I. Adoption of the Agenda

II. Minutes of the September 20, 2012 College Council (attachment A), Pg. 3

III. Approval of the Members of the College Council Committees (attachment B), Pg. 7

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1 - C33) – Dean Anne Lopes

New General Education Courses
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C2. GER 1XX (101) Introductory German I (GE), Pg. 45
C3. GER 1YY (102) Introductory German II (GE), Pg. 62
C4. NSC 1XX (108) Origins: From the Big Bang to Life on Earth (GE), Pg. 77

Revised General Education Courses
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C6. ANT/PSY/SOC 210 Sex and Culture (GE), Pg. 114
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C9. ECO 101 Principles of Economics (GE), Pg. 162
C10. HIS 375 Female Felons in Premodern Europe and the Americas (GE), Pg. 179
C11. MAT 106 Liberal Arts Mathematics (GE), Pg. 190
C12. POL 237 Women and Politics (GE), Pg. 200
C13. POL 246 Politics of Global Inequality (GE), Pg. 216

New Courses
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C21. LIT 3WW Gender and Sexuality in U.S. Latino/a Literature, Pg. 320
C22. LLS 3XX  Entangled Tongues: Bilingualism in U.S. Latino/a Literature, \textit{Pg. 336}
C23. PSY 3XX  History of Psychology, \textit{Pg. 350}

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C33. New Minor in U.S. Latino/a Literature, \textit{Pg. 388}

V. Report from the Faculty Senate (attachment D) – Karen Kaplowitz
   D. Proposed Resolution on Online Student Evaluation of the Faculty, \textit{Pg. 394}

VI. 2011-2012 College Council Committee Activity Report (attachment E), \textit{Pg. 396}

VII. New Business

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – Professor Karen Kaplowitz

X. Announcements from the Student Council – President Mehak Kapoor
The College Council held its first meeting of the 2012-2013 academic year on Thursday, September 20, 2012. The meeting was called to order at 1:50 p.m. and the following members were present: Emiliya Abramova, Jeffrey Aikens, Schevaletta Alford, Zeeshan Ali, Andrea Balis, Salahdine Baroudi, Warren Benton, Adam Berlin, Jane P. Bowers, James Cauthen, Katarzyna Celinska, Nana Akuba Chinebuah, Maria DCruze, Janette Domingo, Margaret Escher, Robert Terry Furst, Lior Gideon, Maki Haberfeld, Jay Hamilton, Veronica Hendrick, Charles Jennings, Karen Kaplowitz, Mehak Kapoor, Hashemul Khan, Katherine Killoran, Maria Kiriakova, Angelos Kyriacou, Anru Lee, Ma'at Lewis, Anne Lopes, Yue Ma, Amie Macdonald, Vincent Maiorino, Nancy Marshall, Roger McDonald, Brian Montes, David Munns, Robert Pignatello, Melinda Powers, Carina Quintian, Raul Romero, Richard Saulnier, Francis Sheehan, Thomas Stafford, Amanda Stapleton, Staci Strobl, Jeremy Travis, Shonna Trinch, Michelle Tsang, and Kathryn Wylie-Marques.

Absent were: Erica Burleigh, Anthony Carpi, Kinya Chandler, Shu-Yuan Cheng, John Clarke, Janice Johnson-Dias, Shaobai Kan, Ammarah Karim, Kwando Kinshasa, Tom Kucharski, Cyriaco Lopes, Evan Mandery, Michael Maxfield, Jean Mills, Richard Ocejo, Nicholas Petraco, Gloria Proni, and Antonio Welch.

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

II. Minutes of the May 15, 2012 College Council Meeting
   It was moved to amend the minutes as presented. Item B4: “PSY 3XX: History of Psychology” should reflect that the motion was not approved. The motion was seconded and passed as amended.

   In Favor: 47    Oppose: 0    Abstentions: 1

III. Approval of the College Council Committee Members
   It was moved to adopt the members with the following revisions:

   College Council
   Science Department: Elise Champeil replaces Gloria Proni

   Undergraduate Curriculum and Academic Standards Committee
   Criminal Justice Department: Violet Yu replaces Hung En Sung
   Philosophy Department: Tanya Rodriguez replaces Hernando Estevez
SEEK Department: Nancy Velasquez Torres replaces Monica Son

**Budget and Planning Committee**  
Chair of the Faculty Senate Fiscal Affairs Committee: Jay Hamilton replaces Francis Sheehan  
Vice Chair of the Faculty Senate Fiscal Affairs Committee: Janice Dunham replaces Jay Hamilton

**Financial Planning Subcommittee**  
Chair of the Faculty Senate Fiscal Affairs Committee: Jay Hamilton replaces Francis Sheehan  
Vice Chair of the Faculty Senate Fiscal Affairs Committee: Janice Dunham replaces Jay Hamilton  
One representative chosen by the Council of Chairs: Tom Kucharski replaces Janice Dunham

**Council of Undergraduate Program Coordinators**  
Remove the Correctional Studies program from the list.  
Law and Society should be added to the list. James Cauthen is the coordinator.  
The motion was seconded and approved unanimously.

IV. **Report from the Undergraduate Curriculum and Academic Standards Committee**  
(attachments C1 – C11)

It was moved to adopt the new course proposal marked “C1. FL-INT (SPA) 2XX: Interpreting I.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C2. POL 2XX: Western Political Thought”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C3. POL 2XX: Judicial Processes and Politics”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C4. POL 4XX: Senior Seminar in Law, Courts and Politics”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C5. CJBA 4XX (400): Criminal Justice Internship Experience”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C6. PHI 4XX: Senior Seminar in the History of Philosophy”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C7. ENG 3XX: Advanced Fiction Writing”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C8. LIT 3XX: Writing Nature: Literature and Ecology”. The motion was seconded and approved unanimously.
It was moved to adopt the course revision marked “C9. SPA 230: Theory and Practice of Written Translation”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “C10. SPA 340: Court Interpreting and Translation”. The motion was seconded and approved unanimously.

It was moved to adopt the new program proposal marked “C11. New Certificate Program in Legal Translation, New Certificate Program in Legal Interpretation, and Combined Certificate Program in Legal Translation and Interpretation”. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies(attachments D1 – D9)

It was moved to adopt the proposal marked “D1. A Proposal to Change the Requirements Under the Specializations in the CRJ Program”. The motion was seconded and approved unanimously.

The item “D2. A Resolution to Change the Information in the Graduate Bulletin for Submission of the Master's Thesis in the CRJ program” was withdrawn.

It was moved to adopt the new course proposal marked “D3. ICJ 7XX: International Perspectives on Women in Criminal Justice”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “D4. SEC 7XX: Legal, Regulatory and Administrative Issues in Private Sector Justice”. The motion was seconded and approved unanimously.


It was moved to adopt the course revision marked “D8. FCM 740: Data Communications and Forensic Security”. The motion failed.

In Favor: 33    Oppose: 0    Abstentions: 4

It was moved to adopt the course revision marked “D9. FCM 745: Network Forensics”. The motion failed.

In Favor: 30    Oppose: 0    Abstentions: 7

VI. 2011-2012 College Council Committee Activity Report

It was moved to amend the Activity Report as follows:

The footnote should read “N/R: not required to be submitted due to confidentiality of its nature”.

The footnote “N/S: not submitted” should be removed.
The College Wide Assessment Committee should be added to the report.

It was suggested that we report the number of cases and actions taken on the Activity Report for the Faculty-Student Disciplinary Committee.

The nature of what should be confidential will be discussed at the next Executive Committee of the College Council meeting.

VII. New Business
It was moved to nominate and elect Rulisa Galloway-Perry as Secretary to the Council. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:19 p.m.
COLLEGE COUNCIL MEMBERSHIP & COLLEGE COUNCIL COMMITTEES 2012-2013
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**College Council Membership**

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

**Administration:**
1. President (chairperson)  
   Jeremy Travis  
2. Provost and Senior Vice President for Academic Affairs  
   Jane P. Bowers  
3. Senior Vice President for Finance and Administration  
   Robert Pignatello  
4. Interim Vice President for Student Affairs  
   Thomas Stafford  
5. Vice President for Enrollment Management  
   Richard Saulnier  
6. Dean of Graduate Studies  
   Jannette Domingo  
7. Dean of Undergraduate Studies  
   Anne Lopes  
8. Interim Dean of Research  
   Anthony Carpi

**Faculty:**

a. Full-time faculty elected from each academic department:

9. Africana Studies  
   Kwando Kinshasa  
10. Anthropology  
    Robert Furst  
11. Art and Music  
    Cyriaco Lopes  
12. Communication & Theater Arts  
    Kathryn Wylie-Marques  
13. Counseling  
    Ma’at Lewis  
14. Criminal Justice  
    Michael Maxfield  
15. Economics  
    Jay Hamilton  
16. English  
    Margaret Escher  
17. Foreign Languages and Literature  
    Raul Romero  
18. Health and Physical Education  
    Vincent Maiorino  
19. History  
    David Munns  
20. Interdisciplinary Studies Program  
    Andrea Balis  
21. Latin America and Latina/o Studies  
    Brian Montes  
22. Law, Police Science and CJA  
    Katarzyna Celinska  
23. Library  
    Maria Kiriakova  
24. Mathematics  
    Shaobai Kan  
25. Philosophy  
    Amie Macdonald  
26. Political Science  
    Roger McDonald  
27. Protection Management  
    Warren Benton  
28. Psychology  
    Tom Kucharski  
29. Public Administration  
    Charles Jennings  
30. Sciences  
    Elise Champeil  
31. SEEK  
    Schevaletta Alford  
32. Sociology  
    Janice Johnson-Dias

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

33. Anthropology                  Anru Lee
34. Anthropology                  Shonna Trinch
35. Criminal Justice              Evan Mandery
36. English                      Adam Berlin
37. English                      Erica Burleigh
38. English                      Veronica Hendrick
39. English                      Karen Kaplowitz
40. English                      Jean Mills
41. English                      Melinda Powers
42. Law, Police Science and CJA  Lior Gideon
43. Law, Police Science and CJA  Maki Haberfeld
44. Law, Police Science and CJA  Yue Ma
45. Law, Police Science and CJA  Staci Strobl
46. Political Science            James Cauthen
47. Sociology                    Richard Ocejo
48. Science                      Shu-Yuan Cheng
49. Science                      Nicholas Petraco
50. Science                      Francis Sheehan

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

<table>
<thead>
<tr>
<th>Janice Dunham – Library</th>
<th>Vacant</th>
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<tbody>
<tr>
<td>Richard Li – Science</td>
<td>Vacant</td>
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Higher Education Officers elected by Higher Education Officers Council:

51. Kinya Chandler
52. Katherine Killoran
53. Angelos Kyriacou
54. Nancy Marshall
55. Carina Quintian

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

Students:
56. President of the Student Council Mehak Kapoor
57. Vice President of the Student Council Zeeshan Ali
58. Treasurer of the Student Council Jeffrey Aikens
59. Secretary of the Student Council Nana Akuba Chinebuah
60. Elected At-Large Representative Antonio Welch
61. Elected graduate student representative John Clarke
62. Elected graduate student representatives Amanda Stapleton
63. Elected senior class representative Michelle Tsang
64. Elected senior class representative Ammarah Karim
65. Elected junior class representative Emiliya Abramova
66. Elected junior class representative Maria DCruze
67. Elected sophomore class representative Salahdine Baroudi
68. Elected sophomore class representative Hashemul Khan
69. Freshman representative designated according to a method duly adopted by the Student Council. VACANT

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

| 1. Vacant | 2. Vacant |
College Council Interim Executive Committee

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

- President (chairperson)                  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Interim Vice President for Student Affairs Thomas Stafford
- President of the Faculty Senate         Karen Kaplowitz
- Vice-President of the Faculty Senate    Francis Sheehan
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Warren Benton
- President of the Higher Education Officers Council Carina Quintian
- Vice-President of the Higher Education Officers Council Nilsa Lam
- President of the Student Council    Mehak Kapoor
- Vice-President of the Student Council Zeeshan Ali

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

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

The Executive Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Interim Vice President for Student Affairs Thomas Stafford

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Public Management Warren Benton
  2. English Karen Kaplowitz
  3. Psychology Tom Kucharski
  4. Anthropology Anru Lee
  5. Counseling Ma’at Lewis
  6. Science Francis Sheehan
  7. Anthropology Shonna Trinch

