a discussion. This will be a short presentation and the requirements will be distributed in class. The presentation is worth 15% of your final grade.

**Participation:**

Students are expected to come to class, arrive on time, and be prepared to critically discuss the assigned readings. If you are not in class you cannot receive credit for participation.
Grades

Grades will be assigned as follows

- 93-100%  A
- 90-92%    A-
- 87-89%    B+
- 83-86%    B
- 80-82%    B-
- 77-79%    C+
- 73-76%    C
- 70-72%    C-
- 67-69%    D+
- 60-66%    D
- Below 60% F

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 an excused absence.

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.

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
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.

Communication

The best way to contact me is via e-mail at ejeglic@jjay.cuny.edu. I generally respond within 24 hours. I am also pleased to speak with students in person whether by appointment or following class.

I lecture using PowerPoint. I make my PowerPoint slides available before class on Blackboard. The purpose of having the notes on the web is for students to be able to pay more attention to the lecture material and to more fully participate in classroom discussion.
REQUIRED RESERVE READINGS (Available on Blackboard)

COURSE CALENDAR AND READING ASSIGNMENTS

Week of February 1st  
Introduction

Week of February 8th  
Effectiveness of Correctional Treatment


Week of February 15th  
Methods of Correctional Treatment


Week of February 22nd  
Treatment Evaluation and Literature Searching for research paper

Paper outline due
No assigned readings

Week of March 1st  
Correctional Treatment and Service Providers


Week of March 8th  
Treatment of Sex Offenders I

1st Paper Draft Due


Last revised: May 15, 2009
Week of March 15th  Treatment of Sex Offenders II


Week of March 22nd  Treatment of Violent Offenders


Week of March 29th  Treatment of Substance Abusers


Week of April 5th  Treatment of Spousal Abusers


April 12th – No class – Spring Break

April 19th – No class – Spring Break

Week of April 26th  Treatment of Juvenile Offenders


Week of May 3rd  Treatment of Offenders with Serious Mental Disorder

Last revised: May 15, 2009


**Week of May 10th**


**May 17th**

**Last Class - TBA**

**May 24th**

**Final Exam**

Last revised: May 15, 2009
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: March, 2011

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

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

   Name and contact information of proposer(s)  Joan Hoffman
   Email address(es)  jhoffman@jjay.cuny.edu
   Phone number(s)  212-237-8067

   a. Title of the course  Sustainability: Preserving the Earth as a Human Habitat

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

   c. Level of this course  _____100 Level  _____200 Level  ____XX__300 Level  ____400 Level

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

   The subject is being presented at a level suited to the more advanced students. Writing and research requirements meet the criteria for a 300 level class. This course will serve as an upper level course for both the existing Economics major and a proposed Sustainability minor. The proposed Sustainability minor will require this course at the 300 level as part of the minor’s scaffolding across the different course levels.

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

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

   Sustainable development is a field of increasing and urgent importance as the problems of climate change become more apparent. Our graduates in all disciplines will be called upon to meet the challenges such as helping to reduce the energy and water use and greenhouse gas emissions in their place of employment, communicating about the
issues of sustainability, and addressing the social and crime problems from environmentally induced migration. Meeting sustainability challenges requires cooperating across disciplines and boundaries. A course in the political economy of sustainable development will by its nature make links to other disciplines visible and its focus on the vital ingredient of economic analysis will be of importance to students of sustainability from a wide range of disciplines.

Furthermore, as part of the CUNY-wide goal to reduce the CUNY system’s carbon footprint by 30% in the 10-year period from 2007 to 2017, CUNY has committed itself to “incorporating sustainability into the fabric of the University by integrating sustainability into the curriculum” (see http://www.cuny.edu/about/resources/sustainability.html). John Jay College acted on this mandate by including the following objective under the Institutional Effectiveness goal of its current Master Plan: John Jay @ 50. “Raise awareness and invest resources in programs, academic endeavors, contracts, and facilities that promote a ‘green’ campus and embrace the necessity for a sustainable planet.” Some faculty members in diverse disciplines address these issues in parts of their courses, but the college does not offer a course in sustainability. This course will also form the core of a Sustainability minor under development.

The course will also address the learning objectives in the Economics major and minor. Students will acquire knowledge of the economics of sustainability problems from the local to the global level. They will learn to analyze and criticize different theoretical approaches to sustainability and the differing characteristics of a range of tools used to address sustainability problems. Students will learn how political economic arrangements and the interdependencies among economic, social and environmental forces affect sustainability.

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

A sustainable society meets the needs of the present without diminishing the ability of future generations to enjoy the present standard of living. In this course students study how the interactions of economic, political, social and environmental forces challenge the sustainability of global society. Students learn to analyze and critique diverse theoretical perspectives on sustainability. Topics include access to resources, climate change, biodiversity, environmental justice, the illegal economy and the transboundary nature of sustainability issues.
4. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ECO 101; ENG 102 or 201 and Junior standing or permission of the instructor

5. Number of:
   a. Class hours  _3_
   b. Lab hours  _0_
   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): Spring 2011, Spring 2012 as an independent study
   b. Teacher(s): Joan Hoffman
   c. Enrollment(s): 3 for Spring 2011 & 1 for Spring 2012
   d. Prerequisites(s): Eco 101

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?
   1. Students will demonstrate their understanding and ability to critique different theoretical approaches to sustainability in their reports on *Product Sustainability Problems and Solutions*. The assignment requires students to discuss narrow and broad sustainability approaches, and neoclassical versus political economic approaches.
      This is compatible with the Economic Major’s Learning Outcomes Goal #3: *Demonstrate an understanding of alternative theoretical perspectives*.

   2. Students will demonstrate the ability to identify and describe economic phenomena such as externalities and the “tragedy of the commons” through their blogs covering current events in global sustainability.
      This is compatible with the Economic Major’s Learning Outcomes Goal #1: *Identify and describe economic issues*.

   3. Students will learn to assess the advantages and disadvantages of the various economic tools used to address sustainability problems (such as regulation, carbon trading programs, and collaboration). Students will demonstrate this learning in
graded projects such as an *Interim Solution Report* and the *Product Sustainability Problem and Solutions Report*.
This is compatible with the Economic Major’s Learning Outcomes Goal #4: *Recommend solutions*.

4. Students will communicate the ideas of the course in varied ways including short essays or blogs, oral reports and a longer analytical paper with citations and references.
This is compatible with the Economic Major’s Learning Outcomes Goal #5: *Communicate effectively*.

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, (Please be specific)
   The course will be an accepted elective for the following majors:
   The Economics major in parts A & B
   The ICJ major, Part IV. Category A (see email at end of proposal)
   The Public Administration major in the public policy and planning track (D) (see email at end of this proposal).

   The course would be an accepted course in the following minors
   The Economics Minor
   (The developing sustainability minor )

10. How will you assess student learning?

    The *Product Sustainability Problems and Solution Report* (akin to a “term paper”) will be graded using a rubric that separates each student’s performance into four categories. Class-wide student learning will be assessed by evaluating average scores for those four categories: (a) identification & description of the problem, (b) demonstration of analysis from more than one theoretical perspective, (c) political feasibility of proposed solution and (d) clarity of presentation/writing.

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

    Yes  x  No

    • If yes, please state the librarian’s name
      Ellen Sexton
• Are there adequate resources in the library to support students’ work in the course?
  Yes____x____ No________

• Will your students be expected to use any of the following library resources? Check all that apply.
  xThe library catalog, CUNY+
  X EBSCOhost Academic Search Complete
  xElectronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  xLexisNexis Universe
    – Criminal Justice Abstracts
    – PsycINFO
    – Sociological Abstracts
  X JSTOR
    – SCOPUS
    – Other (please name) _____________________________

12. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

13. Date of **Department curriculum committee** approval __February 2, 2012__________

14. **Faculty** - Who will be assigned to teach this course? Joan Hoffman (Mathieu DuFour could also teach the course.)

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

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

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

  ____Not applicable
  ____No
  ____XX__ Yes. If yes, give a short summary of the consultation process and results.

Prepared for 2nd reading at UCASC, March 23, 2012
Sustainable Development in Sociology, a course proposed by Susan Will; Political Economy in Political Science, a course proposed by Susan Kang.

All persons consulted were given copies of the syllabi. Susan Will saw it first and made some suggestions on wording which I incorporated. Susan Kang and Jennifer Rutledge both saw the improved version and made favorable comments.

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. Signature/s of Endorsement

Jay P. Hamilton
Chair, Proposer’s Department

Jay P. Hamilton
Major or Minor Coordinator

From: Peter Romaniuk
Sent: Thursday, March 03, 2011 9:54 AM
To: Joan Hoffman
Subject: RE: sustainable development again

Dear Joan

Good to see you yesterday and thanks for reminding me of your email. I think your syllabus is excellent and would be a good fit for Part IV, Category A of the ICJ major (where students can select from a range of optional classes organized thematically). This is the same part of the major that includes ECO260. When you do put this in the curricular hopper, please feel free to quote this email message in the relevant part of the new course proposal form, indicating that the course will be included in the ICJ major.

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
email promaniuk@jjay.cuny.edu

Prepared for 2nd reading at UCASC, March 23, 2012
From: Maria J. D'Agostino [mariadagostino@hotmail.com]
Sent: Wednesday, March 21, 2012 4:34 PM
To: Joan Hoffman
Cc: Ned Benton
Subject: Sustainable

Joan,
As per our conversation the minor course, Sustainability: Preserving the Earth as a Human Habitat, will be added to the policy and planning concentration in the public administration major.
Maria
Syllabus for ECO 3XX
Sustainability: Preserving the Earth as a Human Habitat

COURSE DESCRIPTION:
A sustainable society meets the needs of the present without diminishing the ability of future generations to enjoy the present standard of living. In this course students study how the interactions of economic, political, social and environmental forces challenge the sustainability of global society. Students learn to analyze and critique diverse theoretical perspectives on sustainability. Topics include access to resources, climate change, biodiversity, environmental justice, the illegal economy and the transboundary nature of sustainability issues.

Prerequisites: ECO 101; ENG 102 or 201 and Junior standing or permission of the instructor

LEARNING OUTCOMES

- Students will be able to demonstrate their understanding and ability to critique different theoretical approaches to sustainability.

- Students will be able to identify and describe economic phenomena such as externalities and the “tragedy of the commons.”

- Students will learn to assess the advantages and disadvantages of the various economic tools used to address sustainability problems (such as regulation, carbon trading programs, and collaboration).

- Students will develop their ability to communicate through presenting the ideas of the course in varied ways including short essays or blogs, oral reports and a longer analytical paper with citations and references.

TEXT BOOKS

Chapters in Books
CLASS POLICIES:
Attendance, Lateness & Classroom Behavior: Students are expected to have regular attendance and to arrive in class on time. Students may not get up and leave the class without permission, and if students have a reason to leave early they must inform the professor in advance and sit by the class room door. Cell phones should be turned off. Laptops are not required for the class.

Quizzes: Make up exams are discouraged and in exceptional cases, prior arrangements must be made with the professor.

Citations & References: The final paper requires internal citations for both quoted and summarized source material and a reference section. Students can use any official citation style such as APA. Students must adhere to the college Policy on Plagiarism (below). Both Turnitin.com and Safe Assignment will be used for class assignments. Both programs check work for plagiarism.

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)

COLLEGE POLICIES:
Incomplete Policies:
At the discretion of the professor, an Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete the course requirements. Work will be due by the third week of the following fall or spring semester; fall for prior summer or spring semesters, and spring for prior fall or winter semesters.

Extra Work during the Semester
Any extra-credit course work opportunities during the semester for a student to improve her/his grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor...
to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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

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

**Assignments and Grading (1000 points):**
1. Blog 100
2. Data Table 100
3. Group Reports 2@ 50 points each for 100
4. Midterm quiz 100
5. Five page country report 200
6. Interim solution reports 5@10 points each for 50
7. Product Sustainability Problem and Solution Report 200
8. Power point presentation 50
9. Policy Email 100

Assignments described in detail below the Course Outline.

**COURSE OUTLINE**

**PROBLEMS**

**Feb 1 Week 1 Earth Challenges: The need for and economic roots of Sustainable Development:**
Political Economic of Sustainability: Interdependence of environmental, economic and social forces
Dimensions of sustainability problems & Environmental Justice
Economic roots of sustainability problems: rents, market incentives, externalities, public goods, income distribution, black markets, private & common property, depletion

*Readings: Brown: Chpter 1 On the Edge
Overview Chapter in Our Common Future (on electronic reserve)
On line notes (Hoffman)*

*Assignment:*
Selection of a country and endangered species from your country to follow through the course
Creation of a blog (see Assignment 1)

**Feb 8 Week 2 Earth Challenges: The need for & theoretical approaches to sustainable development**
Theoretical Identification of strands of economic theory used in analysis of sustainability in economics
Dimensions of sustainability problems:
Introduction to internet data sources to be used in country table (See Assignment 2)
Discussion of Water problems in “Chapter 2 of Brown with attention to their economic roots

*Readings: RJB Chapter 1: From Malthus to Sustainable (19 pgs)
Chapter 9 The Economics of Sustainability: (15 pgs)*

Prepared for 2nd reading at UCASC, March 23, 2012
Brown: Chapter 2 “Falling Water Tables...”

**Overview Chapter in Our Common Future (on electronic reserve)**

**Assignment:**
Write in blog & work on table  *(See Assignment 2)*

**Feb 15 Week 3 Earth Challenges:**
**Economic analysis of the need for Economic Development**
Dimensions and economic roots of sustainability problems: Group Discussions & presentations

*Readings:* Brown: Ch 3 “Eroding soils”, Ch 4 “Rising temperatures, ch 5: Food scarcity, Ch 6 Environmental Refugees, Ch 7: Failing States
On line notes (Hoffman)

**Assignment:**
Write in your blog; work on table;
(Assignment 3) Group (#1): Make list of economic problems described in the assigned Brown chapter (3-7) for group discussion; summary of discussion & notes handed in.

**Feb 22 Week 4:**
**Approaches & Obstacles to Sustainable Development**
Economic Obstacles: *Accounting failures, Endowment effects, risk aversion, black markets, informal markets, product life cycles, distribution of income, time preference, transaction costs,*

Methods of Economic Accounting: Macro economic measures, HDI, GDI, Adjusted savings, Inequality

*Readings:* RJB Chapter 2: Challenges of Sustainable Development (pp47-65 =19pgs)
Chapter 11: Natural Resource Accounting (13 pgs)
*Hardin, Garrett, The Tragedy of the Commons, http://www.dieoff.org/page95.htm*
On line notes (Hoffman)

**Assignment:**
Write in blog, work on table
Assignment 4: Research economic obstacles to sustainability problems you are finding for your country

**March 1 Week 5:**
**Indicators of Sustainable Development:**
Economic, environmental and social Measurement Perspectives: *levels, change, elasticity, etc*

*Readings:* RJB Chapter 4 Sustainable Development Indicators: (33 pgs)
Chapter 8 Social Indicators (pp 251-7=6pgs)
*Assignment: Assignment 2 (data table) is due*
Write in blog.
Assignment 5: Group (# 2): Groups meet in regions to discuss country tables and share identification of major sustainability problems and economic obstacles to sustainability in your country.

**March 8 Week 6:**
**Indicators of Sustainable Development:**
Life cycle analysis, Footprint measures, Macro versus local indicators

*Readings:* RJB Chapter 4 Sustainable Development Indicators : (33 pgs)
*Assignment: Write in blog:

**March 15 Week 7:**
**review & midterm quiz on problems & indicators**
*Assignment 6 due* Five page report on your country discussing sustainability problems and economic roots of selected sustainability problems and the economic obstacles to solving them

Prepared for 2nd reading at UCASC, March 23, 2012
TOWARDS SOLUTIONS

March 22 Week 8 Overview of Approaches
Principles of Sustainable Development: intergenerational equity, intragenerational equity (including environmental justice), transboundary responsibility (including environmental justice), precautionary principle, polluter pays principle, subsidiarity, public trust

Life cycle analysis: Film: The Story of Stuff (extraction, production distribution consumption disposal)

Tools Overview: Reduction, reuse, recycling, regulation (command and control & incentive based ), cooperation and “green” learning milieu, clean technology

Readings: Hoffman: Chpt 3 excerpt: “How is sustainability Achieved in Practice” on electronic reserve JJ, CUNY & New York City’s Sustainability Web pages (link on BB)

Assignment:
Write in Blog
Assignment 7: Select product used on campus (and in your country) to follow through solutions. Explore its life cycle for sustainability issues and the John Jay Sustainability website for attention to the issues. Prepare at least one question for Director of JJ Sustainability Council.

Visit with Elmer Phelon: Director of JJ Sustainability Council

March 29 Week 9 Tools of Sustainability: End of Pipe tools & Income incentives
Critical evaluation (guided by principles of sustainable development) of regulation, incentive taxes such as tools and carbon trading, & clean technology

Critical evaluation (guided by principles of sustainable development) of incentives to address income problems affecting sustainability

Readings RJB Chapter 8: Social Dimensions and Policies (pp 218-251=33 pgs)
Chapter 6, Environmental Management: Trends & Policies (25 pgs)

Assignment:
Write in blog
Assignment 8: Create list of ways in which regulations and incentive tools have been used to address negative impact of your product or to promote income equity in your country; Be ready to report your findings to the class.

April 5 Week 10 Tools of Sustainability: Prevention and Collaboration
Critical evaluation (guided by principles of sustainable development) of clean technology as an alternative to end of pipe regulation

Economic Roots of the Need for cooperation & challenges posed by informal & illegal markets

Critical evaluation (guided by principles of sustainable development) of local, regional, national and international cooperation: Example of NYC Watershed

Readings: RJB Hoffman: chapter 1 excerpt “the need for Cooperation” (on electronic reserve) & On line notes (Hoffman)

Assignment:
Write in Blog

Prepared for 2nd reading at UCASC, March 23, 2012
Assignment 9: Identify clean technology and tools of cooperation affecting your product or to promote income equity in your country. Be ready to report your findings to the class.

April 12 Week 11 Prevention: Environmental Impact Assessment & Valuation problems
Assessment and Valuation & Coping with illegal and informal markets

Readings: RJB Chapter 5: Assessment (17 pgs)
Chapter 10: Sustainability: Externalities, Valuation and Time Externalities (22 pgs)
Delaware county environmental impact assessment (on BB) (2 pgs)

Assignment:
Write in Blog
Assignment 10 Identify illegal or informal markets or trade in your country or for your product that undermine sustainability efforts such as measuring the dimension of the problem.

April 19 Week 12 Collaboration & Cooperation: International Legal Context & Financial Institutions
Critical evaluation (guided by principles of sustainable development) of the role of the international legal context & financial institutions in securing collaboration & cooperation

Readings: RJB; Chapter 7: Legislation, International Law & Multilateral Agreements (33 pgs)
Chapter 12: International Legal Institutions (31 pgs)

Assignment:
Write in Blog
Assignment 11: Do research to identify some ways in which international financial institutions or multilateral agreements affect sustainability issues affecting your product (especially in your country).

April 26 Week 13 International cooperation and collaboration
Critical evaluation (guided by principles of sustainable development) of international cooperation
Readings: Chapter 12: International Legal Institutions (31 pgs)
Chapter 13: International cooperation (23 pgs)

Assignment: Write in Blog; work on paper & presentation

May 3 Week 14 Sustainable Development and Conflict
Economics of resource conflicts.

Readings: RJB chapter 14” Sustainable Development Crisis, conflict and compromise: (12 pgs)
Excerpt: Anatomy of resource wars (handout or e reserve) (3 pgs) & Online notes (Hoffman)

Assignment 12: Identify any resource conflict in the life cycle of your product, especially one affecting your country to share with the class.

May 10th Week 15 Student Presentations
Assignment 13 due: Develop report on your product’s sustainability problems and solutions (5 pages with citations & appendices) (Assignment 10) & make power point presentation.
Assignment 14: email to person who can affect policy
Assignments

Assignment 1. WEEKLY BLOG (100 points)
Write into the course assigned blog space for at least 10 of the 14 weeks. In the first week you will identify a biodiversity issues or endangered species from the country you have chosen and explain the source of the problem. In the following weeks you will either comment on what we are doing in the course or on related matters in the news.

Assignment 2. DATA TABLE (100)
Fill in data on indicators related to sustainability for your selected country in the data table posted on blackboard. Data for the US is given for comparisons and sources are indicated.

Assignment 3. ANALYSIS OF ECONOMICS ROOTS OF SUSTAINABILITY ISSUES (50)
Read your assigned chapter and identify several economic root of sustainability problems discussed in class that affects the problem you are identifying. Bring your list of problems and the economic roots to class, as it will be handed in. Your group will compare notes and work on a summary of the character, dimension and roots of the problem to be presented to the class at the end of the class. A written copy of the summary will be due at the next class. Each participant will must in their list with their name and identification of the problem in order to receive the points for the assignment.

Assignment 4. ECONOMIC ROOTS & OBSTACLES TO COUNTRY SUSTAINABILITY
Select two sustainability problems you have identified from your work on the data table and do research to identify some of the economic forces we have discussed that are the roots of and obstacles to solving the problem. Make a list and include citations as you will use this in your regional group and country report.

Assignment 5. REGIONAL PROBLEMS (50)
Bring your table & list of problems and the economic roots to class (they will be handed in). Your group will compare notes and work on a summary of the region’s common problems and economic roots and obstacles. An oral summary will be presented to the class at the end of the class and a written summary will be handed in at the next class. Each participant will must in their list with their name and identification of the problem in order to receive the points for the assignment.

Assignment 6. MIDTERM COUNTRY SUSTAINABILITY REPORT (5 PAGES) (200)
Referring to the country data table and using the data therein, review the sustainability problems of your country. Then select two of the problems and discuss their economic roots and the obstacles to solving them. Be sure to discuss how the economic, environmental and social problems intertwine. This report must have internal citations for both directly quoted and summarized sources and a reference section.

Assignment 7. YOUR PRODUCT'S LIFE CYCLE ANALYSIS & JOHN JAY
Discover the life cycle of your product and identify some sustainability problems in the life cycle. While a common sense thinking about the products life cycle and an internet search will likely lead to some results, choosing a product on the website http://www.storyofstuff.org/ would yield very interesting results quickly.

Once you have the product examine the John Jay Sustainability web site to see if the College is doing anything that will make your product more sustainable; Prepare questions for the visit with Elmer Phelon.

Assignment 8. REGULATION & INCENTIVE TOOLS (10)
Do some research to determine some way in which direct regulation and incentive tools such as taxes or trading (eg carbon trading) address negative impact of your product or to promote income equity (eg...
minimum wage regulation or subsidies) in your country; Write down the examples and be ready to report your findings to the class. Post on safe Assign. Note sources for you will incorporate this information into your next paper.

Assignment 9: CLEAN TECHNOLOGY & COOPERATIVE TOOLS (10)
Do some research to determine some way in which clean technology (e.g. less harmful substitutes or processes) and tools of cooperation (sharing resources or stakeholder agreements) address negative impact of your product or to promote income equity (e.g. agreeing to use less harmful products that improve health or cooperation in sharing resources such as equipment) in your country; Write down the examples and be ready to report your findings to the class. Post on safe Assign. Note sources for you will incorporate this information into your next paper.

Assignment 10 ILLEGAL & INFORMAL MARKET CHALLENGES FOR SUSTAINABILITY (10)
Do some research to determine some way in which illegal or informal markets or trade in your country or for your product challenge sustainability efforts such as measuring the dimension of the problem. Write down the examples and be ready to report your findings to the class. Post on safe Assign. Note sources for you will incorporate this information into your next paper.

Assignment 11: INTERNATIONAL INSTITUTIONS & AGREEMENTS (10)
Do research to learn if sustainability issues affecting your product (especially in your country) are affected by international financial institutions or multilateral agreements (e.g. fishing sustainability is often subject to international agreements). (The CIA website is a good source). Write down the examples and be ready to report your findings to the class. Post on safe Assign. Note sources for you will incorporate this information into your next paper.

Assignment 12: RESOURCE CONFLICTS (10)
Do research to learn if there is any resource conflict in the life cycle of your product, especially one affecting your country). Write down the examples and be ready to report your findings to the class. Post on safe Assign. Note sources for you will incorporate this information into your next paper.

Assignment 13: PRODUCT LIFE CYCLE SUSTAINABILITY REPORT (250)
Five page report (200) and power point presentation (50) on sustainability problems presented in the life cycle of your product and a critical analysis of solution methods which we have discussed which have been applied to the problem. Use the principles of sustainable development in your analysis of the problems and the pro’s and con’s of methods that have been applied. Select three methods which seem to have been the most productive for your discussion and power point presentation. This report must have internal citations for both directly quoted and summarized sources and a reference section.

Example: Oranges might be farmed unsustainably with monocropping that results in pesticides and fertilizers getting on the land and in the water, can be wrapped in plastic bags made with toxic processes, require carbon creating fuels in their transportation, use energy and toxins advertising, and create the warming methane gas in garbage if not eaten. Principles of sustainability such as intergenerational equity from warming fuels are affected by this list. Relevant methods include pesticide regulations & taxes, and composting. Water intensive oranges might be linked to water resource conflict. Orange production might be affected by treaties such as for agriculture or climate change.

Assignment 14: POLICY EMAIL (100)
Select one sustainability problem for which you have identified an economic policy which you can support. Identify a person who can affect this problem and send them an email in which you describe, succinctly, the problem, its economic roots, and why the policy should work. Include response to your email.
New Course Proposal Form

1. a. **Department(s) or program(s)** proposing this course:
   *This course is proposed by the Department of Sciences*

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

   c. **Name** and contact information of proposer(s):
   *Nathan Lents*
   Email address(es): nlents@jjay.cuny.edu
   Phone number(s): 646-557-4504

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

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

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 belongs at the 300-level because the prerequisite skills in reading, writing, and oral presentations require it. There will be extensive weekly reading from a textbook, advanced problem solving, deductive reasoning, and critical thinking in order to apply foundational physiological principles to states of human health and disease.*

   b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): *BIO 3xx (BIO 355)*

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 lecture course will explore the molecular physiological function of the cells, tissues, organs, and organ systems of the human body. Special attention will be paid to homeostasis and the integrated coordination of these diverse organ systems, the pathophysiology of common diseases, and pharmacological*
strategies to treat the underlying pathology. In addition to in-class examinations, students will research and deliver class presentations on diseases throughout the semester.

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):

Pre-requisite: Bio104, Che103 or Che102, Eng 102/201

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

7. Has this course been taught on an experimental basis?
   ___ No   ___ Yes.  (Spring 2010, fall 2011)

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.)

   There are four needs being served by this course. First, physiology is a topic that is covered in great detail on several placement/assessment examinations necessary for acceptance to graduate and professional schools, most specifically: MCAT (Medical School), PCAT (Pharmacy School), DAT (Dental School), VCAT (Veterinary School), the Biology GRE (Graduate School in any biomedical field), and others. This is the principal reason why our students take Anatomy and Physiology at Hunter, City, Queens, or Brooklyn College: to prepare themselves for one of these exams or programs. Currently, the costs for private prep courses for these exams reach nearly $2,000, well out of reach for many of our students. But without the necessary background in anatomy and physiology, our students are at a severe disadvantage when taking these admission exams and competing for spots in graduate and professional schools.

   Secondly, a combination Anatomy and Physiology course (which could now be satisfied by taking both this course and Bio356 – Human Anatomy and Physiology Laboratory), is a required pre-requisite for some professional programs including nursing, nurse anesthesiology, physical therapy, occupational therapy, clinical lab science, and others. By preparing students for these health science options, we are expanding the range of opportunities for our forensic science students and those of other majors as well.

   Thirdly, even our students who will not immediately pursue graduate or professional education will be well-served by a solid grounding in human physiology. This is because, many of our B.S. graduates will move on to careers as criminalists in the Office of the Chief Medical Examiner or the Coroner’s office, to name two examples, while others may enter careers as medical technicians, research assistants, or similar, and a strong working knowledge of human physiology will help our graduates secure these positions and compete for promotions.
Particularly our toxicology track students will be well-served by an anatomy course. An elective in physiology, ideally taken during the junior year, would strengthen their scientific background and help them achieve success in the specialized courses and beyond. Currently, our students have very limited elective options, as noted by our FEPAC accreditation review. This course, when first offered in spring of 2012, was a sorely needed and reasonably popular upper level science elective. Now that it is has been offered twice experimentally, it is time to make this a permanent course offering.

Fourthly, there is a committee in our department actively working on proposing a minor in Biology, and the department-at-large is considering splitting the three tracks into distinct majors at some point in the future, which would bring some form of biology major into existence. For both the major and the minor, we will need additional courses, both required and elective. This physiology course will be a prominent feature of both the minor and the potential major.

9. **Course learning objectives:**
Students that complete this course will be able to:

**Knowledge**

- Understand the histological structure of major tissues and organs
- Describe the purpose, function, and structural arrangement of the major organ systems of the human body
- Explain in detail the molecular mechanism of action of the major organs and cell types of the human body
- Identify major pathological diseases of each human organ system and their basic cause

**Reasoning**

- Apply knowledge of physiology to case studies of human disease
- Define the physiological mechanism of action of major classes of pharmaceuticals
- Explain how multiple organ systems integrate together to maintain homeostasis
- Explain how some common pathophysiological treatment strategies work

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

*This course will consist of weekly homework assignments, three exams, a research paper, and an oral presentation, all counting toward the final grades.*

10. **Recommended writing assignments**
Indicate the types of writing assignments this course would require, as well as the number of pages of each type.
11. Please meet with a member of the Library faculty prior to responding to Question 12. Please provide the name of the Library faculty member consulted below.

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.

   Students have access through CUNY+ to the excellent biology collections at some of the other CUNY schools such as Hunter.

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

   ____No   __XX__Yes.

   John Jay Lloyd Sealy Library has a useful link (http://guides.lib.jjay.cuny.edu/health) for students.

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.)

   Required Text: Silverthorn, D. Human Physiology. 5th Ed. Pearson

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.)

   __XX___No   ____Yes

   Name of library faculty member consulted: N/A

12. Are current College resources adequate to support this course?

   ____No.    __XX__Yes

13. Syllabus

   Example Syllabus Attached

14. Date of Department curriculum committee approval: Not yet

15. Course offerings

   a. When will this course be taught?

      Every semester, starting ____________

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
One semester each year, starting **Fall 2012**
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? *Nathan Lents (Dept. of Sciences)*

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
   
   **XX** No    ____Yes.

   Did you consult with department(s) or program(s) offering similar or related courses or majors?
   
   **XX** Not applicable    ____No    ____Yes.

17. Will any course be withdrawn if this course is approved?
   
   **XX** No    ____Yes.

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

   **Name:** Lawrence Kobilinsky, Chair, Department of Sciences
   **Date of approval:** November, 2011

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

   **XX** No    ____Yes

   *However, please see point above about imminent proposal of a biology minor. This course will be key to that program of study, once it exists.*

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].
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
Biology 355: Spring 2010

Instructor: Prof. Nathan H. Lents, Ph.D.
Office: 4129-N  Lab: 4524-N  Tel: 646.557.4504  AIM: JJDrLents
Email: nlents@jjay.cuny.edu    Office hours: TBA and also by appointment

Lecture: 7th Period Mon/Wed (5:00p – 6:15p)
Room: 3313-N


Course description: This lecture course will explore the molecular physiological function of the cells, tissues, organs, and organ systems of the human body. Special attention will be paid to homeostasis and the integrated coordination of these diverse organ systems, the pathophysiology of common diseases, and pharmacological strategies to treat the underlying pathology. In addition to in-class examinations, students will research and deliver class presentations on diseases throughout the semester.

Hours: 3, Credits: 3
Prerequisites: Bio104, Che103 (or Che101 plus Che102), Eng201 (or Eng102)

Knowledge and performance objectives:
After taking this course, students will be able to:

• Understand the histological structure of major tissues and organs
• Describe the purpose, function, and structural arrangement of the major organ systems of the human body
• Explain in detail the molecular mechanism of action of the major organs and cell types of the human body
• Identify major pathological diseases of each human organ system and their basic cause

Reasoning
• Apply knowledge of physiology to case studies of human disease
• Define the physiological mechanism of action of major classes of pharmaceuticals
• Explain how multiple organ systems integrate together to maintain homeostasis
• Explain how some common pathophysiological treatment strategies work

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

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

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
Important Course Policies

Blackboard: Important course announcements, lecture notes, review questions, our “study resources” forum, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements. Contact DoIT, not your instructor, for help with e-mail or Blackboard.