- Two (2) higher education officers
  1. Katherine Killoran
  2. Nancy Marshall

- Three (3) students
  1. Mehak Kapoor
  2. Zeeshan Ali
  3. Antonio Welch
Undergraduate Curriculum and Academic Standards Committee

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

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

- Dean of Undergraduate Studies (Chairperson)  
  Anne Lopes

- Vice President for Enrollment Management  
  Richard Saulnier

- Executive Academic Director of Undergraduate Studies  
  Kathy Killoran

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

1. Africana Studies  
   C. Jama Adams

2. Anthropology  
   Ed Snajdr

3. Art and Music  
   Ben Bierman

4. Communication & Theater Arts  
   Marty Wallenstein

5. Counseling  
   Thomas Stafford

6. Criminal Justice  
   Violet Yu

7. Economics  
   Jay Hamilton

8. English  
   Alison Pease

9. Foreign Languages and Literature  
   Silvia Dapia

10. Health and Physical Education  
    Jane Katz

11. History  
    Andrea Balis

12. Interdisciplinary Studies Program  
    Sondra Leftoff

13. Latin American and Latina/o Studies  
    Luis Barrios

14. Law, Police Science and CJA  
    Klaus Von Lampe

15. Library  
    Marta Bladek

16. Mathematics and Computer Science  
    Hunter Johnson

17. Philosophy  
    Tanya Rodriguez

18. Political Science  
    Monica Varsanyi

19. Psychology  
    Peggilee Wupperman

20. Public Management  
    Judy-Lynne Peters

21. Sciences  
    Gloria Proni

    Glenn Corbett

23. SEEK  
    Nancy Velazquez-Torres

24. Sociology  
    Richard Ocejo
• Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Ervin Balazon
  2. David Guadeloupe
  3. Devaki Naik

Committee on Student Interests

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

• Dean of Students (chairperson)                              Kenneth Holmes
  • Director of Athletics                                    Dan Palumbo
  • Interim Director of Student Activities                   Danielle Officer
  • Two (2) members of the faculty                           Rick Richardson
    1. Sociology                                             Artem Domashevskiy
    2. Science
  • Six (6) students                                         
    1. Cesar Irigoyen
    2. Rue-Ann Gabriel
    3. Alaa Alamin
    4. Rashmini Sookraj
    5. Clinton Dyer
    6. Jennifer Rosado
Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. SEEK
  2. Communications & Theater Arts
  3. Protection Management
   Solicitors: Schevaletta Alford
  Sandra Lanzone
  Robert McCrie

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. English
  2. History
  3. Library
  4. Science
  5. Africana Studies
  6. History
   Solicitors: Effie Cochran
  Barbara Josiah
  Jeffrey Kroessler
  Ali Kocak
  Lori Sykes Martin
  Edward Paulino

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Heena Arora
  2. Elma Zapata
  3. Clinton Dyer
  4. Sabrina Pestel
  5. Tehmoor Nawaz
  6. Rayait Hossain

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

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

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

- President (Chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Dean of Graduate Studies Jannette Domingo
- Dean of Undergraduate Studies Anne Lopes
- Interim Dean of Research Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Thomas Stafford
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Sue Larkin
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American & Latino/a Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Bonnie Nelson
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs

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| 18. Political Science       | Harold Sullivan |
| 19. Psychology            | Tom Kucharski   |
| 20. Public Management     | Warren Benton   |
| 21. Sciences              | Larry Kobilinsky|
| 23. SEEK                  | Nancy Velazquez-Torres |
| 24. Sociology             | David Brotherton |

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

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

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

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

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Interim Vice President for Student Affairs Thomas Stafford
- Vice President for Enrollment Management Richard Saulnier
- Associate Provost for Institutional Effectiveness James Llana
- Executive Director for Human Resources Kevin Hauss
- Dean of Graduate Studies Jannette Domingo
- Dean of Undergraduate Studies Anne Lopes
- Interim Dean of Research Anthony Carpi
- Executive Director of Finance and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chair of the Faculty Senate Fiscal Affairs Committee Jay Hamilton
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Janice Dunham
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Thomas Stafford
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Sue Larkin
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American and Latina/o Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Bonnie Nelson
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan

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19. Psychology                          Tom Kucharski
20. Public Management                  Warren Benton
21. Sciences                           Larry Kobilinsky
23. SEEK                                Nancy Velasquez-Torres
24. Sociology                          David Brotherton

• Chairperson of the Higher Education Officers Council, or designee Carina Quintian
• Two (2) higher education officer representative
  1. Nilsa Lam
  2. Kinya Chandler
• President of the Student Council or designee Mehak Kapoor
• Treasurer of the Student Council or designee Jeffrey Aikens
• One (1) additional student representative Sandra Thomas
• Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. VACANT

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

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

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

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

• Associate Provost for Institutional Effectiveness (chairperson) James Llana
• Senior Vice President of Finance and Administration Robert Pignatello
• Provost and Senior Vice President for Academic Affairs Jane P. Bowers
• President of the Faculty Senate Karen Kaplowitz
• Two (2) representatives chosen by the Faculty Senate
  1. Chair of the Faculty Senate Fiscal Affairs Committee          Francis Sheehan
  2. Vice Chair of the Faculty Senate Fiscal Affairs Committee    Jay Hamilton
• Chair of the Council of Chairs                                  C. Jama Adams
• Two (2) representatives chosen by the Council of Chairs
  1. Warren Benton
  2. Tom Kucharski
• Chair of the Higher Education Officers Council                Carina Quintian
• One (1) student representative                                 Tehmoor Nawaz

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Virginia Moreno shall staff the subcommittee.
Committee on Graduate Studies

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

- Dean of Graduate Studies (chairperson)  
  Jannette Domingo
- Dean of Students  
  Kenneth Holmes
- Vice President for Enrollment Management  
  Richard Saulnier
- Interim Chief Librarian  
  Bonnie Nelson
- Graduate Program Directors
  1. Criminal Justice  
     William Heffernan
  2. Digital Forensics and Cybersecurity  
     Richard Lovely
  3. Forensic Mental Health Counseling  
     James Wulach
  4. Forensic Psychology  
     Gabrielle Salfati/
     Diana Falkenbach
  5. Forensic Science  
     Margaret Wallace
  6. International Crime and Justice  
     Avram Bornstein/
     Rosemary Barbaret
  7. Protection Management  
     Charles Nemeth
  8. MPA: Public Policy & Administration  
     Marilyn Rubin
  9. MPA: Inspection & Oversight  
     Warren Benton
- BA/MA Director  
  Chitra Raghavan
- Two (2) graduate students
  1. Pasang Tsering
  2. VACANT
Committee on Student Evaluation of the Faculty

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

The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
  1. Psychology
     Joshua Clegg
  2. English
     Alexander Long
  3. Psychology
     Keith Marcus
  4. Public Management
     Roddrick Colvin
- Two (2) students
  1. Navila Abbas
  2. Joanna Madon

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

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

- Provost and Senior Vice President for Academic Affairs (chairperson) Jane P. Bowers
- Director of Operations, Office of the Provost Kinya Chandler
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Thomas Stafford
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Sue Larkin
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American & Latino/a Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Bonnie Nelson
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan
  19. Psychology Tom Kucharski
  20. Public Management Warren Benton
  21. Sciences Larry Kobilinsky
  23. SEEK Nancy Velazquez-Torres
  24. Sociology David Brotherton
Council of Undergraduate Program Coordinators

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

- Dean of Undergraduate Studies (chairperson)  
  Anne Lopes

- Coordinators of Undergraduate Majors
  1. Computer Information Systems  
     Shamik Sengupta
  2. Criminal Justice (B.A.)  
     Hung-En Sung
  3. Criminal Justice (B.S.)  
     Serguei Cheloukhine
  4. Criminal Justice Management  
     Salomon Guajardo
  5. Criminology  
     Douglas Thompkins
  6. Culture and Deviant Studies  
     Elizabeth Hegeman
  7. Economics  
     Jay Hamilton
  8. English  
     Caroline Reitz
  9. Fire Science  
     Robert Till
 10. Fire and Emergency Services  
     Robert Till
 11. Forensic Psychology  
     Deryn Strange
 12. Forensic Science  
     Lawrence Kobilinsky
 13. Gender Studies  
     Katie Gentile
     Peter Romaniuk
 15. Judicial Studies  
     James Cauthen
 16. Humanities and Justice Studies  
     Margaret Tabb
 17. Law and Society  
     James Cauthen
 18. Library  
     Karen Okamoto
 19. Legal Studies  
     Joshua Wilson
 20. Philosophy  
     Catherine Kemp
 21. Police Studies  
     Jon Shane
 22. Political Science  
     Andrew Sidman
 23. Public Administration  
     Maria Josephine Dagostino
 24. Security Management  
     Robert McCrie
 25. World History  
     Sara McDougall
Committee on Honors, Prizes and Awards

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

- Interim Vice President for Student Affairs (chairperson)  Thomas Stafford
- Dean of Students       Kenneth Holmes
- Interim Director of Student Activities    Danielle Officer
- Three (3) full-time members of the faculty
  1. Library        Marta Bladek
  2. Psychology     Shuki Cohen
  3. English        Sanjair Nair
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Rue-Ann Gabriel
  2. Melissa S. Kong
  3. VACANT

Special Committee of the College Council

Committee on Faculty Elections

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

1. LPS                      Katarzyna Celinska
2. Library                 Kathleen Collins
3. English                 Olivera Jokic
4. Science                 Ekaterina Korobkova
5. Political Science       Samantha Majic

2012-2013
Revised: September 28, 2012
College-Wide Assessment Committee

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

- Sociology (Chair) Carla Barrett
- Director of Assessment (ex officio) Virginia Moreno
- Associate Provost for Institutional Effectiveness (ex officio) James Llana

- Seven (7) Full-time Faculty Members
  1. Sociology Carla Barrett
  2. History James de Lorenzi
  3. Public Management Maria D’Agostino
  4. Psychology Elizabeth Jeglic
  5. English Mark McBeth
  6. Public Management Marilyn Rubin
  7. Political Science Jennifer Rutledge

- Three(3) Higher Education Officers
  1. Marisol Marrero
  2. Sumaya Villanueva
  3. Danielle Officer
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted____July 11, 2012_______

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

1. a. Department(s) or program(s) proposing this course____Africana Studies _________

   b. Name and contact information of proposer(s) __C. Jama Adams and Jessica Gordon Nembhard

      Email address(es) cadams@jjay.cuny.edu; jnembhard@jjay.cuny.edu

      Phone number(s) 212-237-8761; 646-557-4658

2. a. Title of the course ___Introduction to Africana Studies________________________

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

   c. Level of this course ___XX_100 Level ___200 Level ___300 Level ___400 Level

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

This is an introduction and an entry level course into the interdisciplinary field of Africana Studies (African American, African and African Diaspora Studies). Through its content, research, and communication requirements this course facilitates critical thinking, and positions students to tackle more advanced work in Africana Studies (and other interdisciplinary fields).

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

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

Using interdisciplinary approaches, this course exposes students to a range of ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences from an Africana perspective - African peoples and the African diaspora. Students will develop an appreciation of the contributions of Africana peoples to various aspects of world history, culture, and society. “Introduction to Africana Studies” will

Approved by UCASC, September 21, prepared for College Council, Oct 18, 2012
provide students with a beginning understanding of this discipline, and interest them in pursuing further study, particularly through our courses and our minor.

Approximately one in six persons in the world are either African born or of African descent. They constitute a diverse community that has played and continues to play a seminal role in the political, economic and cultural development of the planet, and our college. Consistent with John Jay’s mission of educating for Justice, this course focuses on issues of inequality and justice at both the level of the individual and the group. Students will acquire a working familiarity with the various struggles of diverse Africana communities against enslavement, colonialism, neocolonialism, and neoliberalism.

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 introduces students to Africana Studies as a field of inquiry, and to the contributions of Africana peoples to world history, culture, and society. Students will examine the historic and contemporary experiences of peoples of African heritage both in Africa and in the African diaspora. Students will develop an awareness of the many factors that shape how Africana people construct their lives, how they are perceived by others, as well as the commonalities across racial experiences and contexts.