The grade for the Bio-391 course is a composite of three in-class examinations, one research paper, one oral presentations, and participation in-class participation during the case-studies. All three exams will count. NO drop test in this class! If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor as soon as humanly possible. You may be allowed to take the exam late (or early). However, you are ONLY eligible for this one-time consideration if you contact the instructor immediately and you arrange to take the exam BEFORE the corrected exams are handed back to the class. In all other cases, the missed exam WILL count as a ZERO. (Exception: a documented medical or family crisis may result in being excused from an exam, but this will only be allowed ONCE. Further missed exams will count as a zero, regardless of reason.)

The participation grade will be based on the participation in class, particularly on the group work assigned by the instructor and on questions posed to the class based on the assigned readings. Participation grades will be given out three times, after each exam, so that students will know how they are doing in order to improve their participation, if needed.

The oral presentations: Students will research, prepare, and deliver a 10-15 minute in-class oral presentations. The presentation(s) will comprise 10% of the final course grade. The topic, selected by the student but approved by the instructor, will consist of a common human disease, ailment, or condition. The presentations should cover the history/discovery of the disease, prevalence in the human population, the symptoms and clinical presentation, underlying physiology and pathophysiology, past and current treatment strategies and their success, long- and short-term prognoses, as well as current research efforts into future treatments or cures. Students will be graded on the scientific accuracy and thoroughness of their presentation as well as the clarity with which they communicate this information to the class. The material covered by the student presentations will be covered by the course examinations. Thus, students must take notes during these presentations and are responsible for the material presented. Students recording the presentations and providing the video will be eligible for bonus points.

Research Paper: A 1000-1500 research paper will be required. This paper, written in APA style and citing at least five sources from the scientific literature (three of which must be primary articles). More details about this paper will be given at the appropriate time. Students will also be asked to informally summarize their research to the rest of the class periodically throughout the semester, as part of the participation grade. The research paper will be turned in and graded in five phases, as shown in the chart below. For each due date, the student will have the opportunity to get feedback from the instructor and subsequently revise their submission to earn a higher grade. The paper and bibliography must conform to APA style.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Revision Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>March 03</td>
<td>March 10</td>
<td>none</td>
</tr>
<tr>
<td>&gt;4 key sources</td>
<td>March 17</td>
<td>March 24</td>
<td>3 points</td>
</tr>
<tr>
<td>Outline</td>
<td>March 31</td>
<td>April 12</td>
<td>3 points</td>
</tr>
<tr>
<td>four paragraphs</td>
<td>April 12</td>
<td>April 28</td>
<td>3 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>May 05</td>
<td>Final Exam</td>
<td>11 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>20 points</strong></td>
</tr>
</tbody>
</table>

Exam One: 25 points
Exam Two: 25 points
Exam Three: 25 Points
Research Paper: 10 points
Presentation(s): 10 points
Participation: 5 points
Total: 100 points

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
# Lecture Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>DAY</th>
<th>LECTURE</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 01</td>
<td>Mon</td>
<td>Cells and Tissues</td>
<td>Chapters 3</td>
</tr>
<tr>
<td></td>
<td>Feb 03</td>
<td>Wed</td>
<td>Cell membranes and Transport</td>
<td>Chapters 5</td>
</tr>
<tr>
<td>2</td>
<td>Feb 08</td>
<td>Mon</td>
<td>Cell Communication and Integration</td>
<td>Chapters 6</td>
</tr>
<tr>
<td></td>
<td>Feb 10</td>
<td>Wed</td>
<td>Neurons: Excitability / Action Potentials</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>3</td>
<td>Feb 15</td>
<td>Mon</td>
<td>Synaptic Transmission</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Feb 17</td>
<td>Wed</td>
<td>The Central Nervous System</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Feb 24</td>
<td>Wed</td>
<td>Sensation/Perception</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>4</td>
<td>Mar 01</td>
<td>Mon</td>
<td>The Autonomic Nervous System</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Mar 03</td>
<td>Wed</td>
<td>Neurotrans., receptors, tone, pharmacology</td>
<td>Chapters 8-11</td>
</tr>
<tr>
<td>5</td>
<td>Mar 08</td>
<td>Mon</td>
<td>Muscle Tissue: Excitation/Contraction</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Mar 10</td>
<td>Wed</td>
<td>Cardiovascular: The muscular heart</td>
<td>Chapter 13-14</td>
</tr>
<tr>
<td></td>
<td>Mar 17</td>
<td>Wed</td>
<td>Cardiovascular: The electric heart</td>
<td>Chapter 14-15</td>
</tr>
<tr>
<td>6</td>
<td>Mar 15</td>
<td>Mon</td>
<td>Cardiovascular: Pressure/Flow</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>Mar 22</td>
<td>Mon</td>
<td>Cardiovascular: Oxygen Transport, blood</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>7</td>
<td>Mar 24</td>
<td>Wed</td>
<td>Endocrine System: types, functions of hormones</td>
<td>Chapter 21</td>
</tr>
<tr>
<td></td>
<td>Apr 07</td>
<td>Wed</td>
<td>Endocrine Homeostasis and metabolism</td>
<td>Chapters 4 and 21</td>
</tr>
<tr>
<td></td>
<td>Apr 12</td>
<td>Mon</td>
<td>Reproduction: Hormones and Menstrual Cycle</td>
<td>Chapter 24</td>
</tr>
<tr>
<td>8</td>
<td>Apr 26</td>
<td>Mon</td>
<td>Reproduction: Pregnancy and Development</td>
<td>Chapter 24</td>
</tr>
<tr>
<td></td>
<td>Apr 28</td>
<td>Wed</td>
<td>Immunity: white blood cells, inflammation</td>
<td>Chapter 22</td>
</tr>
<tr>
<td></td>
<td>May 03</td>
<td>Mon</td>
<td>Immunity: lymphatic system, adaptive immunity</td>
<td>Chapter 22</td>
</tr>
<tr>
<td></td>
<td>May 05</td>
<td>Wed</td>
<td>Digestive System: Absorption and Nutrition</td>
<td>Chapter 20</td>
</tr>
<tr>
<td>9</td>
<td>Apr 21</td>
<td>Wed</td>
<td>The Integument: Skin and Bones</td>
<td>chapter 3 and TBA</td>
</tr>
<tr>
<td>10</td>
<td>Apr 19</td>
<td>Mon</td>
<td>EXAM 3: Chapters 12-19</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apr 26</td>
<td>Mon</td>
<td>Endocrine System: types, functions of hormones</td>
<td>Chapter 21</td>
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<tr>
<td></td>
<td>Apr 28</td>
<td>Wed</td>
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<td>Chapters 4 and 21</td>
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<td>Mon</td>
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<td></td>
<td>May 10</td>
<td>Mon</td>
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<td>May 12</td>
<td>Wed</td>
<td>Digestive System: Absorption and Nutrition</td>
<td>Chapter 20</td>
</tr>
<tr>
<td></td>
<td>May 17</td>
<td>Mon</td>
<td>Digestive Hormone and Liver Function</td>
<td>Chapters 20-21</td>
</tr>
<tr>
<td>12</td>
<td>May 24</td>
<td>Wed</td>
<td>EXAM #3: Chapters 20-24</td>
<td></td>
</tr>
</tbody>
</table>

**Tuesday, April 07 – LAST DAY TO RESIGN WITHOUT ACADEMIC PENALTY**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>DAY</th>
<th>LECTURE</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>May 03</td>
<td>Mon</td>
<td>Reproduction: Pregnancy and Development</td>
<td>Chapter 24</td>
</tr>
<tr>
<td></td>
<td>May 05</td>
<td>Wed</td>
<td>Immunity: white blood cells, inflammation</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>14</td>
<td>May 10</td>
<td>Mon</td>
<td>Immunity: lymphatic system, adaptive immunity</td>
<td>Chapter 22</td>
</tr>
<tr>
<td></td>
<td>May 12</td>
<td>Wed</td>
<td>Digestive System: Absorption and Nutrition</td>
<td>Chapter 20</td>
</tr>
<tr>
<td>15</td>
<td>May 17</td>
<td>Mon</td>
<td>Digestive Hormone and Liver Function</td>
<td>Chapters 20-21</td>
</tr>
<tr>
<td></td>
<td>May 24</td>
<td>Wed</td>
<td>EXAM #3: Chapters 20-24</td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
Here is the chart by which the oral presentations will be graded:

<table>
<thead>
<tr>
<th>Presentations Grading:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Discovery of the disease: 10pts.</td>
<td></td>
</tr>
<tr>
<td>Prevalence, Genetics: 10pts.</td>
<td></td>
</tr>
<tr>
<td>Symptoms, Clinical Presentation: 10pts.</td>
<td></td>
</tr>
<tr>
<td>Relevent <em>normal</em> physiology: 20pts.</td>
<td></td>
</tr>
<tr>
<td>Cause/Pathophysiology: 25pts.</td>
<td></td>
</tr>
<tr>
<td>Past and Current Treatment: 10pts.</td>
<td></td>
</tr>
<tr>
<td>Prognosis: 5pts.</td>
<td></td>
</tr>
<tr>
<td>Current Research, Future Cures: 10pts.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 100pts.</td>
<td></td>
</tr>
</tbody>
</table>

Date of my presentations: 

Here is a worksheet for calculating the Course Grade:

<table>
<thead>
<tr>
<th></th>
<th>my score:</th>
<th>max possible:</th>
<th>decimal:</th>
<th>course weight:</th>
<th>course points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam One</td>
<td>/</td>
<td>= X</td>
<td>25</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Exam Two</td>
<td>/</td>
<td>= X</td>
<td>25</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Exam Three</td>
<td>/</td>
<td>= X</td>
<td>25</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>/ 100</td>
<td>= X</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>/ 100</td>
<td>= X</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Participation – Exam One</td>
<td>/ 10</td>
<td>= X</td>
<td>1.67</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Participation – Exam Two</td>
<td>/ 10</td>
<td>= X</td>
<td>1.67</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Participation – Exam Three</td>
<td>/ 10</td>
<td>= X</td>
<td>1.67</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 100

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
New Course Proposal Form

Date Submitted Feb. 14, 2012

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

1. a. Department(s) or program(s) proposing this course: Art and Music
   b. Name and contact information of proposer(s): Benjamin Lapidus
      - Email address(es): blapidus@jjay.cuny.edu
      - Phone number(s): (212)237-8339

2. a. Title of the course: Introduction to Guitar
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Intro Gtr
   c. Level of this course: _X_100 Level ____200 Level ____300 Level ____400 Level
      Please provide a brief rationale for why the course is at the level:
      d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): MUS 1XX

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

   This is a beginning course in applied music that teaches basic musicianship and instrumental skills. This course is a prerequisite for a forthcoming course MUS2xx – Guitar Ensemble, and is one possible 100-level applied course for students in the Composition/Theory/Technology concentration of our music minor. The best way to learn music theory and musicianship is through the applied study of a musical instrumental. John Jay has offered piano classes for many years and they are in high demand, but there has been great demand for a guitar class for many years. The guitar is potentially the single most popular instrument for private study in many cultures. It
offers the student endless inquiry and learning satisfaction in unique ways. This point has been proven by the fact that the course filled up with waiting lists for both semesters since it has been offered experimentally. Many students have access to guitars at home and the department has 12 instruments specifically made for teaching in classroom settings.

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 enable a beginning student to learn how to play the guitar and read music. Basic musical concepts to be covered include treble and bass clef, scales, chords, melody, and harmony. The student will learn the fundamentals of guitar technique including hand positions and finger exercises. The construction and technology of the instrument will be explored and discussed in conjunction with the study of technique in a variety of musical cultures and contexts from around the world.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): NONE

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

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

   ___ No
   ___X___ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Fall 2011, Spring 2012
   b. Teacher(s): Benjamin Lapidus
   c. Enrollment(s): 12 each semester
   d. Prerequisites(s): ENG 101

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

   • Students will use and apply nomenclature for guitar and music
   • Students will employ tuning techniques, seating position, left and right hand principles
   • Students will execute common chord voicings and strumming techniques
   • Students will read Western musical notation and chord symbols on the guitar
• Through weekly guided listening and viewing, quizzes, and written exercises students will critically analyze and explore how the guitar is played in a variety of cultures in the United States and around the world including: Latin America and the Caribbean, Sub-Saharan West Africa, Europe, and Asia.

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)

This course is one possible 100-level course in the Composition/Theory/Technology concentration of the music minor.

10. How will you assess student learning?

• Student learning of performing notated music on the guitar will be assessed through in-class exercises and exams
• Student learning of guide listening and analysis will be assessed through a short paper based on attendance at a live performance of guitar music
• Student learning of how the guitar is used in African, Asian, European, Latin American and Caribbean, and North American cultures will be quizzed every 4-5 classes and tested twice during the semester.

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

___X Yes ___ No __

• If yes, please state the librarian’s name  Ellen Sexton
• Are there adequate resources in the library to support students’ work in the course
  Yes ______ No____X_____

• Will your students be expected to use any of the following library resources? Check all that apply.
  – The library catalog, CUNY+
  – EBSCOhost Academic Search Complete
  – Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  – LexisNexis Universe
  – Criminal Justice Abstracts
  – PsycINFO
12. Syllabus

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

13. Date of Department curriculum committee approval   February 13, 2012

14. Faculty - Who will be assigned to teach this course? Benjamin Lapidus

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

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

16. 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. Signature/s of Endorsement

   Lisa Farrington, Chair
   Chair, Proposer’s Department
   Laura Greenberg, Minor Coordinator

   Major or Minor Coordinator
   N/A
   Chair or Major Coordinator, Affiliated Department

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
Syllabus for Music 199 - Introduction to the Guitar, T/TH 10:50AM-12:05PM Room 310, Haaren Hall
Professor Benjamin Lapidus
Office: 325.14T
Office Hours: T/TH 11:30AM-12:00PM
Phone: (212) 237-8339
Email: blapidus@jjay.cuny.edu

Course Description
Welcome! This course will enable a beginning student to learn how to play the guitar and read music. Basic musical concepts to be covered include treble and bass clef, scales, chords, melody, and harmony. The student will learn the fundamentals of guitar technique including hand positions and finger exercises. The construction and technology of the instrument will be explored and discussed in conjunction with the study of technique in a variety of musical cultures and contexts from around the world.

Learning Outcomes
• Students will use and apply nomenclature for guitar and music
• Students will employ tuning techniques, seating position, left and right hand principles
• Students will execute common chord voicings and strumming techniques
• Students will read Western musical notation and chord symbols on the guitar
• Through weekly guided listening and viewing, students will explore how the guitar is played in a variety of cultures in the United States and around the world including: Latin America and the Caribbean, Sub-Saharan West Africa, Europe, Asia, and the Middle East.

REQUIRED MATERIALS:
1) Alfred's Basic Guitar Method, Complete by Morty Manus and Ron Manus
ISBN: 0739048937
2) A few guitar picks (25¢/each)
3) A guitar for at-home study and practice

***PLEASE NOTE: A guitar will be provided to students to use during class time, but students are required to set aside DAILY practice time at a guitar (minimum of one hour). PRACTICE, PRACTICE, PRACTICE and you will succeed!

Guitar Styles
The guitar is a very important instrument that is used in many cultures around the world and in a wide array of styles and with many different techniques. Each week you will have required listening/viewing and readings found in the Guitar Styles area of the blackboard page for this course. You will be expected to learn who the major
protagonists are in a large variety of styles as well as their genres and culturally-specific instrument variations when appropriate. Every quiz, the midterm, and the final will cover the guitar styles for each unit.