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):

   No Prerequisites

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

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

   ____ No   ___XX_ Yes. If yes, then please provide:

   a. Semester(s) and year(s): Fall 2010; Fall 2011, Fall 2012
   b. Teacher(s): Jessica Gordon Nembhard (1st 2); C. Jama Adams
   c. Enrollment(s): 10, 19, 5
   d. Prerequisites(s):
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

1) Students will identify key historical events, socio-economic experiences, individuals, and movements that have and continue to influence people of African heritage.

2) Students will apply the vocabulary, theories, and formative ideas of an interdisciplinary field - Africana Studies – to understand the impact of Africana peoples on global cultural diversity.

3) Students will critically evaluate evidence and arguments about the experiences of peoples of African heritage in the United States, and compare them with the experiences of Africans and of African diaspora communities in the Caribbean, Latin America, Europe and Asia.

4) Students will build good research skills using a variety of scholarly sources and points of view, including primary texts, journals and databases.

5) Students will produce well-reasoned written and oral arguments using evidence, individually and in collaboration with others.

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

   _____ No    _____ XX Yes

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

   Africana Studies minor and honors minor – required entry course

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

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

   **Required Core:** English Composition _____  Quantitative _____  Natural/Life Sciences _____

   **Flexible Core:** XX

   | A. World Cultures and Global Issues | XX |
   | B. U.S Experience in Its Diversity | |

Approved by UCASC, September 21, prepared for College Council, Oct 18, 2012
**College Option:**

<table>
<thead>
<tr>
<th>Justice core 100-level: Justice &amp; the Individual</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice core 300-level: Struggle for Justice &amp; Equality in U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice core 300-level: Justice in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

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

World Cultures and Global Issues: “Introduction to Africana Studies” exposes students to a range of ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences from an Africana perspective - African peoples and the African diaspora. Students will develop an appreciation of the contributions of Africana peoples to various aspects of world history, culture, and society.

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

- Every semester ___XX___
- Number of sections: ___1 or 2 to start___
- Fall semesters only _____
- Number of sections: _____
- Spring semesters only _____
- Number of sections: _____

11. How will you assess student learning?

Assessment will be done through daily quizzes, written examinations (in class short essays), research papers, oral presentations and classroom discussions. The final grade will reflect the degree to which students participate in all assignments, engage with the material, demonstrate critical thinking, and write well.

**Paper One** is a short essay (3-4 pages: 10 points) summary and discussion of the colonialism and underdevelopment of Africa and people in the Africana diaspora, including reflections on the African Burial Ground field trip (due week 4).
The Final Paper is a research paper (5-7 pages) and/or a cultural product (with a reflection essay on the process of creation and the significance of the poem, song, spoken word, play, etc.) about a relevant topic in contemporary Africana experience (topic must be approved by the professor); due on the day the final exam is scheduled (10 points). In addition, each student will give a short oral presentation about their paper during the final exam class.

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

Yes__XX__No___

- If yes, please state the librarian’s name_____Ellen Sexton____________
- Are there adequate resources in the library to support students’ work in the course
  Yes____XX____No________

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

  - The library catalog, CUNY+ _XX_
  - EBSCOhost Academic Search Complete _XX_
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _XX_
  - LexisNexis Universe _XX_
  - Criminal Justice Abstracts _____
  - PsycINFO _____
  - Sociological Abstracts _XX___
  - JSTOR _XX___
  - SCOPUS _____
  - Other (please name) _See list below_

The college also has subscriptions to many academic journal articles that contain articles about race, ethnicity, Africa and the African diaspora. These journals include the following:

- Africa Today
- Black Scholar,
- Ethnicity and Race,
- Journal of African-American Studies
- Journal of Black Studies,
- Review of Black Political Economy,
- Small Axe: A Caribbean Platform for Criticism
- Social Science Research
- Small Axe: A Caribbean Platform for Criticism

13. Syllabus

Attach a sample syllabus for this course, based on the College’s model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php
14. Date of **Department curriculum committee** approval _____3 October 2011_____

15. **Faculty** - Who will be assigned to teach this course? _Africana Studies faculty – Professors Gordon Nembhard, Adams, Malki, Martin, Booker, Kinshasa_________

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

   _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.

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

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

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

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

19. **Approvals:**

   C. Jama Adams

   Name of Chair giving approval, Proposer’s Department

   ___C. Jama Adams___________________________________________________________

   Name of Major or Minor Coordinator giving approval (if necessary)
### CUNY Common Core Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>AFR 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Africana Studies</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>AFR</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>n/a</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>☑ In-person ☐ Hybrid ☐ Fully on-line</td>
</tr>
</tbody>
</table>

| Course Attribute                 | Select from the following:                                 |
|                                  | ☐ Freshman Seminar                                         |
|                                  | ☐ Honors College                                            |
|                                  | ☐ Quantitative Reasoning                                    |
|                                  | ☐ Writing Intensive                                         |
|                                  | ☐ Other (specify):________________________________________|

**Catalogue Description**

This course introduces students to Africana Studies as a field of inquiry, and to the contributions of Africana peoples to world history, culture, and society. Students will examine the historic and contemporary experiences of peoples of African heritage both in Africa and in the African diaspora. Students will develop an awareness of the many factors that shape how Africana people construct their lives, how they are perceived by others, as well as the commonalities across racial experiences and contexts.

**Syllabus**

Syllabus must be included with submission, 5 pages max

**Indicate the status of this course being nominated:**

- current course ☐ revision of current course ☑ XX ☐ a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☒ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
</tr>
</tbody>
</table>
## Learning Outcomes

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

### II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
<th>In AFR 1XX students read from primary and secondary sources that include books and academic journals. They are able to understand the diverse ways in which ethnicity and race can be constructed and interpreted.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to think critically, evaluate readings and cite their sources throughout the course, even during class discussions. They will be exposed to several different theories about colonialism, racism, and women's roles in the African experience, and will be required to evaluate them. Paper 1 for example requires students to analyze the impact of colonialism and underdevelopment on Africana peoples. Students will also be required in the 3 in-class short essays to analyze a variety of experiences of people of African descent pre and post colonialism and the African diasporas and be asked to evaluate them using primary and secondary sources.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will participate in class discussions and engage in class debates as well as provide oral presentations scored by both the professor and their classmates. Students also have scaffolded writing assignments, both 3 increasingly more difficult reflection essays written in class and 3 progressively more extensive short papers. Paper One is a short essay (3-4 pages: 10 points) summary and discussion of the colonialism and underdevelopment of Africa and people in the Africana diaspora, including reflections on the African Burial Ground field trip (due week 4). Paper Two is a term paper (5-7 pages, 15 points) exploring the origins of Black Studies as a</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>
A separate discipline, one of the theoretical bases of Africana Studies and its application to understanding a particular issue facing people of African descent. Paper Three is a final research paper or cultural product (5-7 pages) on a subject relevant to the course content.

Students will be expected to demonstrate a mastery of important concepts and theories. The focus will be on using the assigned readings to interpret data and to make reasonable arguments.

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

| Students will be introduced to theories and concepts from a variety of humanities and social science disciplines including history, sociology, political science, economics, art, music, literature and women’s studies. These approaches will facilitate students understanding of colonialism and imperialism, and how people of African heritage approach the world, are viewed by others, interact with global systems and struggle against oppression and racism in many different contexts and geographies. Paper 2 expects students to be able to articulate theories behind Africana Studies and the origins of Black Studies. |
| Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |

| Students will understand how colonialism and globalization have affected and continue to affect people of African descent - both culturally and politically in terms of the development of distinct cultural forms as well as efforts at political and economic independence in countries that are predominantly African and in countries where Africans are a minority. Points of view of indigenous Africans, colonizers, enslaved Africans in Africa and in the “New World,” Africana women, fugitives, freedom fighters, members of newly independent African and Caribbean countries, and Africana scholars will be presented and analyzed through readings, in class discussions and paper assignments. |
| Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |

| AFR 1XX includes explorations into African history, pre-colonial, colonial and post colonial, as well as Caribbean history, colonial and post colonial. Students will be expected to know key events in each of those periods and to understand the influences and changes brought about by migrations in Africa and to the |
| Analyze the historical development of one or more non-U.S. societies. |
Caribbean (and USA), and colonialism and contact between African peoples and European peoples. One of the in-class essays will expect students to be able to analyze and write about these histories. This analysis will also be expected in the final paper, and in class discussions and oral reports.

- Analyze the significance of one or more major movements that have shaped the world’s societies.

Students will interrogate the concepts and realities of racism and colonialism particularly from the perspectives of Africans, people of African heritage, Africana women, and Africana scholars. Students will start the course by analyzing the social construction of race, and the powerful roles played by ethnicity, class and gender – particularly in the Africana world. These questions will be expected to be addressed in all the students’ written and oral assignments – particularly in-class essays 1 and 2 and Paper 1 and 2. The majority of the assigned readings are written by Africana scholars; and so provide important insights into both the Africana experience, and the theories and perspectives originated by people of African heritage. The roles of race, oppression, struggle and resistance in African, Caribbean and US societies and cultures are the main content of this course. Introducing students to interdisciplinary studies that document, help explain, and analyze these experiences, and to an interdisciplinary field that develops these methodologies is a major objective of this course.

- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.
AFR 1XX: INTRODUCTION TO AFRICANA STUDIES
SYLLABUS

Professor: Jessica Gordon Nembhard, Ph.D.
Office Location: Department of Africana Studies, New Building 9th floor room 63.07
Office Hours: Tuesday & Thursday 1:30 – 2:45PM and by Appointment
E-mail: jnembhard@jjay.cuny.edu or professorgn@gmail.com

*** PLEASE READ THIS ENTIRE SYLLABUS CAREFULLY ***
YOU ARE RESPONSIBLE FOR KNOWING AND FOLLOWING EVERYTHING OUTLINED HERE. MAKE SURE TO ASK CLARIFYING QUESTIONS IN THE FIRST TWO WEEKS OF CLASS SO THERE ARE NO MISUNDERSTANDINGS.

Course Description
This course introduces students to Africana Studies as a field of inquiry, and to the contributions of Africana peoples to world history, culture, and society. Students will examine the historic and contemporary experiences of peoples of African heritage both in Africa and in the African diaspora. Students will develop an awareness of the many factors that shape how Africana people construct their lives, how they are perceived by others, as well as the commonalities across racial experiences and contexts.

Themes such as identity, community, migration, nationalism, racism, patriarchy, freedom and struggle will be explored through the lens of people of African descent. Students will be exposed to theoretical discussions, interdisciplinary readings, as well as a wide range of media including film, oral history transcripts, historical documents, periodicals, music and art. These materials will provide a context for students to understand the theoretical aspects that anchor Africana Studies, and interpret its content from multiple disciplines.

Learning Outcomes

1) Students will identify key historical events, socio-economic experiences, individuals, and movements that have and continue to influence people of African heritage.

2) Students will apply the vocabulary, theories, and formative ideas of an interdisciplinary field - Africana Studies – to understand the impact of Africana peoples on global cultural diversity.

3) Students will critically evaluate evidence and arguments about the experiences of peoples of African heritage in the United States, and compare them with the experiences of Africans and of African diaspora communities in the Caribbean, Latin America, Europe and Asia.

4) Students will build good research skills using a variety of scholarly sources and points of view, including primary texts, journals and databases.

Approved by UCASC, September 21, prepared for College Council, Oct 18, 2012
5) Students will produce well-reasoned written and oral arguments using evidence, individually and in collaboration with others.

**Required Books:**


(3) Blackboard will be used. This course management website is free. All students are required to get to know the site immediately.

(4) Additional required readings and materials come from journal articles, chapters in books, media.

**Optional Recommended Book** (additional Black feminist perspective):


**Assignments Overview**

- **Daily quizzes and worksheets; 3 In-Class Short Essays; Class Participation and oral reports; 3 Papers:** Paper One is a short essay (3-4 pages: 10 points) due week 4. Paper Two is a term paper (5-7 pages, 15 points). Students will turn it in through [www.turnitin.com](http://www.turnitin.com) due week 10. Paper Three is a research paper (5-7 pages) and/or a cultural product (with a reflection essay on the process of creation and the significance of the poem, song, spoken word, play, etc.). Each student will also give oral presentation about their research paper (#3) during the final exam class; **Final Exam:** (15 points.)