**Grades for this course will be calculated as follows:**
Preparedness/Participation 15%
Midterm 20%
Final Exam 20%
Guitar Styles Concert Report Paper* 20% (four pages double-spaced)
5 Quizzes** (5% each) 25%

*See the attached rubric  
**These quizzes are based on weekly guitar styles readings/listening/viewing, handouts, and all textbook theory and technique covered for the specified time period

**ATTENDANCE REQUIREMENTS:**
1) Due to the nature of this class only two absences are allowed. Two late arrivals equal one absence. Additional absences will result in lowered grades.
2) If a student is absent, s/he is responsible for the homework (call or email the professor or another student to get the work) and is expected to arrive prepared for the next class.
3) Students are required to be in attendance for the duration of the class.

**Walking in and out of class is discouraged.** No cell phones may be used in class. Since this is a music class if your cell phone rings during class you have two choices: (1) sing a complete song in front of the class (no nursery songs or happy birthday) or (2) the entire class receives one difficult question on the next exam with your name next to it. When e-mailing the professor always put your name in the subject line. Any plagiarism, including via internet, will be dealt with severely.

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)*
IMPORTANT: Bring textbook, picks and pencil to each class.

My office, Room 325.14, is located at the rear of Suite 325, the Department of Art and Music and is the only door that can be see from the suite entrance.

Schedule of Classes

***ALL READINGS ARE FROM THE TEXTBOOK EXCEPT GUITAR STYLES AND ANY ADDITIONAL HANDOUTS ARE FOUND ON BLACKBOARD***

Week 1: Guitar Styles 1 - In the Beginning: Oud, Baroque guitar, Antonio de Torres Jurado
Jan. 31 (T)
Introduction to playing and Getting Acquainted with Music, pp. 6-11
Feb. 2 (TH)
The First String E and Counting Time, pp. 12-15

Week 2: Guitar Styles 2 - Double-Course Guitars of the Americas: Cuban tres and laúd, Puerto Rican cuatro, Colombian tiple, Andean charango
Feb. 7 (T)
The Second String B, pp. 16-19
Feb. 9 (TH)
The Third String G and Introducing Chords, pp. 20-22

Week 3: Guitar Styles 3 - Ragtime Blues: Son House, Blind Lemon Jefferson, Blind Blake, Blind Boy Fuller, Texas Alexander, Leadbelly, Mississippi John Hurt, Lightening Hopkins, Booker White, Skip James, Rev. Gary Davis, Big Bill Broonzy, Sonny Terry and Brownie McGhee
Feb. 14 (T)
*QUIZ 1 - COVERING PREVIOUS 4 CLASSES AND STYLES*
Three-String C Chord, Three-String G7 Chord, Three-String G Chord, pp. 24-27
Feb. 16 (TH)
The Fourth String D, Fermata, Common Time, pp. 28-31

Week 4: Guitar Styles 4 - Blues: Albert Collins, Albert King, Muddy Waters, Buddy Guy, T-Bone Walker, BB King, John Lee Hooker, Freddie King, Stevie Ray Vaughan, Robert Cray, Keb Mo, Corey Harris, Ben Harper
Feb. 21 (T) - NO CLASS
Feb. 23 (TH)
Four-String G & G7 Chords, pp. 32-33

Week 5: Guitar Styles 5 - Country and Bluegrass: Bill Monroe, Doc Watson, Tony Rice, Clarence White, Bill Monroe, Andy Statman, Bela Fleck, Earl Scruggs, Jimmy Bryant, Speedy West, Buddy Emmons, Doug Jernigan
Feb. 28 (T)
The Fifth String A, pp. 34-36
Mar. 1 (TH)
*QUIZ 2 - COVERING PREVIOUS 4 CLASSES AND STYLES
Introducing High A and Incomplete Measure, pp. 37-39

Week 6: Guitar Styles 6 - Rock and Blues 1: Bo Diddley, Chuck Berry, Curtis Mayfield, Jimi Hendrix, Carlos Santana, Scotty Moore, Steve Cropper, Eric Clapton, Jeff Beck, Pete Townshend, George Harrison, James Burton
Mar. 6 (T)

*GUITAR STYLES CONCERT REPORT DUE
The Sixth String E, Tempo Signs, Bass-Chord Accompaniment, pp. 40-42
Mar. 8 (TH)
Dynamics, Rests, pp. 43-45

Week 7: Guitar Styles 7 - Rock and Blues 2: Eddie Van Halen, Jimmy Page, Ritchie Blackmore, Tommy Iommi, Duane Allman, Dicky Betts Brian May, Keith Richards, Randy Rhoads
Mar. 13 (T)
Four-String C Chord, More Bass-Chord Accompaniments, pp. 46-49
Mar. 15 (TH)
*QUIZ 3 - COVERING PREVIOUS 5 CLASSES AND STYLES
Eighth Notes, pp. 50-51

Week 8: Guitar Styles 8 - Rock and Blues 3: Robert Fripp, Adrian Belew, Steve Howe, Alex Lifeson, David Gilmour, Andy Summers, Prince, Nils Lofgren, Jennifer Batten
Mar. 20 (T)
Sharps, Flats, Naturals, pp. 52-55
Mar. 22 (TH)
Four String D7 Chord, pp. 56-57

Week 9: Review Guitar Styles
Mar. 27 (T)
The Major Scale, Key Signatures, pp. 58-59
Mar. 29 (TH)
*MIDTERM

Week 10: Guitar Styles 9 - Jazz: Charlie Christian, Oscar Moore, Freddy Greene, Herb Ellis, Django Reinhardt, Wes Montgomery, Kenny Burrell, George Benson, Jim Hall, Joe Pass, Pat Metheny, Eddie Lang, Pat Martino, Bill Frisell, Kurt Rosenwinkel, John Scofield, Mike Stern, Emily Remler, Mimi Fox, Sheryl Bailey
Apr. 3 (T)
Eighth Rests, pp. 60-61
Apr. 5 (TH)
Dotted Quarter Notes and Guitar Fingerboard Chart, pp. 62-64

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
Week 11: Guitar Styles 10 - African Guitar Music: Jean Bsco Mwenda, Ali Farka Touré, King Sunny Ade, Diblo Dibala, Sekou Diabaté, François Luambo Makiadi, Oliver Mtukudzi, Christogonus Ezebuiro Obinna, Abdul Tee Jay, Hamed Soumounou
Apr. 17 (T)
*QUIZ 4 - COVERING PREVIOUS 2 CLASSES AND STYLES
Key of C Major, pp. 65-68
Apr. 19 (TH) - NO CLASS

Week 12: Guitar Styles 11 - Europe: Paco de Lucia, Ramón Montoya, Tomatito, Andrés Segovia, Niccolò Paganini
Apr. 24 (T)
Bass Solos with Chord Accompaniment, p. 69
Key of G Major I, pp. 70-72
Apr. 26 (TH)
Key of G Major II, pp. 73-74

Week 13: Guitar Styles 12 – Asia and Hawaii: Tau Moe, Eddie Kamae, Gabby Pahinui, Jake Shimabukuro, Nguyen Le, Wu Wenguang, VM Bhatt, Debashish Bhattacharya
May 1 (T)
*QUIZ 5 - COVERING PREVIOUS 3 CLASSES AND STYLES
Syncopation, pp. 75-77
May 3 (TH)
Key of A Minor, pp. 78-79

Week 14: Guitar Styles 13 - Modern Fingerstyle: Tuck Andress, Martin Taylor, Michael Hedges, Vicki Genfan, Lenny Breau, Andy McKee, Kaki King
May 8 (T)
6/8 Time, pp. 80-81
May 10 (TH)
Bass-Chord Accompaniment: Key of C, pp. 82-83

Week 15: Guitar Styles 14 - Experimental Instruments and Techniques: Charlie Hunter, Trey Gunn, Tony Levin, Stanley Jordan
May 15 (T)
May 22 (TH) FINAL EXAM 10:15AM-12:15PM

Guitar Styles Concert Report Guidelines

• Attend a live performance by guitar-playing musicians of ANY type of music in a performance venue such as a house of worship, restaurant, nightclub, community center, concert hall, college auditorium, library, etc. It does not matter if the performance is free of cost or if admission is charged. You may attend a concert with a classmate if you feel more comfortable but your work will need to stand on its own and meet the

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
following criteria.

• Take notes and ask the performers and questions when appropriate (to obtain names of performers, instruments, songs, lyrics, etc.), but remember: THIS IS NOT AN INTERVIEW!

• Discuss the instruments used, the performers, the audience, list the program or pieces performed

• Identify each performer and his or her instrument/role in the group

• Indicate any sections where musicians (particularly guitarists) may take solos or are featured as soloists

• Discuss the guitar playing techniques employed, sounds/textures, gear used

• Discuss the audience and its interaction with the musicians

• Discuss the setting of the performance (club, concert hall, library, etc.)

• If food or beverages are served and they are part of the setting, you may briefly discuss these, provided they are relevant to the performance.

• This information and your opinion/interpretation of the experience should be roughly 3 double spaced pages, with a separate reference page, using a 12-point font, and black ink.

Not permitted:

• Subway platform or subway car performances

• Live streaming of concerts on the Internet (You Tube, etc.)

• Watching a DVD of a concert

• Listening to a live radio broadcast

• Writing about a concert that you attended prior to Jan. 31, 2012

Remember to have fun…

GUITAR STYLES CONCERT REPORT GRADING RUBRIC

You are to attend a live performance by guitar-playing musicians of ANY type of music. You must take notes and ask the performers questions when appropriate (to obtain names of performers, instruments,
songs, lyrics, etc.). Remember: THIS IS NOT AN INTERVIEW! Your final paper should be at least 4 double spaced pages, using a 12-point font, and black ink on white paper. You may use APA or MLA for your references that should be included on a separate reference page. Please do not include a title page. Below are some questions that may help as you prepare your report.

- Discuss the instruments used, the performers, the audience, list the program or pieces performed
- Identify each performer and his or her instrument/role in the group
- Indicate any sections where musicians (particularly guitarists) may take solos or are featured as soloists
- Discuss the guitar playing techniques employed, sounds/textures, gear used
- Discuss the audience and its interaction with the musicians
- Discuss the setting of the performance (club, concert hall, library, etc.)
- If food or beverages are served and they are part of the setting, you may briefly discuss these, provided they are relevant to the performance.

Student # ________      Total Score __________

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<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td><strong>Concert Information</strong></td>
<td>Fully describes concert, providing all pertinent details. (80-71)</td>
<td>Describes concert well; lacks some performance details. (70-61)</td>
<td>Describes concert superficially and provides minimal performance details. (60-41)</td>
<td>Describes concert superficially; does not provide any performance details. (40-0)</td>
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<td><strong>Score ______</strong></td>
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<td><strong>Opinion/Interpretation</strong></td>
<td>Opinion/interpretation is reflective and substantive. (10)</td>
<td>Opinion/interpretation is attempted, but lacks full development. (9-7)</td>
<td>Repeats observations about performance without providing opinion or interpretation. (6-4)</td>
<td>Does not provide opinion or interpretation. (3-0)</td>
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<td><strong>Score ______</strong></td>
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<tr>
<td><strong>Grammar</strong></td>
<td>All grammar and spelling are correct. (10)</td>
<td>Only one or two errors in spelling/grammar (9-7)</td>
<td>A few grammar and/or spelling errors (6-4)</td>
<td>Very frequent grammar and/or spelling errors (3-0)</td>
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<td><strong>Score ______</strong></td>
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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: 12/19/2011

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):
   
   Name(s): David Green  
   Email(s): dagreen@jjay.cuny.edu  
   Phone number(s): 646-557-4641

3. Current number, title, and abbreviated title of course:
   
   (Abbreviated title can be found on SIMS)

   SOC 222, Sociology of Mass Communication, (Abbreviated title: Mass Communication)

4. Current course description:

   Special emphasis will be placed on the relationship between mass communications and the criminal justice system. This course will focus on the rise of mass media, its institutionalization and its socioeconomic context. Students will utilize techniques of "content analysis" to assess the image of the police, courts, criminals, prisons, etc., as presented in the media. The social-psychological process through which such messages shape and influence public attitudes will be explored. A highlight of this course will be several in-depth interviews with distinguished members of the mass media and criminal justice communities.

   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 and SOC 101
5. Describe the nature of the revision:

The nature of the revision is to change the course name and to provide a course description that is less dated and more reflective of what the course has become. The revised course name would be Crime, Media and Public Opinion. The new course abbreviation could be CrimeMediaPubOpinion.

6. Rationale for the proposed change(s):

The rationale for the change is based on evidence gathered from the students who have taken the course who said they did not know what a course in “mass communication” was about when they signed up for it. Most students chose the course because it fit their class schedules, not because of an interest in media or mass communication—a rather antiquated term that few students today readily understand. It is my belief that the name Crime, Media and Public Opinion more clearly and succinctly describes what the course is about, and because of the high level of interest in such courses at other universities, the change will make the course much more attractive to students. As the course has been highly regarded by previous students, I believe a change in the name will increase course enrollment when offered in future, and it will do so without conflicting with other course offerings.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   The course explores the nature of public understandings of social problems and solutions, particularly related to crime and justice, and the media’s role in facilitating those understandings. The media provide audiences a distorted view of crime and punishment, but also the cognitive tools to think about crime and what should be done about it. The first aim of the course is to examine international, interdisciplinary scholarship from a range of empirical and theoretical perspectives that address the relationship between crime, media and public opinion in an evolving media landscape. The second aim is to challenge students to think critically, both about the course materials and about the messages they encounter through the media, and to consider innovative ways to improve the interplay between crime, media and criminal justice policy.

   b. Revised course title: Crime, Media and Public Opinion

   Abbreviation: CrimeMediaPubOpinion

   c. Revised number of credits and hours: 3.0

   d. Revised number of hours: 3.0

   e. Revised prerequisites: ENG 101 and SOC 101
8. Enrollment in past semesters:

Fall 2008: 11 students  
Fall 2009: 10 students  
Fall 2011: 5 students (cancelled)

9. Does this change affect any other departments?

___X___ No  
_____ Yes

What consultation has taken place?

I investigated the possibility of changing the name of the course in 2008 and consulted with Prof. Greg Donaldson from the department of Communication and Theater Arts. He teaches the only related undergraduate course, SPE 213, The Impact of the Mass Media On the Administration of Justice. At that time we were using the same core textbook by Surette and I was not sure that my course was sufficiently distinct from his. That is no longer the case. I no longer use the Surette book and I am now convinced after twice teaching SOC 222 that there is very little overlap between these two courses. The focus of SOC 222 is not the administration of justice but rather on the nature of public understandings of social problems, particularly related to crime and justice issues, and the media’s role in facilitating those understandings. This is a very different aim, and draws upon a range of international, interdisciplinary literatures on social constructionism, mass-mediated terrorism, media effects, moral panics and social change, public policymaking, and comparative media analysis.

Prof. Dorothy Schulz has proposed and taught in Fall 2011 a new course entitled Police & Media (PSC 393). She and I have been in contact and shared our syllabi. We agreed there is little overlap between the courses, as Prof. Schulz’s focuses mostly on police interactions with the media and the consequences for justice. What little overlap there is—like the media’s role in shaping public perceptions—will be useful to any student who happens to take both courses. In short, there is no other course like SOC 222 in the John Jay College curriculum that covers crime, media and public opinion from such a broad scope.

In addition, I request that SOC 222 be added to the list of courses that can count as an elective toward the Journalism Minor. I have consulted with Alexa Capeloto, a professor in the English department and co-coordinator of the minor, and she approves adding SOC 222 to Part II, Electives for the Journalism minor.

10. Date of Department or Program Curriculum Committee approval: 10/17/2011

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:  

   David Brotherton
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: Monday, February 13, 2012

1. Name of Department or Program: Economics

2. Contact information of proposer(s):
   
   Name(s): Catherine P. Mulder, Geert Dhondt, Mathieu Dufour
   Email(s): cmulder@jjay.cuny.edu; gdhondt@jjay.cuny.edu; mdufour@jjay.cuny.edu
   Phone number(s): 212-484-1309

3. Current number, title, and abbreviated title of course:

   ECO 210, American Economic History and Development

   (Abbreviated title can be found on SIMS): Because this class has not been offered for quite some time now, there is no SIMS record of it.


   a. Number of credits and hours: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ECO 101 or permission of instructor

5. Describe the nature of the revision:

   a. Course name change
   b. Some changes to the course description
   c. Level change from 200 to 300
   d. Course will be required for Economics BS Specialization A: Economic Analysis.
   e. ECO 315: Economic Analysis of Crime will be dropped as a requirement for Economics BS Specialization A.