- **Grade Distribution**
  - Daily Quizzes and worksheets: 15% (up to 15 out of 100 total points toward your grade)
  - Short Essays written in Class 25%
  - Small group discussions, oral presentations, classroom participation 10%
  - Papers: 35%
  - Final: 15%

**CLASS SCHEDULE AND READING ASSIGNMENTS**

**Week One:** Overview – What is Africana Studies? What is Africa?
Readings:


**Week Two: African Prehistory:**

Readings:

- Azevedo AS: Chapter 3 pp. 55-69. *Africa and the Genesis of Humankind*
- Du Bois: The Negro Chapters I: *Africa*; Chapter 11: *The coming of Blackmen*; Chapter 111: *Ethiopia and Egypt*; Chapter IV: *The Niger and Islam*

**Week Three: Enslavement**

Readings:

- Azevedo AS: Chapter 4 pp. 71-90: *Legitimate trade, diplomacy and the slave trade.*

**Field Trip: NY African Burial Ground National Monument**

**Week Four: Colonialism**

**Paper #1 due.**

Readings


**Week Five: Struggle**

Readings:


**Week Six: Identity**

Readings:


**Race:**

Approved by UCASC, September 21, prepared for College Council, Oct 18, 2012
Documentary: "Race: The Power of an Illusion" Part 1

Readings:
- Has race always been the same? Available at http://www.pbs.org/race/003_RaceTimeline/003_00-home.htm
- Go to http://www.pbs.org/race/004_HumanDiversity/004_00-home.htm and take the quiz – bring your answers to class.

Week Seven: Afrocentricity
First in-class Essay (first 20 minutes of class).
Readings:
- Afrocentricity: http://www.asante.net/articles/1/afrocentricity/

Optional ethnicities: Mary C. Waters, For Whites only? http://mjcgeri.tripod.com/id1.html
Afrikaners of Southern Africa: http://strategyleader.org/profiles/afrikaner.html

Week Eight: Gender
Term Paper (Paper #2) due and Presentations
Readings:
- Lewis, L. Caribbean masculinity at the fin de siècle. In Rhoda E. Reddock (Ed.), Interrogating Caribbean masculinities, Trinidad & Tobago: University of the West Indies Press, 244-266

Week Nine: Gender continued
Readings:
- Optional: Giddings: Chapters XVII, XIX, XX

Week Ten: Spirituality
SECOND IN-CLASS EXAM
Readings:
- Azevedo AS: Chapter 22 pp. 399-420. Religion in Africa
- What is Santeria? http://www.orishanet.org/santeria.html
  - http://bibliodyssey.blogspot.com/2011/05/santeria.html

Week Eleven: The Arts
Documentary: “Jazz” PBS series Part 1 “Gumbo”
Readings:
- Azevedo AS: Chapter 14. Music in in Africa and the Caribbean (253-283);
- HW: Bring a poem, song, spoken word on Black liberation to share with class.

Week Twelve: The Arts continued
Readings:

Week Thirteen: Economic Empowerment
THIRD IN-CLASS EXAM
Readings:

Week Fourteen: Review and Wrap Up, discussion of final exam format.

Week Fifteen: Final Exam Session (2 hours), including oral reports on Paper 3.

Important Information
Classroom behavior:
Student participation is required. Students are expected to arrive to class prepared to work, having read the readings and completed assignments on time. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. Students should be...
respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, addressing issues and scholarship rather than people or personalities, and referring to class readings and scholarship to support their statements. The professor encourages students to think critically and use scholarly analysis in their oral and written assessments. Please no use of cell phones during class, and all cell phones must be turned off during examinations. Other electronic devices should be switched off during class, unless a specific exception is made by the professor. The professor does not expect students to answer their cell phones or to play with these devices or their laptop computers while in class. No bathroom breaks will be given during quizzes or exams.

**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)*

Students should study the APA style at [http://www.apaguide.net/](http://www.apaguide.net/) or from any other source on APA style; and see professor’s factsheet: “Guidelines to Using and Quoting from Sources” (Hand-out and on Blackboard), which also describes how to use it.

Turnitin.com will be used for at least one of the paper submissions to help students understand the proper use of sources and prevent academic dishonesty. In addition, students should visit the Writing Center before completing the first writing assignment.

Please note that Wikipedia is not an acceptable academic source for information in this class (so does not count as a formal source in a paper), but can be used for background information or to start a search for information.

**Statement Regarding Students with Disabilities:**
The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.
Grading and Evaluation

**Evaluation:**

- Your classroom comments and the results from the daily quizzes will be used to assess, among other things whether you are doing the assigned readings.

- Your classroom comments and research projects will be used to assess your ability to locate, analyze and integrate information from the readings and the lectures.

- The research papers and article summaries will enable students to work early on doing research, to use concepts and theory to analyze the research, and to use APA style. Mastery of these skills is crucial if you are going to do well in later courses.

- Your final grade will reflect to the degree to which you do the assigned readings, hand in all work on time, think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought thorough arguments. Credit will also be given for consistent attempts to present ideas in class.

- Students are encouraged to meet with the professor one-on-one at least once.

**Grading:**

<table>
<thead>
<tr>
<th>Point Conversion to Grade:</th>
<th>A 93.0-100.0</th>
<th>A- 90.0-92.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ 87.1-89.9</td>
<td>B 83.0-87.0</td>
<td></td>
</tr>
<tr>
<td>B- 80.0-82.9</td>
<td>C+ 77.1-79.9</td>
<td></td>
</tr>
<tr>
<td>C 73.0-77.0</td>
<td>C- 70.0-72.9</td>
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<tr>
<td>D+ 67.1-69.9</td>
<td>D 63.0-67.0</td>
<td></td>
</tr>
<tr>
<td>D- 60.0-62.9</td>
<td>F Below 60</td>
<td></td>
</tr>
</tbody>
</table>

Reminder:

A = Excellent
B = Good
C = Satisfactory
D = Passing
F = Failure/Unsuccessful
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted: July 24, 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: Department of Foreign Languages and Literatures

   b. Name and contact information of proposer(s) Silvia G. Dapia

      Email address(es): sdapia@jjay.cuny.edu  
      Phone number(s): 646-557-4415

2. a. Title of the course _____ Introductory German I

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __________GERMAN 101_____________________________

   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:

   The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the novice level. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 100-level course.

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

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.)

   We have offered German for three semesters with robust enrollment; furthermore, we have fulltime faculty expertise in this area. The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Among the world’s languages, German ranks 12th in the number of native speakers. German is spoken in four countries with diverse cultural, political, and economic traditions: The Federal Republic of Germany, Austria, Switzerland, and Liechtenstein. It is also the mother tongue of significant minorities in neighboring countries, as well as one of Luxembourg’s
official languages. Among Europeans, in fact, the approximately 101 million native
speakers of German greatly outnumber those of English, French, Italian (58-60 million
each), or Spanish (36 million). As a language used in business, diplomacy, and tourism,
German stands second only to English in Western Europe. Germany, with a population
of just over 82 million, boasts the world’s fourth-largest national economy. The
economies of German-speaking Switzerland and Austria are also substantial, and their
per capita GDPs rank third and fourth in the EU.

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.)

German 101 is a first semester German course designed mainly for students who have
not previously studied German. This course introduces students to the language and
culture of the modern German-speaking world. Students use fundamental vocabulary
and grammar structures to talk about daily life and gain insights into aspects of the
cultures of German-speaking countries. This course stresses the development of the five
language skills (listening, speaking, reading, writing, and culture).

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
   a. Teacher(s):  Prof. Silvia Dapia
   b. Enrollment(s): 2 sections of 28 students
   c. Prerequisites(s):  N/A

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?

   This course learning outcomes are the ones provided by the CUNY Council on World Language Study:

   1. *Gather, interpret, and assess information from a variety of sources and points of view*
Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc.

Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in this course.

2. **Evaluate evidence and arguments critically or analytically**

Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.

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

Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study.

4. **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature**

Foreign language study introduces students to the concept of language itself as a subject of rational inquiry, sometimes for the first time in their lives, in a way that is rarely achieved by study of the first language alone. The information that students gather about English and the target language will concern phonological systems and structural and semantic distinctions which often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students’ own creation in the target language: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts.
5. **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view**

Students will analyze, compare and contrast several practices and products of the target language societies to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) the target language cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

6. **Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own**

Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.

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

   ___X__No  _____Yes

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

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

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

   **Required Core:** English Composition _____  Quantitative _____  Natural/Life Sciences _____

   **Flexible Core:**

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td></td>
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<tr>
<td>C. Creative Expression</td>
<td></td>
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<tr>
<td>D. Individual and Society</td>
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<tr>
<td>E. Scientific World</td>
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Approved by UCASC, September 7, prepared for College Council, October 18, 2012
College Option:

<table>
<thead>
<tr>
<th>Justice core:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice &amp; the Individual</td>
</tr>
<tr>
<td>Struggle for Justice &amp; Equality in U.S.</td>
</tr>
<tr>
<td>Justice in Global Perspective</td>
</tr>
<tr>
<td>Learning from the Past</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

Justice Core:
Justice and the Individual _____
Justice _____
Justice _____

Learning from the Past _____
Communication _____

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

GER 101 should be part of the selected area because it meets the World Culture learning outcomes:

1. **Gather, interpret, and assess information from a variety of sources and points of view**
   Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc.

   Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in this course.

2. **Evaluate evidence and arguments critically or analytically**
   Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.
3. **Produce well-reasoned written or oral arguments using evidence to support conclusions**

Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study.

4. **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature**

Foreign language study introduces students to the concept of language itself as a subject of rational inquiry, sometimes for the first time in their lives, in a way that is rarely achieved by study of the first language alone. The information that students gather about English and the target language will concern phonological systems and structural and semantic distinctions which often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students’ own creation in the target language: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts.

5. **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view**

Students will analyze, compare and contrast several practices and products of the target language societies to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) the target language cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

6. **Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own**

Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.
11. How will you assess student learning?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

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

Yes__X__ No___

- If yes, please state the librarian’s name____________________________
- Are there adequate resources in the library to support students’ work in the course
  Yes____X____ No________

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

  ➢ The library catalog, CUNY+ ____
  ➢ EBSCOhost Academic Search Complete ____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
  ➢ LexisNexis Universe _____
  ➢ Criminal Justice Abstracts ____
  ➢ PsycINFO ____
  ➢ Sociological Abstracts ____
  ➢ JSTOR ____
  ➢ SCOPUS ____
  ➢ Other (please name) ______________________________

13. Syllabus

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

14. Date of Department curriculum committee approval: July 20, 2012

15. Faculty - Who will be assigned to teach this course? ______Silvia G. Dapia_______

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

  ____X__No
  _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   
   ____Not applicable
   ____No
   ___X___Yes. If yes, give a short summary of the consultation process and results.

   Prof. Maria Kiriakova. Current college resources are adequate to support this course.

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

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

19. Approvals:

   Chair, Proposer’s Department

   __________________________________________________________________________

   Major or Minor Coordinator (if necessary)

   __________________________________________________________________________

   Chair or Major Coordinator, Affiliated Department (if necessary)
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>GER 1XX (101)</td>
</tr>
<tr>
<td>(e.g., ANTH 101, if number</td>
<td></td>
</tr>
<tr>
<td>not assigned, enter XXX)</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Introductory German I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Languages and Literatures</td>
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<tr>
<td>Credits</td>
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</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter</td>
<td>None</td>
</tr>
<tr>
<td>N/A)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites (if none, enter</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A)</td>
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</tr>
<tr>
<td>Catalogue Description</td>
<td>A basic course in the German language and culture with an emphasis on oral and written communication, reading, listening, and the cultures of German-speaking countries.</td>
</tr>
<tr>
<td>Special Features (e.g., linked</td>
<td>N/A</td>
</tr>
<tr>
<td>courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- X current course
- revision of current course
- a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ English Composition</td>
<td>□ Individual</td>
</tr>
<tr>
<td>□ World Cultures and Global Issues</td>
<td>X World Cultures and Global Issues</td>
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</tbody>
</table>
### Mathematical and Quantitative Reasoning

- and Society
- Life and Physical Sciences
- US Experience in its Diversity
- Scientific World
- Creative Expression

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

## II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
<th>Student Assignment</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather information about target culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: modes of greeting, personal identity, kinship and social relationships and systems, geography and climate, food and nutritional habits, dwellings and notions of home, daily routines and schedules, perceptions of space, time and leisure, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the elementary courses of the target language.</td>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they develop their ability to communicate in the target language; with</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
</tbody>
</table>
English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.

Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to develop and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study.

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

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

Foreign language study introduces students to the concept of language itself as a subject of rational inquiry, sometimes for the first time in their lives, in a way that is rarely achieved by study of the first language alone. The information that students gather about English and the target language will concern phonological systems and structural and semantic distinctions which often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students’ own creation in the target language: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

Students will analyze, compare and contrast several practices and products of the target language societies to those of the

- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) the target language cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world’s societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR “INTRODUCTORY GERMAN I”

Professor: Dr. Silvia Dapia
Semester: Fall 2012
Course Code: GER 101
Course Section: 01
Course Prerequisite: None

Classroom and Time:
Professor’s office: 07.65.03
Office Hours: By Appointment
Professor’s e-mail: sdapia@jjay.cuny.edu

Course Description: German 101 is a first semester German course designed mainly for students who have not previously studied German. This course introduces students to the language and culture of the modern German-speaking world. Students use fundamental vocabulary and grammar structures to talk about daily life and gain insights into aspects of the cultures of German-speaking countries. This course stresses the development of the five language skills (listening, speaking, reading, writing, and culture).

Required Texts:

Learning Outcomes: In compliance with CUNY Council on World Language Study, students will:
 Gather, interpret, and assess information from a variety of sources and points of view
 Evaluate evidence and arguments critically or analytically
 Produce well-reasoned written or oral arguments using evidence to support conclusions
 Identify and apply the fundamental concepts and methods of foreign language study
 Analyze the target-language culture and describe daily interactions from more than one point of view
 Speak, read, and write in the target language, and use that language to respond to cultures other than their own.

Important note: The use of the target language dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. English is used sparingly in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

The Language Lab: The Lab has a staff of trained tutors who work with students to help them become more effective in their use of the target language. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it. Check out:
http://www.jjay.cuny.edu/academics/596.php

Course Requirements:
1. Participation (10 % of the final grade): Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally it is not advisable to miss more than 3 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 10% of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc.

   Evaluation Criteria for Participation

Exemplary
 initiates and maintains interaction with students and instructor from beginning of class
 shows leadership in group activities
 never uses English in discussions and group activities
 asks questions only in the target language
 is always prepared and demonstrates a minimum of errors

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
• attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient
• shows willingness to participate
• cooperates fully in discussions and group activities although may not necessarily be the leader
• answers readily when called upon and has few errors
• elaborates somewhat on answers
• occasionally resorts to English

Marginal
• participates more passively than actively
• tends to use English, especially in small group activities when the instructor is not nearby
• gives one
• is frequently not well prepared

Unacceptable
• participates grudgingly or not at all
• speaks mostly English in discussions and small group activities
• generally does not cooperate in group activities
• has many errors, makes no effort to correct.

2. Online Student Manual-Homework (10%) — You will have to complete Student Manual assignments of the chapters covered. Most of the homework is done online through Vorsprung’s workbook. The exercises target culture, reading, listening, writing, and speaking abilities. In the online activity manual, you get immediate feedback on exercises and can attempt an activity up to three times before the due date, with your highest grade recorded in the system. Since you can do these online exercises repeatedly throughout the semester, they also serve as excellent study tools for quizzes and tests. Deadlines are posted next to the activities.

3. Writing Assessment Projects (10%) — During the course of the semester, you will also have 4 short written German compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard

Evaluation Criteria for Composition

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited information; ideas present but not developed; lack of supporting details or evidence.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>Adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Exemplary A</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Logical and effective order to the content is intended; main points and details are connected; fluent</td>
<td>Exemplary A</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.</td>
<td>Marginal D-C</td>
</tr>
</tbody>
</table>
4. **Quizzes (10%)** — 4 quizzes will be given. **There is no make-up quizzes.**

5. **Oral Interview (20%)** — Interview in form of a short conversation will be held at the end of the semester (see calendar for exact dates) in a one-to-one setting with your course instructor. The interview will be held during regularly scheduled class hours and will last approximately 5-10 minutes. You will be required to prove not only your listening comprehension, but also the active competence (vocabulary, fluency and proper use of language) you have acquired during the semester.

<table>
<thead>
<tr>
<th>Criteria for Oral Assessment</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion</strong></td>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>Superior completion of the task, responses appropriate and with elaboration</td>
<td>Completion of the task, responses appropriate and adequately developed</td>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
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<tr>
<td><strong>Comprehensibility</strong></td>
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<tr>
<td>Responses readily comprehensible, requiring no interpretation on the part of the listener</td>
<td>Responses comprehensible, requiring minimal interpretation on the part of the listener</td>
<td>Responses mostly comprehensible, requiring interpretation on the part of the listener</td>
<td>Responses barely comprehensible or in English</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
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<tr>
<td>Speech continuous with few pauses or stumbling and no or almost no pronunciation errors</td>
<td>Some hesitation, but manages to continue and complete thought and occasional pronunciation errors</td>
<td>Speech choppy and/or slow with frequent pauses and frequent pronunciation errors</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
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</tr>
<tr>
<td><strong>Vocabulary</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Rich use of vocabulary with frequent attempts at elaboration</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Somewhat inadequate use of vocabulary</td>
<td>Most vocabulary usage is not appropriate and makes</td>
<td></td>
</tr>
</tbody>
</table>
6. **Midterm (20%)** — There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**

7. **Final Exam (20%)** — If you are absent from the final exam, you must contact your instructor within 24 hours of the original scheduled time for the test. You must provide written documentation of a serious illness or legal obligation. **Students must take the exam within 24 hours of the originally-scheduled time.**

8. **Final Grade Weighting:**
   - 10% Participation
   - 10% Online Student Manual / Homework
   - 10% Compositions or Writing Assessment Projects
   - 10% Quizzes
   - 20% Oral Interview
   - 20% Midterm
   - 20% Final Exam

   The John Jay *Undergraduate Bulletin* allows for the following grades only:
   - A, A- Excellent
   - B+, B, B- Very Good
   - C+, C Satisfactory
   - C-, D+, D, D- Poor
   - F Failure
   - WU Withdrew Unofficially
   - P PASS
   - R REPEAT

**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.

   Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student's original work.

**Incomplete Grade Policy**
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**Americans with Disabilities Act (ADA) Policies**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

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**TENTATIVE CLASS SCHEDULE**
Please note the daily syllabus is subject to change

**WS** = Arbeitsblatt or Worksheet = To be found in Blackboard; due the next class day, collected for homework credit.

**AB** = Arbeitsbuch (Workbook) = Homework in your e-manual is assigned each day; due dates in the e-manual

**SP** = Schreibprojekt (Composition) = To be found in Blackboard

**WEEK 1:** Introduction to the course • Syllabus • Pre-Test

**WEEK 2:** Kapitel 1A: Fangen Sie bitte an
- Commands and requests • Making polite requests with “bitte” • Describing yourself and others • Asking for someone’s name • The word “bitte” • Subject pronouns • The verb “sein” • The pronoun “you” • The verb “heißen” • Greetings and farewells • Das Alphabet • Die Zahlen. • **WS:** Stellen Sie sich vor! • **WS:** Sein und heißen
WEEK 3: Kapitel 1B: Fangen Sie bitte an
• Asking for information and clarification • Identifying people, colors, and classroom objects • Noun gender and number • The nominative case: definite and indefinite articles • Negation with “nicht” and “kein” • Subject of a sentence • Predicate nominative • Where German is spoken • Aussehen • Das Klassenzimmer • Die Farben • Länder und Nationalitäten. • WS: Im Klassenzimmer • WS: Eigenschaften • Optional WS: Vorbereitung auf Quiz 1

WEEK 4: Kapitel 2A: Familie und Freunde
• Indicating possession or ownership • Expressing what you like and don’t like • Describing actions • The verb “haben” • Verbs + the adverb “gern” • Present tense of regular verbs • German immigration to North America • Die Familie und die Verwandten • Studienfächer • Die Monate • Die Wochentage. • WS: Familie und Verben • SP 1 • Quiz 1

WEEK 5: Kapitel 2B: Familie und Freunde
• Talking about what you like and don’t like to do • Talking about what you have and don’t have • Creating Variety and Shifting • The accusative case • Position of subject and verb • Separable-prefix verbs and two-verb construction • Types of universities in Germany • Zeitausdrücke • Die Uhrzeit • Der Alltag. Assignment: • WS: Nominativ und Akkusativ • WS: Zeitausdrücke • WS: Separable-Prefix

WEEK 6: Kapitel 3A: Was gibt es in Heidelberg und Mannheim zu tun?
• Describing activities • Expressing additional and contrastive information • Stating personal preferences • Present tense of stem changing verbs (including wissen) • Nominative and accusative of possessive adjectives • The particle lieber • The metric system • Lebensmittel • WS: Stem-Changing Verbs • Quiz 2

WEEK 7: Kapitel 3B: Was gibt es in Heidelberg und Mannheim zu tun?
• Expressing what you would like to do • Expressing possibilities • Referring to people and things • Talking about what you know as a fact and about people, places, and things • Talking about more than one item • The modal verbs möchte and können • Accusative pronouns • The verb kennen • Noun plurals • Freizeit-aktivitäten. • WS: Possessive und Konjunktionen • WS: Akkusativ-pronomen • Quiz 3

WEEK 8: Review & Midterm

WEEK 9: Film Discussion SP 2

WEEK 10: Kapitel 4A: Unterwegs
• Telling friends or relatives to do something • Making inclusive suggestions • The informal (du-, ihr-) imperative • Particles with the imperative • Inclusive suggestions (wir-imperative) • Das Gepäck. • WS: Kleidung • SP 3

WEEK 11: Kapitel 4B: Unterwegs
• Expressing ability, fondness, and desire, and expected obligation • Modal verbs (können, mögen / möchte, sollen). • WS: Modalverben und Imperative

WEEK 12: Kapitel 4C: Unterwegs
• Expressing permission, prohibition, necessity, and strong desire • Modal verbs II (dürfen, müssen, wollen) • Accusative Preposition • Mit der Bahn fahren • SP 4 • WS: Akkusativ-präpositionen. Quiz 4

WEEK 13 Review

WEEK 14 ORAL EXAM

WEEK 15 FINAL EXAM
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: July 24, 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  
Department of Foreign Languages and Literatures

b. Name and contact information of proposer(s)  
Silvia G. Dapia

   Email address(es): sdapia@jjay.cuny.edu  
   Phone number(s): 646-557-4415

2. a. Title of the course: Introductory German II

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): German 102

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:  
   The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the novice level. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 100-level course."

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

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.)

   We have offered German for three semesters with robust enrollment; furthermore, we have fulltime faculty expertise in this area. The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Among the world’s languages, German ranks 12th in the number of native speakers. German is spoken in four countries with diverse cultural, political, and economic traditions: The Federal Republic of Germany, Austria, Switzerland, and Liechtenstein. It is also the mother
tongue of significant minorities in neighboring countries, as well as one of Luxembourg’s official languages. Among Europeans, in fact, the approximately 101 million native speakers of German greatly outnumber those of English, French, Italian (58-60 million each), or Spanish (36 million). As a language used in business, diplomacy, and tourism, German stands second only to English in Western Europe. Germany, with a population of just over 82 million, boasts the world’s fourth-largest national economy. The economies of German-speaking Switzerland and Austria are also substantial, and their per capita GDVs rank third and fourth in the EU.

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.)

German II builds on the student's proficiency in language and knowledge of culture acquired in German I. It broadens linguistic and cultural abilities for basic communication in a German-speaking environment. Emphasis is on the progressive development of the five language skills—listening, reading, writing, speaking and culture. Students expand their communication skills to include travel, storytelling, personal well-being, and recent historical events.

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):

   GER 101 or equivalent.

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): Spring 2012
   b. Teacher(s): Silvia Dapia
   c. Enrollment(s): 2 sections of 24 students
   d. Prerequisites(s): N/A

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. *Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.*
Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios. The following language functions are among those practiced: asking the way; giving directions; asking for and giving information; discussing home and the household; describing people and their characters; defining shape, size and color of objects; asking for and giving opinions; the working world; returning faulty goods to a shop.