6. Rationale for the proposed change(s):

   Approved by UCASC, March 23, prepared for College Council, April 25, 2012
The course name and description are updated to better represent the state of thinking in economics. The level change is required by the additional reading and writing assignments.

Because of the results of the Assessment by the Economics department in 2010-2011, we decided that it is imperative that economics students in Specialization A: *Economic Analysis* have a contextual understanding of economic history and the historical evolution of economic theory. The department believes that our majors in this specialization should be able to situate the evolution of the economy and its seminal thinkers in relation to current theories. In this way, students should gain an understanding of the origins of both the modern capitalist economy in which they live and the economic policy debates occurring in the public sphere. Therefore ECO 315: *Economic Analysis of Crime* will be removed as a requirement for Specialization A, to be replaced with this course. ECO 315 will remain the required 300 level course for the major’s Specialization B: *The Investigation of Economic Crimes*.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

This course studies the evolution of global capitalism. Beginning with precapitalist modes of production, it follows capitalism’s progression throughout time by studying the works of the most influential thinkers in Economics. This comprehensive analysis of economics examines structural changes, the institutions that support them, government policies, and other economic agents. The course pays special attention to how capitalism affects peoples' lives, their work, and the environment.

b. Revised course title: Economics in Historical Perspectives
   Revised Abbreviated Title: ECO HIS PERSPECTIVES

c. Revised number of credits and hours: No change

d. Revised number of hours: No change

e. Revised prerequisites: ECO 101 and Eng 101/201. Junior standing or permission of instructor.

8. Enrollment in past semesters: Has not been offered for many years

9. Does this change affect any other departments?

   _____x_ No

   _____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 2, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
Jay Hamilton
JOHN JAY COLLEGE OF CRIMINAL JUSTICE-CUNY
ECONOMICS IN HISTORICAL PERSPECTIVES
ECO: 3xx
COURSE SYLLABUS
SPRING 2012
Catherine P. Mulder, Ph.D.
Department of Economics
North Hall: Room 3505
212-484-1309
cmulder@jjay.cuny.edu
http://www.jjay.cuny.edu/departments/economics/faculty.php?key=cmulder@jjay.cuny.edu
Office Hours: By appointment.

COURSE DESCRIPTION: This course studies the evolution of global capitalism. Beginning with precapitalist modes of production, it follows capitalism’s progression throughout time by studying the works of the most influential thinkers in Economics. This comprehensive analysis of economics examines structural changes, the institutions that support them, government policies, and other economic agents. The course pays special attention to how capitalism affects peoples’ lives, their work, and the environment.

TEXTS:
- Various Assigned Readings available on Blackboard.

LEARNING OUTCOMES: Upon completion of this class, students should have a substantial understanding of the concepts/ideas/institutions/theories listed below. As such, students will:

1. Differentiate the competing theoretical approaches economists use to examine markets, public policies, production methods, and possible alternatives.
2. Demonstrate what economic institutions are, how they change over time, and the social/cultural consequences of these changes.
3. Demonstrate a comprehensive understanding of our contemporary economic and social institutions (‘capitalism, ‘globalization,’ and ‘the market’) and their potential evolution by exploring their historical development.
4. Explain the basic Western historical economic and social epochs of ancient, feudalist, slavery, communism and capitalism along with the leading groups of people within them.
5. Recognize and identify some basic differences between contrasting theories (or ideologies/perspectives) of economics and society.
6. Explain how the global economy has evolved and how it has changed over the last few hundred years or so, with a particular emphasis on the various theoretical approaches that affect public policy and laws.

EXAMS: There will be 2 take-home exams, a mid-term and a final. The Midterm will be distributed on March 21, 2012 and will be due on March 26 in class. The final will be handed out on the last day of classes, May 14, 2012 and will be due May 21, 2012 by official final exam period. Both exams must be typed (Times 12 font) and double-spaced. Please note that take-home exams must be an individual student’s work, i.e. no working with others. Exams submitted late will be penalized 10 points for each day they are tardy. To be clear, if you hand in your exam 1 day late, the highest possible grade will be 90%. If you hand
in your exam 2 days late, the highest possible grade will be 80%. If you hand in your exam 3 days late, the highest possible grade will be 70%. No exams will be accepted after the 3rd day at noon. Late exams may be accepted with the instructor’s approval.

**CLASS PREPARATION AND PARTICIPATION:** Students must complete all of the assigned readings PRIOR to the class in which they are scheduled. To facilitate discussion, each student is required to come to class with an interesting observation and/or question(s) about the how the readings and the films reinforce, contradict, or interact which each other. All observations/questions should be downloaded to Blackboard by their respective due dates. One or two paragraph(s) is all that is required. Observations will be due prior to each Monday class except the first week, the week of the midterm and the class that meets on Tues February 22, that will be the due date. No late observations will be accepted, unless previously approved by the instructor.

**PRESENTATIONS:** Each student, or group of students, will be required to present and lead a discussion on one or more of the assigned readings. You are expected to go beyond the assigned readings for your presentation. This means that you might look to historical events or agents that may give an additional breadth to the presentation. You may make your presentation individually or in a group.

**ATTENDANCE:** Attendance is extremely important for this course; therefore, it will be taken every class. To receive full credit for attendance, you must be at every class. If you miss two or three, the most you will earn is 7% or 3% of the attendance grade respectively. If you miss 5 or more classes, you will fail the class. The official record is my class log. If you miss an assignment, you will receive no credit for it. Please note that only under extreme situations, with my prior approval, will there be any exception to this policy. So, please save your absences for when you are truly sick or cannot make it. **THERE ARE NO MAKE-UPS FOR MISSED WORK, unless approved by the instructor.**

**EVALUATION:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Midterm</td>
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<tr>
<td>Class Preparation</td>
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<td>Attendance</td>
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<tr>
<td>Final</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
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Friendly Expectations

- Students are expected to have read 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 or if you take notes on your computer.

- 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. See: http://www.jjay.cuny.edu/academics/762.php or see below.

- 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 help from the math lab and/or 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.

- My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. 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.
John Jay College’s Policy on Academic Integrity
http://www.jjay.cuny.edu/academics/762.php

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work;
- Unauthorized collaboration on a take home assignment or examination;
- Using notes during a closed book examination;
- Taking an examination for another student, or asking or allowing another student to take an examination for you;
- Changing a graded exam and returning it for more credit;
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor;
- Preparing answers or writing notes in a blue book (exam booklet) before an examination;
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services;
- Giving assistance to acts of academic misconduct/dishonesty;
- Fabricating data (all or in part);
- Submitting someone else’s work as your own;
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

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

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person’s ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:
Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
• Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
• Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents. The following are some examples of falsification, but by no means is it an exhaustive list:

• Forging signatures of authorization
• Falsifying information on an official academic record;
• Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document.
HISTORICAL PERSPECTIVES IN ECONOMICS
ECO: 3xx
SUBJECT TO REVISION(S)

Week 1 PRECAPITALIST EUROPE (OVERVIEW)
January 30, February 1
- Introductions
- Hunt, Chapter 1: The Ideology of Precapitalist Europe
- Heilbroner, Chapter 1: Introduction
  - Ancient Greek and Roman Slavery
  - Feudalism
  - The Christian Paternalistic Ethic
  - The Anticapitalist Nature of Feudal Ideology

Week 2 THE TRANSITION FROM EARLY CAPITALISM TO MERCANTILISM
February 6, 8, 15
- Hunt, Chapter 2: The Transition To Early Capitalism and the Beginnings of the Mercantilist View
- Heilbroner, Chapter 2, The Economic Revolution
  - What is Capitalism?
  - Technological Changes
  - International Trade in a Historical Perspective
  - The Putting –Out System and the birth of Capitalist Industries
  - The Decline of the manorial System
  - The Creation of the Working Class
  - The Transition to Modern Capitalism

Week 3 MERCANTILIST THOUGHT
February 21, 22
- Hunt, Chapter 3: The Conflict in Mercantilist Thought
- Heilbroner, Chapter 3, The Wonderful World of Adam Smith
  - The Medieval Origins of Mercantilist Policies
  - The Secularization of Church Functions
  - The Rise of Individualism
  - Protestantism and the Individualist Ethic
  - The Economic Policies of Individualism

Week 4 CLASSICAL LIBERALISM AND THE RISE OF CAPITALISM
February 27, 29
- Hunt, Chapter 4: Classical Liberalism and the Triumph of Industrial Capitalism
- Heilbroner, Chapter 4: The Gloomy Presentiments of Parson Malthus and David Ricardo
- Film: *Modern Times*
  - The Industrial Revolution
  - The Rise of Classical Liberalism
  - Classical Liberalism and Industrialization

**Week 5 EARLY RESISTANCE TO CAPITALISM**
March 5, 7
- Hunt, Chapter 5: Socialist Protest Amid the Industrial Revolution
- Heilbroner, Chapter 5: The Dreams of Utopian Socialists
- Owen, Robert: *The Book of the New Moral World* (available on BB)
  - The Social Costs of the Industrial Revolution
  - Liberal Social Legislation
  - Socialism Within the Classical Liberal Tradition
  - William Thompson and the Rejection of Classical Liberalism
  - The Paternalistic Socialism of Robert Owen
  - Pre-Marxist Socialists

**Week 6 MARX’S CRITIQUE OF CAPITALISM**
March 12, 14
- Hunt, Chapter 6: Marx’s Conception of Capitalism
- Heilbroner, Chapter 6: The Inexorable System of Karl Marx
  - Historical Materialism
  - The “Market”
  - Classes in Capitalism
  - Marx and Private Property
  - What is Capital?

**Week 7 MARXISM**
March 19, 21
- Hunt, Chapter 7: Marx’s Social and Economic Theories
- Marx, Karl: *Alienation and Social Classes* (available on BB)
  - Alienation
  - The Labor Theory of Value and Surplus Value
  - The Accumulation of Capital
  - Sectoral Imbalances and Economic Crises
  - Economic Concentration
  - The Immiserization of the Proletariat
- The Capitalist State
- The Socialist Revolution
Week 8  CORPORATE CAPITALISM AND ITS NEOCLASSICAL DEFENDERS  
March 26, 28
- Hunt, Chapter 8: The Rise of Corporate Capitalism and Its Ideological Defenses
- Heilbroner, Chapter 8: The Victorian World and the Underworld of Economics
  - The Concentration of Corporate Power
  - The Concentration of Income
  - Reemergence of the Classical Liberal Ideology
  - The Neoclassical Theory of Utility and Consumption
  - The Neoclassical Theory of Production
  - Laissez Faire and the Social Darwinists
  - Laissez Faire and the Ideology of Businessmen
  - A New Christian Paternalistic Ethic
  - Simon Patten’s Economic Basis for the New Ethic
  - The New Paternalism and the New Deal

Week 9  MONOPOLY POWER AND THORSTEIN VEBLEN  
April 2, 4
- Hunt, Chapter 9: The Consolidation of Monopoly Power and the Writings of Veblen
- Heilbroner, Chapter 9: The Savage Society of Thorstein Veblen
- Veblen, Thorstein: *Conspicuous Consumption.*
  [http://media.pfeiffer.edu/ ridener/dss/Veblen/ CONSPIC.HTML](http://media.pfeiffer.edu/ridener/dss/Veblen/CONSPIC.HTML)
  - Competition of Industrial Warfare
  - Business Collusion and Government Regulation
  - Changes in the Structure of Capitalism
  - Private Property, Class-Divided Society, and Capitalism
  - Government and the Class Struggle
  - Capitalist Imperialism
  - The Social Mores of Pecuniary Culture

Week 10  ECONOMIC PROSPERITY, IMPERIALISM, AND SOCIALISM  
April 16, 18
- Hunt, Chapter 10: Economic Prosperity and Evolutionary Socialism
- Hunt, Chapter 11: Imperialism and Revolutionary Socialism
  - The Economic and Political Gains of the Working Class
  - The Fabian Socialists
  - The German Revisionists
  - The Fate of Evolutionary Socialism
  - European and American Imperialism
  - Imperialism and Evolutional Socialism
  - Rosa Luxemburg’s Analysis of Imperialism
• Lenin’s Analysis of Imperialism
Week 11    KEYNES AND THE GREAT DEPRESSION
April 23, 25
• In Class Film: *NEW DEAL, NEW YORK*
• Hunt, Chapter 12: Keynesian Economics and the Great Depression
• Heilbroner, Chapter 9: The Heresies of John Maynard Keynes
  http://www.marxists.org/reference/subject/economics/keynes/general-theory/ch03.htm
• The Great Depression
• The Economics of Keynes
• Keynesian Economics and Ideology
• The Efficacy of Keynesian Economic Policies
• The Warfare Economy

Week 12    CONTEMPORARY CAPITALISM AND ITS PROPOONENTS
April 30, May 2
• Hunt, Chapter 13, Contemporary American Capitalism and Its Defenders
  • Contemporary Classical Liberal Ideology
  • Contemporary Variants of the Classical Liberal Ideology
  • The Contemporary Corporate Ethic and Capitalist Ideology
  • Anticommunism as Capitalist Ideology
  • Criticisms of Contemporary Capitalist Ideologies
  • Development of International Trade Partners (NAFTA, BRIC, EU, ASIAN TIGERS)

Week 13    AMERICAN CAPITALISTS AND ITS CRITICS
May 7, 9
• Hunt, Chapter 14: Contemporary American Capitalism and Its Radical Critics
  • The Civil Rights Movement
  • The War in Vietnam
  • The Women’s Movement
  • Environmental Degradation due to Capitalist Production Methods in their Pursuit of Profits
  • Contemporary Critics of American Capitalism
  • Liberal Versus Radical Critiques of Capitalism
  • Radical Political Movements in the 1960s, 1970s, 1980s, 1990s.

Week 14    CHALLENGES TO PRESENT DAY CAPITALISM AND THE OCCUPY MOVEMENTS
May 14
• Alperovitz, Gar. “America Beyond Capitalism”
• Reuss, Alejandro, “The 99%, the 1%, and Class Struggle”
• Cypher, Irving. "Beyond Keynesianism"
• Wolff, Richard D., “Marxian Class Analysis and Economics”
  • Discussion, wrap up and final exam distributed

Week 15, May 21. FINAL EXAM DUE AND DISCUSSION.