They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters.

Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.

2. **Maintain self-awareness and critical distance**
   Students will enhance their self-awareness by keeping a reflective journal in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class. The student is encouraged to write about anything that is giving them trouble in the course, anything they think helped them to grasp a concept, and any reflections on how they are doing in the course or how they believe they could do better. The student is encouraged to periodically write about what they have learned in the preceding lesson.

   Students will promote critical distance by self-critiquing their work and by pairing into dyads to critique on another’s work at the end of each lesson.

3. **Work collaboratively**
   A wide variety of collaborative work is frequently used to develop oral skills in the foreign language classroom. The practice of collaborative writing, two or more people working together to produce a document with group responsibility for the end product, is wide-used in this course.

   In the FL classroom, tools such as chat applications and wikis are opening the doors to work collaboratively. Wikis (PBwiki, MediaWiki or Google Docs) provide learners with a tool to create, transform, and erase their work with built-in accountability. At the same time, the wiki tracking system allows teachers to follow the students’ collaborative processes by examining what changes are made, who is making them, when and how often. The collaborative value of the wiki is enhanced when accompanied by the use of synchronous Web-based text and audio applications.

4. **Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society**
   Students will demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including work in groups.

   They will demonstrate understanding of a variety of messages by summarizing important ideas or responding to statements in a dialogue. For example, they may be required to do online listening practice individually. The assignments included listening to recordings available at a language learning website. Students may listen to them for as many times as they needed for a complete comprehension, then subsequently read tape-scripts, which are available on this learning site, and analyze texts and explain how specific elements in them contribute to meaning.

9. **Will this course be part of any major(s), minor(s) or program(s)?**
If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
Gen Ed requirement

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

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

**Required Core:** English Composition _____ Quantitative _____ Natural/Life Sciences _____

**Flexible Core:**

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td></td>
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<tr>
<td>C. Creative Expression</td>
<td></td>
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<tr>
<td>D. Individual and Society</td>
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<tr>
<td>E. Scientific World</td>
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</tbody>
</table>

**College Option:**

<table>
<thead>
<tr>
<th>Justice core:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice &amp; the Individual</td>
<td></td>
</tr>
<tr>
<td>Struggle for Justice &amp; Equality in U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice in Global Perspective</td>
<td></td>
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<tr>
<td>Learning from the Past</td>
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<tr>
<td>Communication X</td>
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</tbody>
</table>

Justice Core:
Justice and the Individual _____
Justice _____
Justice _____

Learning from the Past _____
Communication _____
Please explain why this course should be part of the selected area.

GER 102 should be part of the selected area because it meets the Communication learning outcomes:

1. **Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.**
   
   Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios. The following language functions are among those practiced: asking the way; giving directions; asking for and giving information; discussing home and the household; describing people and their characters; defining shape, size and color of objects; asking for and giving opinions; the working world; returning faulty goods to a shop.
   
   They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.

2. **Maintain self-awareness and critical distance**
   
   Students will enhance their self-awareness by keeping a reflective journal in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class. The student is encouraged to write about anything that is giving them trouble in the course, anything they think helped them to grasp a concept, and any reflections on how they are doing in the course or how they believe they could do better. The student is encouraged to periodically write about what they have learned in the preceding lesson. Students will promote critical distance by self-critiquing their work and by pairing into dyads to critique on another’s work at the end of each lesson.

3. **Work collaboratively**
   
   A wide variety of collaborative work is frequently used to develop oral skills in the foreign language classroom. The practice of collaborative writing, two or more people working together to produce a document with group responsibility for the end product, is wide-used in this course. In the FL classroom, tools such as chat applications and wikis are opening the doors to work collaboratively. Wikis (PBwiki, MediaWiki or Google Docs) provide learners with a tool to create, transform, and erase their work with built-in accountability. At the same time, the wiki tracking system allows teachers to follow the students’ collaborative processes by examining what changes are made, who is making them, when and how often. The collaborative value of the wiki is enhanced when accompanied by the use of synchronous Web-based text and audio applications.

4. **Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society**
   
   Students will demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including work in groups. They will demonstrate understanding of a variety of messages by summarizing important ideas or responding to statements in a dialogue. For example, they may be required to do online listening practice individually. The assignments included listening to recordings available at a language learning website. Students may listen to them for as many times as they needed for a complete comprehension, then subsequently read tape-scripts, which are available on this learning site, and analyze texts and explain how specific elements in them contribute to meaning.
11. How will you assess student learning?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

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

Yes X No___

- If yes, please state the librarian’s name: Maria Kiriakova
- Are there adequate resources in the library to support students’ work in the course
  Yes X No________

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

  - The library catalog, CUNY+ _____
  - EBSCOhost Academic Search Complete _____
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
  - LexisNexis Universe _____
  - Criminal Justice Abstracts _____
  - PsycINFO _____
  - Sociological Abstracts _____
  - JSTOR _____
  - SCOPUS _____
  - Other (please name) ________________

13. Syllabus

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

14. Date of Department curriculum committee approval: July 20, 2012

15. Faculty - Who will be assigned to teach this course? Silvia Dapia or adjunct

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

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

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   
   X Not applicable
   
   ____No
   
   Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

   Silvia Dapia
   Chair, Proposer’s Department

   ______________________________
   Major or Minor Coordinator (if necessary)

   ______________________________
   Chair or Major Coordinator, Affiliated Department (if necessary)
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>GER 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Introductory German II</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>GER 101 or equivalent</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>The second half of introductory German continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

### Indicate the status of this course being nominated:
- [x] current course
- [ ] revision of current course
- [ ] a new course being proposed

### John Jay College Option Location
Please check below the area of the College Option for which the course is being submitted. (Select only one.)

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
  - [ ] Learning from the Past
- [ ] Communication

### Learning Outcomes
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

1. **Communications** - Please explain how your course meets these learning outcomes
   
   Students will:
<p>| Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios. The following language functions are among those practiced: asking the way; giving directions; asking for and giving information; discussing home and the household; describing people and their characters; defining shape, size and color of objects; asking for and giving opinions; the working world; returning faulty goods to a shop. |
| Students will enhance their self-awareness by keeping a reflective journal in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class. The student is encouraged to write about anything that is giving them trouble in the course, anything they think helped them to grasp a concept, and any reflections on how they are doing in the course or how they believe they could do better. The student is encouraged to periodically write about what they have learned in the preceding lesson. |
| Students will promote critical distance by self-critiquing their work and by pairing into dyads to critique on another’s work at the end of each lesson. |
| A wide variety of collaborative work is frequently used to develop oral skills in the foreign language classroom. The practice of collaborative writing, two or more people working together to produce a document with group responsibility for the end product, is wide-used in this course. |
| In the FL classroom, tools such as chat applications and wikis are opening the doors to work collaboratively. Wikis (PBwiki, MediaWiki or Google Docs) provide learners with a tool to create, transform, and erase their work with built-in accountability. At the same time, the wiki tracking system allows teachers to follow the students’ collaborative processes by examining what changes are made, who is making them, when and how often. The collaborative value of the wiki is |
| Students will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters. |
| Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. |
| Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic. |
| Maintain self-awareness and critical distance |
| Work collaboratively |</p>
<table>
<thead>
<tr>
<th>enhanced when accompanied by the use of synchronous Web-based text and audio applications.</th>
<th>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including work in groups.</td>
<td>• For example, they may be required to do online listening practice individually. The assignments included listening to recordings available at a language learning website. Students may listen to them for as many times as they needed for a complete comprehension, then subsequently read tape-scripts, which are available on this learning site, and analyze texts and explain how specific elements in them contribute to meaning.</td>
</tr>
<tr>
<td>• They will demonstrate understanding of a variety of messages by summarizing important ideas or responding to statements in a dialogue.</td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR “INTRODUCTORY GERMAN II”

Professor: Dr. Silvia Dapia
Semester: Fall 2013
Course Code: GER 102
Course Section: 01

Classroom and Time:
Professor’s office: 07.65.03
Office Hours: By Appointment
Professor’s e-mail: sdapia@jjay.cuny.edu

Course Prerequisite: GER 101 or equivalent

Course Description: German II builds on the student's proficiency in language and knowledge of culture acquired in German I. It broadens linguistic and cultural abilities for basic communication in a German-speaking environment. Emphasis is on the progressive development of the five language skills—listening, reading, writing, speaking, and culture. Students expand their communication skills to include travel, storytelling, personal well-being, and recent historical events.

Required Texts:

Learning Outcomes: In compliance with CUNY Council on World Language Study, students will:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance
- Work collaboratively
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

Important note: The use of the target language dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. English is used sparingly in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

The Language Lab: The Lab has a staff of trained tutors who work with students to help them become more effective in their use of the target language. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it. Check out: http://www.jjay.cuny.edu/academics/596.php

Course Requirements:
1. Participation (10 % of the final grade): Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally it is not advisable to miss more than 3 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 10% of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc.

Exemplary
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities
- asks questions only in the target language
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient

Approved by UCASC, September 7, prepared for College Council, October 21, 2012
• shows willingness to participate
• cooperates fully in discussions and group activities although may not necessarily be the leader
• answers readily when called upon and has few errors
• elaborates somewhat on answers
• occasionally resorts to English

Marginal
• participates more passively than actively
• tends to use English, especially in small group activities when the instructor is not nearby
• gives one
• is frequently not well prepared

Unacceptable
• participates grudgingly or not at all
• speaks mostly English in discussions and small group activities
• generally does not cooperate in group activities
• has many errors, makes no effort to correct.

2. Online Student Manual-Homework (10%)

You will have to complete Student Manual assignments of the chapters covered. Most of the homework is done online through Vorsprung’s workbook. The exercises target culture, reading, listening, writing, and speaking abilities. In the online activity manual, you get immediate feedback on exercises and can attempt an activity up to three times before the due date, with your highest grade recorded in the system. Since you can do these online exercises repeatedly throughout the semester, they also serve as excellent study tools for quizzes and tests. Deadlines are posted next to the activities.

3. Writing Assessment Projects (10%)

During the course of the semester, you will also have 2 short written German compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard.

Evaluation Criteria for Composition

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited information; ideas present but not developed; lack of supporting details or evidence.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>Adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Logical and effective order to the content is intended; main points and details are connected; fluent</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.</td>
<td>Proficient B</td>
</tr>
</tbody>
</table>
4. **Quizzes (10%)** — 4 quizzes will be given. **There is no make-up quizzes.**

5. **Oral Interview (20%)** — Interview in form of a short conversation will be held at the end of the semester (see calendar for exact dates) in a one-to-one setting with your course instructor. The interview will be held during regularly scheduled class hours and will last approximately 5-10 minutes. You will be required to prove not only your listening comprehension, but also the active competence (vocabulary, fluency and proper use of language) you have acquired during the semester.