Websites:
• Important Web Sites
  • The Mercantilist School
    • Thomas Mun
    • Gerard de Malynes
    • Charles Davenant
    • Jean-Baptiste Colbert
    • William Petty
  • The Physiocratic School
    • François Quesnay
    • Anne Robert Jacques Turgot
  • The Classical School--Forerunners
    • Dudley North
    • Richard Cantillon
    • David Hume
  • The Classical School--Adam Smith
    • Adam Smith
    • Francis Hutcheson
  • The Classical School--Thomas Malthus
    • Thomas Robert Malthus
    • Condorcet
    • William Godwin
  • The Classical School--David Ricardo
    • David Ricardo
  • The Classical School--Bentham, Say, Senior, Mill
    • Jeremy Bentham
    • Jean-Baptiste Say
    • Nassau William Senior
    • John Stuart Mill
  • The Rise of Socialist Thought
    • Claude-Henri de Rouvroy Saint-Simon
    • François Marie Charles Fourier
    • Jean Charles Leonard Simonde de Sismondi
    • Robert Owen
    • Louis Joseph Charles Blanc
• Charles Kingsley

**Marxian Socialism**

• Karl Heinrich Marx
• Friedrich Engels
• Hegel
• Ludwig Feuerbach

**The German Historical School**

• Friedrich List
• Wilhelm Georg Friedrich Roscher
• Gustav von Schmoller
• Max Weber

**The Marginalist School--Forerunners**

• Antoine Augustin Cournot
• Arsene-Jules-Emile Juvenal Dupuit
• Johann Heinrich von Thunen

**The Marginalist School--Jevons, Menger, von Wieser, von Bohm-Bawerk**

• William Stanley Jevons
• Carl Menger
• Friedrich Freiherr (Baron) von Wieser
• Eugen von Bohm-Bawerk

**The Marginalist School--Edgeworth and Clark**

• Francis Ysidro Edgeworth
• John Bates Clark

**The Neoclassical School--Alfred Marshall**

• Alfred Marshall

**The Neoclassical School--Monetary Economics**

• Johan Gustav Knut Wicksell
• Irving Fisher
• Ralph George Hawtrey

**The Neoclassical School--The Departure from Pure Competition**

• Piero Sraffa
• Edward Hastings Chamberlin
• Joan Violet Robinson

**Mathematical Economics**

• Leon Walras
• Wassily Leontief
• John von Neumann
• Oskar Morgenstern
• John Forbes Nash
• John Richard Hicks

**The Institutionalist School**

• Thorstein Bunde Veblen
• Wesley Clair Mitchell
• John Kenneth Galbraith

**Welfare Economics**

• Vilfredo Pareto
• Arthur Cecil Pigou
• Ludwig Edler von Mises
- Oskar Ryszard Lange
- Kenneth Joseph Arrow
- James M. Buchanan

- The Keynesian School--John Maynard Keynes
  - John Maynard Keynes

- The Keynesian School--Developments Since Keynes
  - Alvin Hansen
  - Abba Ptachya Lerner
  - Paul Anthony Samuelson

- Theories of Economic Development and Growth
  - Roy Forbes Harrod
  - Evsey David Domar
  - Joseph Alois Schumpeter
  - Ragnar Nurkse
  - William Arthur Lewis
  - Theodore Wilhain Schultz
  - Robert Solow

- The Chicago School--The New Classicism
  - Milton Friedman
  - George Joseph Stigler
  - Gary Stanley Becker
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): Kevin L. Nadal, Ph.D.
   Email(s): knadal@jjay.cuny.edu
   Phone number(s): (212) 237-8975

3. Current number, title, and abbreviated title of course: PSY 445 – Culture, Psychopathology & Healing
   (Abbreviated title can be found on SIMS)

4. Current course description: This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry, and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists, traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health.

   a. Number of credits and hours: 3 credits; 3 hours

   b. Number of class hours (please specify if the course has lab hours): 45

   c. Current prerequisites: ENG 102 or ENG 201, PSY 242 and junior standing or above

5. Describe the nature of the revision: We would like to make the course a 300 level course. We have also updated the course description.

6. 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.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:
   This course will study and compare models of mental illness, distress, treatment and healing across cultures. Cultural relevance of Western models of psychopathology, psychiatry and psychotherapy across cultures will be considered. The role of Western psychology within the context of globalization of health care systems will be addressed. Topics will include: self and culture; emotions and culture; culture-bound syndromes; help-seeking and culture; therapists, traditional and folk healers; and the politics of psychology in world health.

   b. Revised course title: na

   c. Revised number of credits and hours: na

   d. Revised number of hours: na

   e. Revised prerequisites: na

8. Enrollment in past semesters: na

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 Culture and Deviance Studies 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.

10. Date of Department or Program Curriculum Committee approval: 5/5/10

12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Thomas Kucharski

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
Sample Syllabus

Culture, Psychopathology, and Healing

PSY 3XX

Instructor: Kevin L. Nadal, Ph.D.
Office: Room 10.65.10
Phone: (212) 237-8975
Office Hours: Weds. 11:00am – 1:00pm, and by appointment
Email: knadal@jjay.cuny.edu

Course description: This course will study and compare models of mental illness, distress, treatment and healing across cultures. Cultural relevance of Western models of psychopathology, psychiatry and psychotherapy across cultures will be considered. The role of Western psychology within the context of globalization of health care systems will be addressed. Topics will include: self and culture; emotions and culture; culture-bound syndromes; help-seeking and culture; therapists, traditional and folk healers; and the politics of psychology in world health.

Goals: This course will help students to understand the relevance and limitations of Western-based models of psychology and healing across cultures. Students will become familiar with culturally competent treatments and interventions across cultures and the contemporary conflicts in addressing this within our globalizing society. The implications of a view of psychopathology and treatment as unique to a particular culture will be considered within the context of the developing global economy, global health care and globalized criminal justice endeavors.

Knowledge Objectives:
Upon completion of the course, students should be able to:
- Articulate a multidimensional understanding of mental illness and distress across cultures and how they impact treatment and healing cross culturally.
- Demonstrate knowledge of multicultural considerations in mental health, including race, ethnicity, immigration, identity development models and worldviews, and intersectional identities
- Demonstrate understanding of culturally sanctioned symptoms and diverse symptom manifestations of mental illness
- Have increased self-awareness regarding personal biases, assumptions and worldviews and greater respect for diversity.

Skills Objectives:
Upon completion of the course, students should be able to:
- Demonstrate their ability to critique information presented in class and in readings, and recognize the complexity of the issues raised therein.
- Demonstrate the ability to integrate and critically evaluate knowledge acquired from different psychology courses during their undergraduate education in Forensic Psychology, in light of course material.
- Demonstrate the ability to write a detailed and integrated research paper on an area in clinical forensic psychology using primary sources.
- Demonstrate the ability to interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives.
Required Textbooks:

Required Journal Articles:


**Assignments:**
1. Two Reaction Papers (2-3 pages each) involving topics discussed in class: 5% each or 10% of total grade
2. Final Term Paper 30%
   Students will be able to write a term paper about the topic of their choice related to culture and psychological disorders
   - Must be written according to APA style
   - Minimum of 7 references from journals and books;
   - No newspapers, magazines or abstracts
   - Minimum of 10 typewritten, double-spaced pages (excluding title page and reference pages), Times New Roman, 12-font size and one-inch margins
   - Term paper topic must be submitted after 4th week of class and must be approved by the instructor
3. Two In-Class Exams, consisting of multiple choice questions and short answers: 30% each or 60% of total grade
**Students with Disabilities:**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

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

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

**Class Schedule, Assignments, and Readings**

1. **Basic Concepts**

2. **Understanding Psychology from Multicultural Perspectives**
   Readings: Sue & Sue Chapter 2 “The Superordinate Nature of Multicultural Therapy”


3. **Examining the Self through a Multicultural Perspective.**
   Reading: Sue & Sue Chapter 4 “Sociopolitical Implications of Oppression: Trust and Mistrust in Therapy”

4. **Understanding Power and Privilege**

5. **Multicultural Competence with Diverse Populations**

6. **Cognition and Emotions from Multicultural Perspectives**
DUE: Reflection Paper I

II. Understanding Psychopathology Across Cultures

7. The DSM in a Cultural Context
   Reading 1: DSM-IV-R Excerpt on culture

8. Abnormal Psychology and Culture

9. Culture, Personality, and Psychopathology

10. Culture and Communication Issues
    Reading: Sue & Sue, Chapter 7: “Communication Styles, Sociopolitical Facets of Nonverbal Communication, and Counseling and Therapy as Communication Style”

11. Psychopathology with Forensic Populations

12. EXAM #1

III. Psychopathology and Specific Racial/Cultural Groups

13. People of Asia.


14. **People of Africa.**


**People of Latin America**


15. **Native Americans and Indigenous People**


16. **Arab Americans and Muslims**


**DUE: Reflection Paper II**

**IV. Understanding Influences of Intersectional Identities**

17. **Gender and Psychopathology**


18. **Sexual Identity and Psychopathology**

19. Religion and Psychopathology

20. Social Class, Age, and Psychopathology

21. FINAL PAPER DUE

V. Understanding Diverse Forms of Healing

23. Traditional Forms of Western Psychotherapy
   Reading: Sue & Sue, Chapter 8: Multicultural Family Counseling and Therapy

24. Non-Western Indigenous Methods of Healing
   Reading 1: Sue & Sue, Chapter 9: Non-Western Methods of Healing

25. Integration of Traditional Healing and Psychotherapy

26. Spirituality in Psychotherapy

27. Health Psychology and Culture

28. Global Perspectives of Healing

29. EXAM #2
Proposed Revision of the Political Science Major

The Department of Political Science proposes a revision of the Political Science Major designed to remedy deficiencies identified in our present Major by our recent self-study and ongoing assessment activities. This proposal is fully consistent with the advice of our outside evaluators in Spring 2010 and reflects new and revised courses developed within the Department by our excellent new faculty recruited over the last few years.

Mission Statement:

The current Mission Statement below will require minor revision to reflect minor changes in the titles of the “Concentrations-of-Choice” within the Major.

The Political Science Major is designed to enhance students’ knowledge of politics, policy, governance, and government ranging from a global to a local perspective. The Major seeks to accomplish this mission by introducing students to the principal fields of inquiry in political science in its Foundations section, and by providing students with the opportunity to pursue a Concentration-of-Choice in one of four areas: A. Law, Policy & Society; B. Justice & Politics; C. Urban Politics and Community Leadership; and D. Comparative/International Politics & Human Rights.

The proposed new Mission Statement reflecting those revisions is [new titles bolded]:

The Political Science Major is designed to enhance students’ knowledge of politics, policy, governance, and government ranging from a global to a local perspective. The Major seeks to accomplish this mission by introducing students to the principal fields of inquiry in political science in its Foundations section, and by providing students with the opportunity to pursue a Concentration-of-Choice in one of four areas: A. Law, Courts and Politics; B. Justice & Politics; C. American & Urban Politics & Policy; and D. Comparative/International Politics & Human Rights.

Proposed Revisions in Major

1. Raising overall credits required in the Major from 33 to 36.
As discussed below, we are increasing the number of credits required in the Concentration-of-Choice from 12 to 15, thereby increasing the total required credits for the Major from 33 to 36. This is consistent with the trend toward larger majors at the College. At this time, all majors at the College (with the exception of Culture and Deviance Studies, which requires 33 credits) require at least 36 credits.
2. Foundation Courses:

The existing Major requires students to take one course in four of five “Foundation Areas:” American Institutions; Public Law; Political Theory; Urban Politics; and International/Comparative Politics.

Requiring that students take courses in only four of the five “Foundation” areas does not provide all Majors with a common introduction to the foundations of Political Science. To provide all students with common exposure to the five Foundation Categories provided by the Major, we propose requiring that all students take 15 credits in the revised Foundations by taking one course in each of the five categories.

### Current Foundation Courses

*Select four courses, only one per category.*

- **Category A. American Institutions**  
  Political Science 215 The Legislative Process  
  Political Science 220 The Chief Executive

- **Category B. Public Law**  
  Political Science 230 Principles of Constitutional Government

- **Category C. Political Theory**  
  Political Science 270 Political Philosophy  
  Political Science 375 Law, Order, Justice and Society

- **Category D. Urban Politics**  
  Political Science 203 Municipal and State Government  
  Political Science 206 Urban Politics

- **Category E. International/Comparative**  
  Political Science 257 Comparative Politics  
  Political Science 260 International Relations

### Proposed Foundation Courses

*Select one course in each category.*

- **Category A. Law, Courts & Politics**  
  Political Science 2xx Judicial Process & Politics  
  *(revised current POL 435; New Course Proposal under Departmental Curriculum Committee consideration, and will be forwarded to UCASC subcommittee shortly)*

- **Category B. Political Theory**  
  Political Science 270 Political Philosophy  
  Political Science 2xx Western Political Thought *(under UCASC subcommittee review)*

- **Category C. Urban Politics & Public Policy**  
  Political Science 206 Urban Politics  
  Political Science 234. Introduction to Public Policy

- **Category D. International/Comparative**  
  Political Science 257 Comparative Politics  
  Political Science 260 International Relations

- **Category E. American Politics**  
  Political Science 214. Political Parties, Interest Groups & Social Movements  
  Political Science 215. U. S. Congress  
  Political Science 220. The American Presidency

Explanation of Changes to Foundation Courses:

A. The names of three of the Categories (A, B, and D) have been changed to better reflect their respective emphases.

B. POL 375. Law, Order, Justice & Society as a 300 level course is more advanced than we believe is truly appropriate for a “Foundations” course. We are replacing it with POL 2xx Western Political Thought, a course designed to introduce students to political philosophy *(course proposal is currently under UCASC subcommittee review)*. POL 375 will remain in our Justice & Politics Concentration.
C. POL 230. Principles of Constitutional Government is a course in American Constitutional Law that focuses on difficult cases dealing with federalism and the separation of powers. We have decided that this challenging course has been moved to the 300 level. We also have decided to change its name to “Constitutional Powers” to better reflect its content. We replace it in the Foundations area with a new course, POL 2xx Judicial Process & Politics (a revised lower level version of POL 435, which will be discontinued). The new 200 level course is designed to introduce students to the intersection of politics and the judicial process. This 200-level New Course Proposal is currently under Departmental Curriculum Committee consideration and will be forwarded to UCASC subcommittee shortly.

D. In Category C we replace POL 203. State & Local Government with POL 234 Introduction to Public Policy. We now have a new full-time faculty member, Jennifer Rutledge, who can add this important sub-field in political science to our offerings under Foundations. POL 203 will continue as an option in Concentration C.

E. In Category E. American Politics our existing offerings have been revised to reflect developments in the field. The revised course names (already approved at College and University levels) reflect more contemporary practice. Additionally, POL 214 was restored to the American Politics Category after having been removed from our last Major revision because we then had no full-time faculty to teach it. Now the Department has two full-time faculty in the American Politics subfield.

3. Replacing the two semester sequence in American History.
Pursuant to our self-study and with the support of our outside evaluators we have elected to remove American History (HIS 201 and 202). American History is not commonly required or even included in political science majors. Our Major is not one focused on the development of the United States.

We have decided that the six credits devoted to American History in the current Major would better serve our political science students if three additional credits were assigned to the Foundations area of the Major requiring that students gain exposure to all five Foundation areas rather than the four out of five option in the current Major. The other three credits freed up by removing the American History requirement will allow us to remedy the deficiency in our Major identified in our self-study, outside evaluation and our outcomes assessment of POL 409, our capstone colloquium. Currently, the capstone serves as both a formal introduction to the research process and a course requiring a substantial research project. Requiring our new 200 level research methods course, POL 2xx: Introduction to Research in Politics (currently under consideration at College Council), will enable students to devote more time to their capstone research project, ultimately producing better executed research. This new 200 level research methods course is an introduction to how political scientists develop and answer research questions, and share their results. Students familiarize themselves with the research and writing process, read and analyze examples of scholarly research in political science, and
plan research projects. In doing so, students will be better prepared to understand the content of future classes in political science.

4. Increasing credits required in Concentration-of-Choice
To provide additional depth to our students’ Major experience we have raised each Concentration-of-Choice from 12 to 15 credits. This will add 3 credits to those required to complete the Major.

5. Changes to Concentrations

A. Addition of POL 290. Selected Topics Course for each concentration.
Under the existing Major, POL 290. Selected Topics can be included in the Major only through a course substitution approved by the Chair. This is often poorly understood by students and probably discourages students from exploring new course content. By having a selected topics course listed in each Concentration, students can be alerted to the opportunity presented by “new” course offerings as the faculty develop them. Students, however, would only be permitted to use a single 290 course as part of their POL Major.

B. New Senior Seminar in Concentration A.
Because the existing 400 level courses in Concentration A, POL 430 and POL 435, are being revised to introduce their topics at a lower level, a new 400 level Senior seminar: Political Science 4XX. Seminar in Law, Courts & Politics is being developed. This new seminar is patterned after POL/PHI 423. Selected Topics in Justice. The course description for Political Science 4XX. Seminar in Law, Courts & Politics will read:

This advanced senior-level seminar focuses on one of a set of specific topics or issues to be chosen by the instructor offering the section of the course — concerning Law, Courts & Politics.

The New Course Proposal for POL 4xx is currently under review by the Departmental Curriculum Committee. We anticipate its submission to College Curriculum Committee in March, 2012.

The proposed revision of the Major is provided below. The courses that are being added or revised are in italics and underlined.
POLITICAL SCIENCE  
[[DRAFT REVISION]]
(Bachelor of Arts)

The major in Political Science introduces students to the principal fields of inquiry in political science. This major provides a program of study for students considering careers in a variety of fields, including public service, law, community affairs, international relations and politics. Students must select one of four concentrations-of-choice: Law, Courts & Politics, which explores the intersection of the legal system and the broader political system; Justice and Politics, which examines political philosophy and various societal values that underlie contemporary views of justice; American & Urban Politics & Policy, which emphasizes the role of political institutions in shaping solutions to contemporary problems; and Comparative/International Politics and Human Rights, which explores the global dimensions of politics and governance.

Learning Outcomes

Students will:
1. Initiate, develop, and present independent research.
2. Write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
3. Develop skills in critical thinking in order to become knowledgeable citizens capable of reasoned judgments on contemporary political issues.
4. Demonstrate knowledge of American government and politics.
4. Demonstrate knowledge of the major subfields of political science.

Credits required. 36-42

Prerequisite: GOV 101 or POL 101. This course currently partially fulfills the general education requirement in the social sciences.

Coordinator. Prof. Andrew Sidman

Advisors: Prof. Harold Sullivan (212.237.8194, hsullivan@jjay.cuny.edu) and Prof. Monica Varsanyi (212.237.8232, mvarsanyi@jjay.cuny.edu), Department of Political Science

Additional information. Students who enroll for the first time at the College in September 2012 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major in place at the time they adopted Political Science (formerly Government) as their Major. Copies of the earlier versions may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.
PART ONE. FOUNDATION COURSES

Select one course in each category. [FIVE courses]

Subtotal: 15

Category A. Law, Courts & Politics
Political Science 235 Judicial Process & Politics (revised current POL 435; New Course Proposal under preparation; expected submission to UCASC by mid-March)

Category B. Political Theory
Political Science 270 Political Philosophy
Political Science 2xx Western Political Thought (New Course Proposal currently under UCASC subcommittee consideration)

Category C. Urban Politics & Public Policy
Political Science 206 Urban Politics
Political Science 234. Introduction to Public Policy

Category D. International/Comparative
Political Science 257 Comparative Politics
Political Science 260 International Relations

Category E. American Politics
Political Science 214. Political Parties, Interest Groups & Social Movements
Political Science 215. U. S. Congress
Political Science 220. The American Presidency

PART TWO. RESEARCH METHODS

Political Science 2xx. Introduction to Research in Politics [[New Course Proposal under consideration at College Council]]

Subtotal: 3

PART THREE. SUPERVISED RESEARCH EXPERIENCE IN POLITICAL SCIENCE. Not required.

Political Science 3xx: Supervised Research Experience in Political Science [[New Course Proposal under Departmental Curriculum Committee consideration]]

Subtotal: 0-6

PART FOUR. CONCENTRATION-OF-CHOICE

Select one concentration. Students selecting Concentrations A,B, or D must take five 3 credit courses (15 credits) within their concentration, including at least one Political Science course at the 400- and two Political Science Courses at the 300-level. Students choosing Concentration C also must take 15 credits within the concentration but may choose to include either one Political Science course at the 400- and two at the 300-level OR may take any of the Public Affairs Internships (POL 406, 407 or 408) together with a 300-level course within the concentration. Students selecting any of the Public Affairs Internships must obtain permission of the instructor prior to registering.

Subtotal: 15

Approved by UCASC, March 23, prepared for College Council, April 25, 2012
Concentration A. Law, Courts & Politics
Political Science 244 The Politics of Immigration
Political Science 290 Selected Topics
Political Science 308 State Courts and State Constitutional Law
Political Science 313/Law 313 The Law and Politics of Race Relations
Political Science 316 The Politics of Rights
Political Science 318 Law and Politics of Sexual Orientation
Political Science 319 Gender and Law
Political Science 3xx Constitutional Powers [current POL 230; Course Revision under Departmental Curriculum Committee consideration]
Political Science 3yy Constitutional Rights and Liberties [current POL 430; Course Revision under Departmental Curriculum Committee consideration]
Political Science 4xx Seminar in Law, Courts & Politics [New Course Proposal under Departmental Curriculum Committee consideration]

Concentration B. Justice and Politics
African-American Studies History 270 History of African-American Social and Intellectual Thought
Law 310/Philosophy 310 Ethics and Law
Political Science 270 Political Philosophy
Political Science 2xx Western Political Thought [[New Course Proposal under UCASC subcommittee consideration]]
Political Science 278/Sociology 278 Political Sociology
Political Science 290 Selected Topics
Political Science 316 The Politics of Rights
Political Science 371 American Political Philosophy
Political Science 375 Law, Order, Justice and Society
Political Science 423/Philosophy 423 Selected Topics in Justice

Concentration C. American & Urban Politics & Policy
Political Science 203 Municipal and State Government
Political Science 206 Urban Politics
Political Science 210 Comparative Urban Political Systems
Political Science 214 Parties, Interest Groups & Social Movements
Political Science 215 U.S. Congress
Political Science 220 The American Presidency
Political Science 234. Introduction to Public Policy
Political Science 237 Women and Politics
Political Science 244 The Politics of Immigration
Political Science 290 Selected Topics
Political Science 302 Voting and Public Opinion
Political Science 3xx. Media & Politics [New Course Proposal currently under UCASC consideration]
Political Science 3yy. Campaigns & Elections [New Course Proposal under development]
Political Science 405 Seminar in New York City Politics
Political Science 406 Seminar and Internship in New York City Government (6 credits)
Political Science 407 New York State Assembly/Senate Session Program (12 credits)
Political Science 408 CUNY Washington, D.C. Summer Internship Program (6 credits)

**Concentration D. Comparative/International Politics and Human Rights**

Latin American and Latina/o Studies 220 Human Rights and Law in Latin America
Political Science 210 Comparative Urban Political Systems
Political Science 242/ Latin American and Latina/o Studies 242/History 242 U.S. Foreign Policy in Latin America
Political Science 246 Politics of Globalization and Inequality
Political Science 250 International Law and Justice
Political Science 257 Comparative Politics
Political Science 259/Law 259 Comparative Criminal Justice Systems
Political Science 260 International Relations
Political Science 290 Selected Topics
Political Science 331 Government and Politics in the Middle East and North Africa
Political Science 320 International Human Rights
Political Science 325 The Politics of Transnational Crime
Political Science 362 Terrorism and International Relations
Political Science 450 Senior Seminar in International Relations and Comparative Politics

**PART FIVE. SENIOR REQUIREMENT**

Political Science 409 Colloquium for Research in Government and Politics

Subtotal: 3

Total: 36-42 credits
To: Undergraduate Curriculum and Academic Standards Committee
From: Gender Studies Program
Date: January 26, 2012
Re: Proposal to Revise the Gender Studies Minor

CURRENT SITUATION:

Currently, the Gender Studies Minor provides no organizational scaffolding for student learning. Additionally, because the program is interdisciplinary, the electives for the Minor are culled from different departments. Students graduating with a GS Minor have no common foundation of knowledge or methods of inquiry.

PROPOSAL:

We are requesting that two courses, GEN 101 – Introduction to Gender Studies and GEN 205 – Gender and Justice to become required classes for the Gender Studies Minor. We are also proposing a more rigorous structure for the Gender Studies Minor based on national standards for GS Minor Programs. This structure also better organizes the Minor in relation to the Major.

RATIONALE:

Introduction to Gender Studies, GEN 101, introduces students to some of the central theories, researchers, and methods in the field and Gender and Justice, GEN 205, is a unique Gender Studies class in that it reflects the mission of the college and the academic and vocational interests of our students. This class builds on GEN 101 by focusing specifically on the ways in which justice, in theory and practice, is informed and shaped by assumptions and biases about gender and sexuality. These two classes contain foundational knowledge about Gender Studies that every student who minors in the program should have. Having each student within the program take these two classes ensures that all our Gender Studies graduates share an important knowledge base about the field. GEN 101 and 205 will help provide a theoretical framework for them to then organize the information they gain from the 4 remaining electives in the minor. In addition based on a review of the national standards for Gender Studies Minors we have organized these electives to mirror the elective areas of the GS Major. We think this structure will provide students with the breadth of interdisciplinary Gender Studies content while enabling them to maintain a unique and coherent focus on justice.
GENDER STUDIES MINOR (Interdisciplinary – see Minor Coordinator/Adviser below)

Description. Gender Studies is an interdisciplinary field that explores the making and meaning of gender — femininity and masculinity — as well as sexuality across cultures and social formations, past and present. The underlying belief of Gender Studies is that gender influences human options, conditions and experiences. The Gender Studies Program at John Jay has a unique focus on the ways in which justice, in theory and practice, is informed and shaped by assumptions and biases about gender and sexuality. Legal, political, economic and cultural systems are all profoundly gendered. Deep understanding of gender patterns, dynamics and biases can enhance the accuracy and scope of work in many fields, including criminal justice, psychology, anthropology, sociology, literature, philosophy and history. Gender awareness benefits individuals, communities and organizations.

Rationale. One of the strengths of Gender Studies is that it teaches critical analysis by taking one of our most basic experiences — that of being a gendered human being — and forces us to question its meaning within a broad range of frameworks. Because students in the minor take courses from a variety of disciplines, such as government, Latin American and Latina/o Studies, law and police science, and literature, they are exposed to many different methodological approaches and theoretical debates. Students who earn a Gender Studies minor learn to be supple and critical thinkers, skills that will enhance their eligibility for any post-graduate work or career.

A minor in Gender Studies is very flexible. Like majors or minors in other social science and humanities disciplines, the Gender Studies minor does not prepare students for one job, but for many different kinds of employment. Gender Studies courses train students in critical thinking, social science and humanities research methods and writing. Coursework provides knowledge about the interplay of gender, race, class and sexuality in the United States and globally. The ability to apply an internship toward credit in the minor allows students the opportunity to evaluate possible careers and provides employment experiences that help graduates find employment. A minor in Gender Studies, with its combination of cross-disciplinary, analytic and practical skills, provides a well-rounded graduate with the tools to adapt to a world of rapidly changing work and family structures.

Students who pursue Gender Studies have gone on to work in social services administration, domestic violence advocacy, business, communications, journalism, law enforcement, psychological and counseling services, legal and political fields, and a host of other careers.

Minor coordinator. Professor Katie Gentile, Department of Counseling (212.237.8110, kgentile@jjay.cuny.edu)

Requirements: The Gender Studies minor allows students to focus on the meanings and implications of gender by taking two required courses and four additional courses (18 credits) from the rich variety of Gender Studies courses offered in the social sciences and humanities. At least one course must be at the 300-level.

Gender Studies Minor Program Learning Objectives:
- Demonstrate a working knowledge of key concepts in gender studies.
- Demonstrate the ability to think reflexively about one’s subject position within the literature of Gender Studies courses.
- Identify assumptions about gender & sexuality, including an awareness of how gender, race, class, ethnicity, and sexual orientation intersect, and how these intersections influence constructions of human identity in historical, cultural, & geographic contexts.
- Demonstrate the ability to connect scholarly inquiry about gender and sexuality to theories and institutions of justice, criminality and human rights, as per John Jay's mission.

**Credits**

### PART I. REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Studies 101 Introduction to Gender Studies</td>
<td>3-6</td>
</tr>
<tr>
<td>Gender Studies 205 Gender and Justice</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Subtotal: 6**

### PART II. ELECTIVES

Choose at least one course from each of the following areas:

(A) U.S. and/or Global Ethnic/Racial Gender and Sexual Diversity | 3-6 Credits

- ANT/PSY/SOC 210 Sex and Culture
- COR 320 Race, Class & Gender in a Correctional Context
- GEN/BIO 255 The Biology of Gender and Sexuality
- GEN/HIS 356 Sexuality, Gender and Culture in Muslim Societies
- HIS 375 Female Felons in Premodern Europe and the Americas
- HIS/LLS 265 Class, Race, and Family in Latin American History
- LLS 255 The Latin American Woman
- PSY 228 Psychology and Women

(B) Art, Media, Literary and Cultural Representations of Gender and Sexuality | 3-6 Credits

- ART 222 Body Politics and Art in Global and Historical Perspectives
- ART/AFR 224 African American Women in Art
- LIT 316 Gender and Identity in Literature
- DRA 245 Women in Theatre
- DRA 243 Black Female Sexuality in Film
- HIS/GEN 364 The History of Gender and Sexuality: Prehistory to 1650

(C) Socio-Political and Economic Systems and Gender & Sexuality | 3-6 Credits

- AFR 248 Men: Masculinities in the United States
- CRJ/SOC 420 Women and Crime
- CSL 360 Gender and Work Life
ECO 327 Political Economy of Gender
POL 237 Women and Politics
POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSC 235 Women in Policing
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice

Other information. Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field. See the Minor Coordinator listed above for permission.

Total: 18
A Resolution for Changes to be made in the Graduate Bulletin for Submission of a Grade Appeal Application

RATIONALE

The proposed changes to the graduate grade appeal process are intended to make the appeal process more transparent. In particular, it is intended to make it clear that a grade appeal must be based on demonstrable error. In order to do so, the student must provide full documentation. The proposed changes are also intended to expedite the appeal process by clearly stating expectations with respect to documentation and making them readily available in the Graduate Bulletin.

Applicability to Undergraduate Studies
This clarification of the process for appealing grades in graduate courses is not applicable to undergraduate grade appeals. Such appeals are subject to departmental and UCASC oversight. The Committee on Graduate Studies is responsible for course and standing matters for the graduate programs.

Original Statement as it appears in the Graduate Bulletin 2011-2012

Appeal for Change of Final Grade
In the event that the faculty member reaffirms the final grade, students who question the grade should see their program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate and Professional Studies, who will appoint a three-member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include reasons for the request for change of grade and any supporting documentation. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the full subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate and Professional Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the
decision is not unanimous, either party may appeal to the committee on Graduate Studies whose decision is final.

Resolution passed by the Committee on Graduate Studies. [All additions/changes are in italics.]

Appeal for Change of Final Grade

If, after consultations with the faculty member, the final grade is reaffirmed, a student who questions the grade should consult his or her program director. In the event that the faculty member reaffirms the final grade, the student should

If this does not resolve matters, students have a right to appeal to the Dean of Graduate and Professional Studies, who will appoint a three-member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include a letter giving specific reasons for the request for change of grade, the course syllabus, all graded course materials and any supporting documentation, such as the midterm and research papers. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The appeal application will be considered only if all documents required for a grade appeal are submitted with the appeal application. Incomplete applications will not be considered by the Grade Appeal Committee. Appeals submitted by the student more than one year after the final grade is submitted to the Registrar’s Office will not be considered by the Grade Appeal Committee. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate and Professional Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the decision is not unanimous, either party may appeal to the committee on Graduate Studies whose decision is final.
RATIONALE:

In Spring 2011, the New York State Education Department approved offering the Inspector General track of the MPA program as a separate program, henceforth known as the MPA-Inspection and Oversight Program or MPA-IO. The proposed developments reflect and build upon the independence of the new program as follows:

The new program requires its own mission statement.

The Certificate in Forensic Accounting was previously available only to students in the MPA-IG track. Now that the track has become a separate program, Forensic Accounting can also be recognized as a specialization of MPA-IO and students can be advised and tracked accordingly.

The MPA-IO program articulates with the Inspection and Oversight track of the doctoral program in Criminal Justice. An Honors specialization is proposed to allow students to complete a specialization by completing advanced courses in the CUNY Criminal Justice doctoral program.
Proposed Revisions: MPA in Inspection and Oversight

MASTER OF PUBLIC ADMINISTRATION:
Inspection and Oversight
Director: Professor Warren Benton

The Master of Public Administration in Inspection and Oversight Program at John Jay College of Criminal Justice prepares students for public service careers in inspection and oversight organizations. Accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), this 42-credit program promotes the values of diversity, equity, integrity, ethical conduct, efficiency, effectiveness, and professionalism. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by a commitment to accountability, transparency, equity and fairness. The program offers students the opportunity to acquire professional and political knowledge and skills, based on academic studies, public service experience and partnerships with faculty in scholarly endeavors.

The mission of the Master of Public Administration Program in Inspection and Oversight at John Jay College of Criminal Justice is to prepare students for public service careers in inspection and oversight organizations and to advance the study of Public Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by commitment to accountability, transparency and equity. The program offers students opportunities to acquire professional and political knowledge and skills based on academic studies, public service experience and partnerships with faculty in scholarly endeavors.

Specializations are offered in the following fields:

- Fiscal Policy Analysis and Oversight
- Forensic Accounting
- Honors Specialization in Justice Policy Analysis
- Organizational Assessment and Monitoring
- International Inspection and Oversight
- Investigation and Operational Inspection

Degree Requirements

Students enrolled in the MPA in Inspection and Oversight Program are required to complete 42 course credits. Students are also required to pass the qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE is found at the John Jay College website http://jjcweb.jjay.cuny.edu/mpa/advisingcenter.html. Students are advised to complete PAD 700 and the two other core foundation courses PAD 702 and PAD 705 within the first 15 credits of matriculation.