<table>
<thead>
<tr>
<th>Criteria for Oral Assessment</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion</strong></td>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>Responses readily comprehensible, requiring no interpretation on the part of the listener</td>
<td>Superior completion of the task, responses appropriate and with elaboration</td>
<td>Completion of the task, responses appropriate and adequately developed</td>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech continuous with few pauses or stumbling and no or almost no pronunciation errors</td>
<td>Responses comprehensible, requiring minimal interpretation on the part of the listener</td>
<td>Responses mostly comprehensible, requiring interpretation on the part of the listener</td>
<td>Responses barely comprehensible or in English.</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rich use of vocabulary with frequent attempts at elaboration</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Somewhat inadequate use of vocabulary</td>
<td>Most vocabulary usage is not appropriate and makes comprehension challenging to the listener</td>
<td></td>
</tr>
</tbody>
</table>
6. **Midterm (20%)** — There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**

7. **Final Exam (20%)** — If you are absent from the final exam, you must contact your instructor within 24 hours of the original scheduled time for the test. You must provide written documentation of a serious illness or legal obligation. **Students must take the exam within 24 hours of the originally-scheduled time.**

8. **Final Grade Weighting:**
   - 10% Participation
   - 10% Online Student Manual / Homework
   - 10% Compositions or Writing Assessment Projects
   - 10% Quizzes
   - 20% Oral Interview
   - 20% Midterm
   - 20% Final Exam

The John Jay Undergraduate Bulletin allows for the following grades only:

- A, A- **Excellent**
- B+, B, B- **Very Good**
- C+, C **Satisfactory**
- C-, D+, D, D- **Poor**
- WU **Withdrawn Unofficially**
- P **PASS**
- R **REPEAT**

**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.

**Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student's original work.**

**Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**Americans with Disabilities Act (ADA) Policies**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

**TENTATIVE CLASS SCHEDULE**

*Please note the daily syllabus may be subject to change.*

*Please pay attention to in-class or Blackboard announcements*

*For date and time of the final, consult the university examination schedule*

<table>
<thead>
<tr>
<th>w</th>
<th>TENTATIVE CLASS SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Einführung und Kennenlernen; Wiederholung Kap. 1-5</td>
</tr>
<tr>
<td>2</td>
<td>Kapitel 6: Willkommen in Tübingen</td>
</tr>
<tr>
<td></td>
<td>• Expressing the beneficiary or recipient of an action</td>
</tr>
<tr>
<td></td>
<td>• Indicating location</td>
</tr>
<tr>
<td></td>
<td>• Expressing when we do things</td>
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<tr>
<td></td>
<td>• The dative case</td>
</tr>
<tr>
<td></td>
<td>• The subordinating conjunction wenn</td>
</tr>
<tr>
<td></td>
<td>Quiz Nr. 1: Wiederholungs- test Kap. 1-5</td>
</tr>
<tr>
<td>3</td>
<td>• Expressing temporal and spatial relationships with dative prepositions</td>
</tr>
<tr>
<td></td>
<td>• Dative prepositions</td>
</tr>
<tr>
<td></td>
<td>• Dative verbs an expressions</td>
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<tr>
<td></td>
<td>• Der-words</td>
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<tr>
<td></td>
<td>Kultur:</td>
</tr>
<tr>
<td></td>
<td>• Wo Studenten wohnen</td>
</tr>
<tr>
<td>Kapitel 7: Man kann alles in der Stadt finden</td>
<td>• Expressing gratitude, pleasure, ownership, and need for assistance</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>• Expressing location and destination</td>
<td>• Talking about when events happen</td>
</tr>
<tr>
<td>• Expressing means of transportation.</td>
<td>• The verbs hängen/hängen, legen/liegen, setzen/sitzen, and stellen/stehen.</td>
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<td>4</td>
<td></td>
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</tr>
<tr>
<td>Kapitel 8: An der Uni studieren</td>
<td>• Expressing time, manner, and place</td>
</tr>
<tr>
<td>• Giving directions</td>
<td>• Talking about daily hygiene routines</td>
</tr>
<tr>
<td>5</td>
<td>• Expressing location and destination</td>
</tr>
<tr>
<td></td>
<td>• Expression of time and event</td>
</tr>
<tr>
<td></td>
<td>• Expressing location and destination</td>
</tr>
<tr>
<td></td>
<td>• Giving directions</td>
</tr>
<tr>
<td></td>
<td>• Expressing the purpose for an action</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Kap. 9: Ein Praktikum in Wien</td>
<td>• Talking about future events</td>
</tr>
<tr>
<td>• Providing additional information about people and topics</td>
<td>• Expressing the purpose for an action</td>
</tr>
<tr>
<td>• Proposing activities, making suggestions</td>
<td>• Expressing the purpose for an action</td>
</tr>
<tr>
<td>7</td>
<td>• Talking about future events</td>
</tr>
<tr>
<td>8</td>
<td>• Expressing the purpose for an action</td>
</tr>
<tr>
<td>9</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Kap. 10: Feste, Feiertage und Ferien</td>
<td>• Describing people and things</td>
</tr>
<tr>
<td>• Narrating past events</td>
<td>• Describing people and things</td>
</tr>
<tr>
<td>• Talking about consecutive and concurrent events in the past</td>
<td>• Comparing people and things</td>
</tr>
<tr>
<td>10</td>
<td>• Saying when events occur</td>
</tr>
<tr>
<td>11</td>
<td>• Expressing ownership</td>
</tr>
<tr>
<td>12</td>
<td>• Saying when events occur</td>
</tr>
<tr>
<td>13</td>
<td>Oral Examination</td>
</tr>
<tr>
<td>14</td>
<td>Wiederholung (Review)</td>
</tr>
<tr>
<td>15</td>
<td>Abschlussprüfung (final exam)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 8/1/12

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: Science

b. Name and contact information of proposer(s) Sandra Swenson

   Email address: sswenson@jjay.cuny.edu
   Phone number(s) 212.237.8820

2. a. Title of the course Origins: From the Big Bang to Life on Earth

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Ori Big Bang to Life

c. Level of this course 100 Level 200 Level 300 Level 400 Level

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

   General Education core science requirement.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SCI 110

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.)

   To comply with the Common Core structure recommended by Pathways Task Force: To offer students a well-rounded education that emphasizes critical thinking skills; to stimulate intellectual curiosity; and to encourage students toward a pathway of lifelong learning.

   Specifically, understanding science is a critical part of modern life because more than any generation before us we are asked to make decisions based on scientific research. Students are introduced to three big theories in science and the evidence that supports these theories: The Theory of the Big Bang, The Theory of Plate Tectonics, and The Theory of Evolution. Within
each of these theories lies a solid body of scientific reasoning based on modern understandings of physics, geology, chemistry, and biology.

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

This course is an overview of some of the most significant scientific discoveries affecting our understanding of the natural world, and the data and evidence that support these ideas. This spectrum of understanding ranges from how we have come to understand the age of our universe to understanding the molecular basis of all living things. Students will examine the scientific processes and evidence behind phenomena and will be challenged to think critically about important discoveries in science.

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):

   N/A

6. **Number of:**
   a. Class hours  __2_lecture_
   b. Lab hours    __1_lab_
   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): Sp. 2011, Fa. 2011, Sp. 2012
   b. Teacher(s): Dr. Anthony Carpi, Dr. Sandra Swenson
   c. Enrollment(s): 100 – 200 students per semester
   d. Prerequisites(s): Math 104 or 105

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. Identify and apply the fundamental concepts and methods of a life or physical science.**
   - Students will identify logical and illogical statements, discuss “fact” and reasoning, explain the basic steps of problem solving, and solve logic puzzles.
• Interact with other students by posting their conceptual understandings and discussions about ideas on BB Discussion Board.

• Recognize science as a creative process by reading and discussing the historical perspective of scientific discovery and participate in laboratory exercises that emphasize problem solving.

• Describe basic concepts in the physical and/or biological sciences toward interpreting the nature of scientific discoveries including the evidence for: the Big Bang Theory, the Theory of Plate Tectonics, and the Theory of Evolution

• Correctly use basic terminology in chemistry, biology and geology. Students actively test their own knowledge and understanding by journal writing or by responding to clicker questions during lecture.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

• Students will differentiate between data analysis and interpretation by actively participating in two class projects which require students to collect, analyze and interpret both self-collected data and professionally collected data.

• Will investigate the basic morphology of organisms and make comparisons between organisms.

• Visit the Museum of Natural History “The Hall of Human Origins” to explore the scientific evidence behind evolution, create a BB thread of your visit and participate in an all class discussion about the evidence.

3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

• Students will practice the skills of collaborative learning in a laboratory environment by working in groups to fulfill laboratory exercises. Students will assess themselves on how responsible they are for their own work as well as how well the whole group works together. (See Rubric)

• Appreciate the character of observation and measuring instruments and the relationships between the instruments and what is to be studied.

• Quantify uncertainty and error in measurements by calculating percent error.
• Demonstrate safe lab practice during lab by following lab safety rules and responding appropriately on quizzes.

• Outline the basic modes of measurement by participating in laboratory exercises that require instrumentation.

• Identify basic laboratory equipment and practice methods of experimentation & investigation.

4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

• Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the reasonableness of the data they collect.

5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

• Students will discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.

• Judge the merit of scientific vs. pseudo-scientific conclusions.

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

    _x___No    _____Yes

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

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

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

    Required Core: English Composition _____ Quantitative _____ Natural/Life Sciences ___x___

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

### College Option:

<table>
<thead>
<tr>
<th>Justice core:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice &amp; the Individual</td>
<td></td>
</tr>
<tr>
<td>Struggle for Justice &amp; Equality in U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

Justice Core:
Justice and the Individual _____
Justice _____
Justice _____
Learning from the Past _____
Communication _____

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

Fundamentals of science education required in the common core curriculum: To offer students a well-rounded education that emphasizes critical thinking skills; to stimulate intellectual curiosity; and to encourage students toward a pathway of lifelong learning.

The core concepts and skills underlying this course are a part of the fundamental concepts of physics, chemistry, geology, and biology. They are concepts that all undergraduate students should know and be able to do as a part of a well-rounded college education.

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

Journal writing, Blackboard Discussions, Turning Technologies Response System, laboratory experiments, in-class group work, quizzes and tests. These will be assessed using the established departmental rubrics.

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
12. Did you meet with a librarian to discuss library resources for the course?

Yes__x__ No___

- If yes, please state the librarian’s name: Ellen Sexton________________
- Are there adequate resources in the library to support students’ work in the course
  Yes__x__ No______ and all information is accessible electronically.

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

  ➢ The library catalog, CUNY+ _x__
  ➢ EBSCOhost Academic Search Complete _x__
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _x__
  ➢ LexisNexis Universe _x__
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO _____
  ➢ Sociological Abstracts _____
  ➢ JSTOR _____
  ➢ SCOPUS _____
  ➢ Other (please name) ________________________________

13. Syllabus

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

14. Date of Department curriculum committee approval _Anthony Carpi & Larry Kobilinsky

15. Faculty - Who will be assigned to teach this course? _Dr. Swenson, Dr. Carpi, Ms. Mirza, MR. Yaverbaum, Ms. Bailey___________

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

  _x__No
  ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   ___x___ Not applicable  
   ____ No  
   ____ Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?
   ___ No  
   ___x Yes. If yes, number and name of course(s) to be withdrawn. NSC 107

19. Approvals:
   Dr. Larry Kobilinsky
   Chair, Proposer’s Department

   ____________________________________________
   Major or Minor Coordinator (if necessary)

   ____________________________________________
   Chair or Major Coordinator, Affiliated Department (if necessary)
## CUNY Common Core

### Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number</strong> (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SCI 110</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Origins: From the Big Bang to Life on Earth</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Sciences</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>General Science</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Pre-requisites (if none, enter N/A)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>This course is an overview of some of the most significant scientific discoveries affecting our understanding of the natural world, and the data and evidence that support these ideas. This spectrum of understanding ranges from how we have come to understand the age of our universe to how we have come to understand the molecular basis of all living things. Students will examine the scientific processes and evidence behind phenomena and will be challenged to think critically about important discoveries in science.</td>
</tr>
<tr>
<td><strong>Special Features (e.g., linked courses)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- current course
- revision of current course
- X a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>X Life and Physical Sciences</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

**Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

If waiver requested:
Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
If waiver requested:
Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

| Students will identify logical and illogical statements, discuss “fact” and reasoning, explain the basic steps of problem solving, and solve logic puzzles. | Identify and apply the fundamental concepts and methods of a life or physical science. |
| Interact with other students by posting their conceptual understandings and discussions about ideas on BB Discussion Board. |  |
| Recognize science as a creative process by reading and discussing the historical perspective of scientific discovery and participate in laboratory exercises that emphasize problem solving. |  |
| Describe basic concepts in the physical and/or biological sciences toward interpreting the nature of scientific discoveries such as the evidence for: the Big Bang Theory, the Theory of Plate Tectonics, and the Theory of Evolution |  |
| Correctly use basic terminology in chemistry, biology and geology. Students actively test their own knowledge and understanding by journal writing or by responding to clicker questions during lecture. |  |

| Students will differentiate between data analysis and interpretation by actively participating in two class projects which require students to collect, analyze and interpret both self-collected data and professionally collected data. | Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| Will investigate the basic morphology of organisms and make comparisons between organisms. Visit the Museum of Natural History “The Hall of Human Origins” to explore the scientific evidence behind evolution, create a BB thread of your visit and participate in an all class discussion about the evidence. |  |

| Students will practice the skills of collaborative learning in a laboratory environment by working in groups to fulfill laboratory exercises. Students will assess themselves on how responsible they are for their own work as well as how well the whole group works together. (See Rubric) Appreciate the character of observation and measuring instruments and the relationships between the instruments and what is to be studied. Quantify uncertainty and error in measurements by calculating percent error. Demonstrate safe lab practice during lab by following lab safety rules and responding appropriately on quizzes. | Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| Outline the basic modes of measurement by participating in laboratory exercises that require instrumentation. Identify basic laboratory equipment and practice methods of experimentation & investigation. | Gether, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| Practically apply observation and/or measurement in a larger scientific context and thereby assess the reasonableness of the data they collect. |  |
| Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements. | Judge the merit of scientific vs. pseudo-scientific conclusions. | Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |
Origins: From the Big Bang to Life on Earth
John Jay College, CUNY

Lecturer: Dr. Sandra Swenson
Office Hours: M/W 1 – 3:30pm or by appointment   Rm. 05.66.07 sswenson@jjay.cuny.edu

Course Description:
For thousands of years, people have studied the world around us. This inherent curiosity motivates the scientific process. However, it is a collection of careful and replicable methods that drive that process forward. Science is often portrayed in public and even in the classroom as a collection of known facts. But, more accurately, science is a process by which we study things, and the knowledge gained through that process. Understanding the basic components of this process is critical to understanding scientific findings.