1 The mission statement is revised to align with the program’s assessment plan.
2 The Forensic Accounting Specialization is exclusively for students admitted to the Advanced Certificate in Forensic Accounting. The specialization enhances advising and program coordination. No new courses or requirements are created.
3 This Honors specialization permits students to complete a specialization by completed several advanced courses in the CUNY Criminal Justice Ph.D. Program.
Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students who enroll for the first time at the College in September 2011 or thereafter must complete the program in the form presented in this bulletin. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program (The Master of Public Administration Inspector-General Track) in place at their time of enrollment.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Public Administration 700 Public Administration</td>
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<tr>
<td>Public Administration 702 Human Resources Management</td>
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<tr>
<td>Public Administration 723 Assessments, Audits and Investigations in Human Resources</td>
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<tr>
<td>Public Administration 705 Organization Theory and Management</td>
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<tr>
<td>Public Administration 706 Bureaupathology</td>
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<tr>
<td>Public Administration 740 Public Sector Inspection and Oversight</td>
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<tr>
<td>Public Administration 742 Public Sector Accounting and Auditing (Prerequisite: PAD 740)</td>
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<tr>
<td>Public Administration 758 Ethics, Integrity and Accountability</td>
<td></td>
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<tr>
<td>Public Administration 771 MPA Capstone Seminar</td>
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</tbody>
</table>

Students with an undergraduate Public Administration major and a grade point average (GPA) of 3.0 or better may request a waiver of PAD 700 from the program director.  

No course can be used to satisfy a foundation requirement and a specialization requirement. With permission of the Program Director, students may substitute PAD 723 Inspections Audits and Investigations for PAD 702 and PAD 706 Bureaupathology for PAD 705.

**Research Methods and Quantitative Skills**  
Subtotal: 6

Students must complete a course from each of the following categories:

- **Research Methods**
  - Public Administration 715 Research Methods in Public Administration

- **Quantitative Methods and Information Management**
  - Public Administration 713 Management of Information and Technology *
  - Public Administration 745 Program Development and Evaluation
  - Public Administration 747/Criminal Justice 747 Computer Applications in Public Policy and Management *
  - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

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4 PAD 723 may be substituted for PAD 702 as the human resources management core course. PAD 723 provides more content about human resource management that is relevant to inspection and oversight.

5 PAD 706 may be substituted for PAD 705 as the core course related to organizational theory and behavior. PAD 706 focuses on organizational dysfunction which is more relevant to inspection and oversight.

6 The waiver of PAD 700 is no longer permitted. This is because the content of PAD 700 has changed to increase the focus on qualitative analytical skills.

7 This provision is included primarily for students who decide to select the MPA-IO program after completing some of the core courses for the MPA-PPA.
Accounting 701 Analytical Methods in Inspection and Oversight

* There is no course prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770.

Specialization and Elective Courses

A three-course specialization is required, along with two elective courses. Students should declare their specialization upon the completion of 12 credits. Except where otherwise noted, students must complete three courses designated for the specialization including each course designated as required. Three courses listed under the associated (listed under) with a specific specialization and two elective courses selected from courses in their particular specialization or from courses in other specializations in the MPA in Public Policy and Administration Program and the MPA in Inspection and Oversight Program, as approved by the program director. PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

Select one specialization:

- Fiscal Policy Analysis and Oversight

This specialization prepares students for professional careers in investigating financial-related crimes. The specialization has two required courses.

Required Courses
Public Administration 701 Fraud, Waste and Corruption
Public Administration 749 Public Sector Accounting and Auditing II

Electives
Criminal Justice 753 Investigating Cybercrime
Public Administration 706 Bureaucracy
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 731 Oversight by Independent, Regulatory and Political Authorities
Public Administration 741 Administrative Law and Regulation
Public Administration 745 Program Development and Evaluation
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

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8 This course is offered as part of the Advanced Certificate in Forensic Accounting and students in that certificate program are required to complete this course as their second Research Methods and Quantitative Skills course.

9 These changes are intended to clear up ambiguities in the current language.
• **Forensic Accounting**\(^{10}\)

Students must be admitted to the Advanced Certificate in Forensic Accounting. **Accounting 701 Analytical Methods in Inspection and Oversight** must be completed as the second Research Methods and Quantitative Methods course. **Accounting 710 Advanced Financial Reporting** must be substituted for PAD 742.

**Required Courses**

- Accounting 702 Strategic Cost Management
- Accounting 703 Advanced Taxation
- Accounting 705 Forensic Accounting and Auditing
- Accounting 720 Advanced Auditing with Analytical Applications

Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA in Inspection and Oversight Program Director, the Advanced Certificate in Forensic Accounting Director, and the Director of Graduate Admissions, specifying the student’s program requirements, and specifying how the student’s course of study satisfies the CPA 150 requirements.

• **Organizational Assessment and Monitoring**

This specialization prepares students to assess, evaluate and monitor the performance of public and not-for-profit agencies. The specialization is particularly appropriate for students interested in professional careers in performance auditing and regulation. This specialization has two required courses.

**Required Courses**

- Public Administration 714 Organizational Performance Assessment
- Public Administration 745 Program Development and Evaluation

**Electives**

- Public Administration 701 Fraud, Abuse, Waste and Corruption
- Public Administration 726 The Politics and Process of Outsourcing
- Public Administration 731 Oversight by Independent, Regulatory and Political Authorities
- Public Administration 741 Administrative Law and Regulation
- Public Administration 748 Project Management
- Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)
- Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

• **International Inspection and Oversight**

\(^{10}\) The Forensic Accounting specialization is added in order to coordinate advising and program articulation for students in the Advanced Certificate in Forensic Accounting. Students who complete this specialization and also complete their Official Program of Study will have also have satisfied the requirements for the Advanced Certificate program.
This specialization examines how inspection and oversight are conducted in international and multi-national contexts. This specialization has two required courses.

**Required Courses**
Public Administration 718 International Public Policy and Administration
Public Administration 772 International Inspection and Oversight

**Electives**
Criminal Justice 744 Terrorism and Politics
Criminal Justice 759 Comparative Police Administration
Criminal Justice 774 Immigration and Crime
Criminal Justice 779 The Female Offender in Western Society
Public Administration 746 Comparative Public Administration

**Investigation and Operational Inspection**

This specialization prepares students for responsibilities involving the investigation and inspection of individual and organizational conduct and performance in public agencies, with an emphasis on fraud, waste and abuse. The specialization has two required courses.

**Required Courses**
Criminal Justice 754/Public Administration 754 Investigative Techniques
Public Administration 701 Fraud, Abuse, Waste and Corruption

**Electives**
Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation
Public Administration 706 Bureaupathology
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)

**Law and Inspection and Oversight**

Students enrolled in the MPA Program in Inspection and Oversight may complete the Law and Inspection and Oversight specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.

Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and other topics related to inspection and oversight, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.

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11 This new specialization enables students to complete a specialization with law courses related to inspection and oversight.
Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

**Justice Policy Analysis (Honors Specialization)**

This specialization prepares students as policy analysis in justice and inspection/oversight contexts. Admission is limited to students with a GPA of 3.5 or above, a grade of 3.5 or above in PAD 715, and GREV and GREQ scores comparable to those required by the CUNY Doctoral Program in Criminal Justice. Courses are completed in the Policy, Oversight and Administration (CRJPOA) Track of the CUNY Doctoral Program in Criminal Justice, or in cross-listed John Jay College graduate course sections. Students already admitted to the CRJPOA track who seek the MPA degree may satisfy their MPA specialization with doctoral-level versions of these courses. Students who complete these courses and who are subsequently admitted to the CRJPOA track may satisfy CRJPOA course requirements with these courses.

**Required Courses**

- CRJU 88100 - Criminology and Public Policy
- CRJU 84100 - Advanced Policy Analysis
- ACC 701 - Analytical Methods in Inspection and Oversight

**Total Credits: 42**

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12 This specialization permits students to complete a specialization by completed several advanced courses in the CUNY Criminal Justice Ph.D. Program. The special admission requirement tracks the minimum admission requirement for that program.
Curriculum Revision
MPA in Public Policy and Administration

RATIONALE

In Spring 2011, the New York State Education Department approved splitting the MPA program into two separate programs, the MPA-Inspection and Oversight Program (MPA-IO) and the MPA-Policy and Administration Program (MPA-PPA). Consequently, the mission statement of the MPA-PPA program must be updated.

The proposal to clarify the language for those students who have completed law courses prior to enrollment in the MPA:PPA program is intended to reaffirm the MPA program’s relationship with the CUNY Law School and revitalize the MPA-PPA Law and Public Management specialization making it a more attractive and accessible opportunity for students.

The proposal to eliminate the opportunity to waive PAD 700 for students who have completed an undergraduate major related to public administration reflects the fact that the courses offered in the undergraduate major do not cover the material presented in PAD 700.

Changes in the language under the Sub-heading “Specialization and Elective Courses” proposes that PAD 780, PAD 755 and PAD 800 can be used to complete any specialization but may not substitute a course required for the specialization. This language is intended to clear up ambiguities in the current language in the Graduate Bulletin.
MASTER OF PUBLIC ADMINISTRATION:
Public Policy and Administration
Program Director: Professor Marilyn Rubin

The Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice prepares students for careers in public and independent organizations as managers, analysts and leaders. Accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), this 42-credit program promotes the values of diversity, equity, integrity, ethical conduct, efficiency, effectiveness and professionalism. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by a commitment to integrity, accountability, transparency, equity and fairness. The program offers students the opportunity to acquire professional and political knowledge and skills, based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.

The mission¹ of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service and provide them with the opportunities to acquire professional and political knowledge and skills based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.

Specializations in the program are offered in the following fields:

- Court Administration
- Criminal Justice Policy and Administration
- Emergency Management
- Human Resources Management
- Law and Public Management
- Management and Operations
- Urban Affairs

Degree Requirements

Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE is found at the John Jay College website

http://jjeweb.jjay.cuny.edu/mpa/advisingcenter.html
http://www.jjay.cuny.edu/academics/4573.php

¹ The mission statement is updated to align with the program’s Assessment Plan.
Students are advised to complete PAD 700 and the two other core foundation courses PAD 702 and PAD 705 within the first 15 credits of matriculation. Failure to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students, who enroll for the first time at the College in September 2011 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Credits

Required Courses

Subtotal: 21

Public Administration 700 Public Administration
Public Administration 702 Human Resources Management
Public Administration 704 Economics for Public Administrators
Public Administration 705 Organization Theory and Management
Public Administration 739 Policy Analysis
Public Administration 743 Public Sector Financial Management
Public Administration 771 MPA Capstone Seminar

Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director. Students with an undergraduate major related to public administration and a grade point average (GPA) of 3.0 or better may request a waiver of PAD 700 from the program director. A course cannot be used to satisfy both a core course requirement and a specialization requirement.

Research Methods and Quantitative Skills

Subtotal: 6

The student must complete a course from each of the following two categories:

• Research Methods
  Public Administration 715 Research Methods in Public Administration

• Quantitative Methods and Information Management
  Select one of the following courses:
  Public Administration 713 Management of Information and Technology *
  Public Administration 745 Program Development and Evaluation
  Public Administration 747 Computer Applications in Public Policy and Management *
  Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

* There is no prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.

2 This waiver opportunity is removed because of changes in the content of PAD 700. Material is covered that is not covered in an undergraduate major.
Specialization and Elective Courses

A three-course specialization is required, along with two elective courses. Students should declare their specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. Three courses listed under the associated (listed under) with a specific specialization and two elective courses selected from courses in their particular specialization or from courses in other specializations in the MPA in Public Policy and Administration Program and the MPA in Inspection and Oversight Program, as approved by the program director. PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations. Students seeking a specialization other than those described in this bulletin should consult with the program director.

Court Administration
This specialization prepares students for responsibilities involving policy making and administration in the courts. Additional materials on the specialization are available from the specialization coordinator.

Required Course
Public Administration 760 Court Administration

Electives
Criminal Justice 735 Prosecuting Crime
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 713 Management Systems and Techniques in the Public Sector
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 741 Administrative Law and Regulation
Public Administration 745 Program Development and Evaluation
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 761 Contemporary Issues in Court Administration

Students may also fulfill requirements for this specialization with 6 credits of law courses in civil and criminal procedures.

Criminal Justice Policy and Administration
This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.

Required Courses
Criminal Justice 730/Public Administration 730 Policy Analysis in Criminal Justice (Prerequisite: PAD 715 or CRJ 715)
Public Administration 719 Delivery Systems in Justice and Urban Services Systems

Electives
Criminal Justice 704 Probation and Parole: Theory and Practice

3 These changes are intended to clear up ambiguities in the current language.
Criminal Justice 728 Problems in Contemporary Corrections
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
Criminal Justice 741 An Economic Analysis of Crime
Criminal Justice 750/Public Administration 750 Security of Information and Technology
Criminal Justice 756 Problems in Police Administration
Criminal Justice 757 The Police and the Community
Criminal Justice 761 Youth Crime and Delinquency Control
Protection Management 711 Introduction to Emergency Management
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 760 Court Administration
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA in Public Policy and Administration Program, the MPA in Inspection and Oversight Program, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.

**Emergency Management**
This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.

**Required Courses**
Protection Management 711 Introduction to Emergency Management
Protection Management 760 Emergency Management: Mitigation and Recovery
Protection Management 763 Emergency Management: Preparedness and Response

**Electives**
Protection Management 703 Analysis of Building and Fire Codes
Protection Management 712 Fire Detection and Protection Systems
Protection Management 751 Contemporary Fire Protection Issues
Protection Management 761 Technology in Emergency Management
Protection Management 762 Business Continuity Planning
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability

**Law and Public Management**
Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.

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4 This change in language is based on discussions with Law School officials, to update the Memorandum of Understanding concerning this program articulation.
Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.

Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses. Students must apply to, and be accepted at, law school while enrolled in the MPA Program, and complete their specialization while attending law school. Subject to the approval of the program director, 12 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the qualifying examination and fulfill remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program may apply to the program director to transfer up to 12 credits from law school toward this specialization. Additional materials for this specialization are available from the specialization coordinator.

**Human Resources Management**

This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.

**Required Courses**

- Public Administration 703 Techniques and Tools of Human Resources Administration
- Public Administration 707 Managing People: A Human Resources Perspective

**Electives**

- Public Administration 708 Human Resources and Labor in the Public Sector
- Public Administration 710 The Ethical and Legal Environment of Public Employment
- Public Administration 723 Assessments, Audits and Investigations in Human Resources
- Public Administration 726 The Politics and Process of Outsourcing

**Management and Operations**

This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.

**Required Courses**

- Public Administration 712 Management Systems and Techniques in the Public Sector
- Public Administration 714 Organizational Performance Assessment

**Electives**

- Public Administration 713 Management of Information and Technology
- Public Administration 716 Cases in Productive Public Management
- Public Administration 718 International Public Policy and Administration
- Public Administration 719 Delivery Systems in Justice and Urban Services
- Public Administration 726 The Politics and Process of Outsourcing
- Public Administration 745 Program Development and Evaluation
- Public Administration 746 Comparative Public Administration
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

• Urban Affairs
  At least three of the five courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Courses should be selected in consultation with the specialization advisor. A faculty adviser from each program. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.

Total Credits: 42
Memorandum

Date: March 27, 2012

To: Rulisa Galloway- Perry
Secretary to the College Council

From: Berenecea Johnson Eanes
Vice President of Student Affairs

Re: Graduation Awards

The Committee on Honors, Prizes and Awards met on Monday, March 26\textsuperscript{th} for the second time. With quorum present the Committee decided on the following award recipients.

- Leonard E. Reisman Medal: Marybeth Apriceno
- Scholarship & Service Award: Vipul Rana
- Howard Mann Humanitarian Award: Krystle Lynn Caraballo
- Distinguished Service Awards -
  (1) Alandra Mitchell
  (2) Abigail Padilla
  (3) Ronald Rafailov
  (4) Stephanie M. Rojas
  (5) Nagela Tetteh

Graduate Student Service Award – Melia Polynice