This course is a broad history of some of the most important scientific discoveries that have had a profound impact on our understanding of the natural world. This spectrum of understanding ranges from how we have come to understand the age of our universe to understanding the molecular basis of all living things. Students will examine the scientific processes and evidence behind phenomena and will be challenged to think critically about important discoveries in science.

Understanding science is a critical part of modern life because more than any generation before us we are asked to make decision based on scientific research. Students are introduced to three big theories in science and the evidence that supports these theories: The Theory of the Big Bang, The Theory of Plate Tectonics, and The Theory of Evolution. Within each of these big concepts lies a solid body of scientific reasoning based on modern understandings of physics, geology, chemistry, and biology.

Learning Outcomes
At the completion of this course, students will:

1. Identify and apply the fundamental concepts and methods of a life or physical science.
   - Students will identify logical and illogical statements, discuss “fact” and reasoning, explain the basic steps of problem solving, and solve logic puzzles.

   - Interact with other students by posting their conceptual understandings and discussions about ideas on BB Discussion Board.

   - Recognize science as a creative process by reading and discussing the historical perspective of scientific discovery and participate in laboratory exercises that emphasize problem solving.

   - Describe basic concepts in the physical and/or biological sciences toward interpreting the nature of scientific discoveries including the evidence for: the Big Bang Theory, the Theory of Plate Tectonics, and the Theory of Evolution

   - Correctly use basic terminology in chemistry, biology and geology. Students actively test their own knowledge and understanding by journal writing or by responding to clicker questions during lecture.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
   - Students will differentiate between data analysis and interpretation by actively participating in two class projects which require students to collect, analyze and interpret both self-collected data and professionally collected data.

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
• Will investigate the basic morphology of organisms and make comparisons between organisms.

• Visit the Museum of Natural History “The Hall of Human Origins” to explore the scientific evidence behind evolution, create a BB thread of your visit and participate in an all class discussion about the evidence.

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• Students will practice the skills of collaborative learning in a laboratory environment by working in groups to fulfill laboratory exercises. Students will assess themselves on how responsible they are for their own work as well as how well the whole group works together. (See Rubric)

• Appreciate the character of observation and measuring instruments and the relationships between the instruments and what is to be studied.

• Quantify uncertainty and error in measurements by calculating percent error.

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4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

• Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the reasonableness of the data they collect.

5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

• Students will discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.

• Judge the merit of scientific vs. pseudo-scientific conclusions.

Course website & Readings: Important course announcements, course readings, homework assignments, and other resources will be posted to the course Blackboard website and Visionlearning website. Students must complete a free registration for the Visionlearning site and regularly check the email address they use to register. Readings: B/W – Available in the course textbook and website, W – Available on the course website only, H - Handout

Course parameters: Origins consists of a lecture component and a laboratory component, completion of both is mandatory. There are two (2) lecture exams consisting of ~50 - 60 questions, and in-class activities, quizzes, and homework. All students must take the exams during the indicated periods. If you have a documented emergency, please see the instructor to discuss options. Both exams count; no grade is dropped. The laboratory portion, worth 35% of the final grade, will be derived from the scores of two (2) exams, quizzes, laboratory work, and a paper.

Course Web Site: http://www.visionlearning.com/myclassroom

Course Requirements: Access to Blackboard and handouts using PDF format (Adobe Reader: http://get.adobe.com/reader/ ). Turning Technologies Response Card may be purchased or rented from the JJ B&N bookstore; you must have and use your valid John Jay email address.

Summary of Course Requirements:
Students are responsible for bringing the Response Cards (Turning Technologies) to every class and for accessing Blackboard once per day to check for new announcements. Students must learn how to use the Discussion Board section on BB. See help options under Blackboard 9.1
Cell phones and similar devices must be turned off in class. No electronic devices of any type (phones, computers, calculators, iPods, etc.) are allowed in course exams. Students found using phones or other electronic devices during an exam will not be given credit for that exam. Students must take exams during the scheduled times. Students with a documented conflict should speak with the professor.

This course conforms to the College policy on plagiarism and grading.

Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2 final</td>
<td>20%</td>
</tr>
<tr>
<td>On-line &amp; in-class Assignments</td>
<td>7.55%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>BB Discussions &amp; Participation</td>
<td>7.5%</td>
</tr>
<tr>
<td>Laboratory Grade</td>
<td>35%</td>
</tr>
</tbody>
</table>

Lab constitutes 35% of your total lecture grade: 5% Attendance, participation/group work; 10% Research Paper; 10 % Lab Manual Reports (In –Class); 5% Exam 1 & 5%

Exam 2

1. Attendance and participation
Lab participation includes adherence to safety rules, involvement in experimental procedures and station cleanup. Students will be required to work in groups and each student should participate in the Laboratory exercises. The Instructor will observe each student’s involvement in the laboratory recitations and exercises and the students will be evaluated accordingly. The Lab safety rules will be strictly enforced at all times and students are expected to observe them while in the Lab. In that respect, under no circumstance should food be brought into lab or dispose of food in waste receptacles.

2. Research Paper
Each student is expected to write and submit a detailed research paper (a hard copy and electronic submission to Turnitin.com). A separate handout will provide additional details on the requirements for the successful completion of this assignment. Research Paper will be due on XXXX No reports will be accepted after this date. Please see additional Handout for Research Guidelines.

3. Lab Manual Reports
The Lab Manual Reports are to be completed during the Laboratory exercise and should be handed in at the end of each Lab (prior to the student leaving the Lab). The Reports are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise.

4. Exam 1 and 2

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
There will be 2 exams for the ENV 108 Lab. Each exam will cover information discussed in the Recitation as related to the laboratory exercises, and also the laboratory exercises (calculations, interpretation etc). NO Personal phones or PDA’s may be used.

Exam 1 will be administered on XXXX and Exam 2 will be on XXXX

THERE WILL BE ABSOLUTELY NO MAKE-UP EXAMS OR LABS.

Attendance
An important part of the course grade is earned through in-class participation and laboratory work; therefore, it is essential for students to attend lecture and lab if they wish to be successful. No make-ups will be given for missed in-class activities and laboratory work unless there is a documented medical excuse. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor as soon as possible.

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

Accommodations for Students with Disabilities: Students with hearing, visual, or mobility impairments; learning disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation, students must register with the Office of Accessibility Services O.A.S., Room 1233-N. 212-237-8031, http://www.jjay.cuny.edu/2023.php, which will define, for both students and faculty, the appropriate accommodations. Faculty are not allowed to work directly with students to attempt to accommodate disabilities, and accommodations cannot be applied retroactively (after-the-fact).

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.

This course will utilize the services of Turnitin.com, a plagiarism prevention system approved by the College Council. All students must submit an electronic copy of their final paper using Microsoft Word, WordPerfect, RTF, PDF or HTML format (including the reference page) to Turnitin.com for processing by the date listed. In addition, a printed original must be submitted to the lab instructor by the scheduled date (instructors may also require an electronic copy). All electronic files should be scanned for viruses before submission. Students transmitting electronic viruses will be heavily penalized.

SCI ORI 107: Origins: From the Big Bang to Life on Earth

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic and Assignments</th>
<th>Required Reading</th>
<th>Laboratory Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Course Introduction and Overview</td>
<td>The Scientific Method-B/W Research Methods: The Practice of Science - W</td>
<td>Metric System: Units of Measure- weight, volume, length, &amp; density. Calculating percent error.</td>
</tr>
<tr>
<td></td>
<td>• Problem Solving, Logic &amp; Science</td>
<td></td>
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<tr>
<td></td>
<td>• Solve Sudoku puzzle finish for HW</td>
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<tr>
<td></td>
<td>• Introduce yourself on Blackboard Discussion Section</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Discussion Section on BB: What is Science? How does it bring meaning to your life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• The Nature of Science</td>
<td>The Nature of Science-W Energy</td>
<td>The Physics of Light: Measuring the wavelength of various gases.</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 2 | • Age/Origins of the Universe  
• Discussion Section on BB: Describe scientific controversy | Light I-B/W Controversy in Science-W |  |
| Week 3 | • Birth of the Universe  
• The Early Universe  
• BB Discussion: What is the Doppler shift? How does it help us to understand stars and galaxies? | Matter-B/W Atomic Theory I & II-B-W | Continue: The Physics of Light |
| Week 4 | • Development of the Universe  
• NOVA: Back to the Beginning | Nuclear Chemistry-B/W The Periodic Table-B/W | Lab: Thin Layer Chromatography: Resolution of matter into pure substances |
| Week 5 | • Formation/change of the Earth  
• Quiz 1  
• A Dynamic Earth  
• In-class 1 paragraph writing assignment: Fossils/Mt. Everest | Earth Structure-B/W Data: Uncertainty & Error-W | Outline for Lab paper due; references must be included |
| Week 6 | • NOVA: Earth is Born or A Pale Blue Dot: The Earth  
• Analyzing & Interpreting Data: In class activity on student-collected data analysis and interpretation. | Plate Tectonics I & II-B/W Data: Analysis & Interpretation-W | Lab Midterm |
| Week 7 | EXAM I | Organic Chemistry-B/W Nucleic Acids DNA I & II- B/W | Plate Tectonics: collecting real-time data from Lamont Doherty Earth Observatory and Smithsonian Institute. |
| Week 7 | • The Theory of Plate Tectonics  
• In-class GeoMapApp/Smithsonian volcano and earthquake data mapping | Earth’s Atmosphere-B/W The Carbon Cycle -W | LAB Paper due |
| Week 8 | • Evidence of the Origins of Life  
| Week 9 | • Origins of Life  
• Miller/Urey experiment  
• NOVA: How Life Began | Genetics I-B/W |  |
| Week 10 | • Early Development of Life  
• Diversity of Life  
• The Fossil Record: A History of Life Quiz 2 | AMNH: Hall of Human Origins Paper and lab presentation |  |
| Week 11 | • Phylogeny & Organism Change  
• Life’s Diversity | Phylogenetics: Human Evolution |  |
| Week 12 | Visit the Museum of Natural History | Lab Presentations |  |
| Week 12 | • BBC: Life – Challenges of Life |  |  |
| Week 13 | • Human Origins  
• Evidence for Change in Humans | The Cell: Prokaryotes/Eukaryotes | Morphology lab continued: examining bacteria cultures prepared by students. |

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
Week 14  * Science in the Modern Era

Week 15  * Wrap up and Review

Final Exam

XXXXXX lecture hall

Extra Credit due: Bill Bryson: A Short History of Nearly Everything; Moon Phases

Lab final

Do not ask to reschedule No make ups will be given

Readings Footnote: B/W – Available in the course textbook and website, W – Available on the course website only, H - Handout

Grades for courses that have been completed through the final examination are as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0-77.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0-72.9</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>63.0-67.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>
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: March 9, 2012

1. Name of Department or Program: Anthropology

2. Contact information of proposer(s):

   Name(s): Edward Snajdr
   Email(s): esnajdr@jjay.cuny.edu
   Phone number(s): 212 237-8262

3. Current number, title, and abbreviated title of course: ANT 101 Introduction to Anthropology
   (Abbreviated title can be found on SIMS): Intro Cultur Ant

5. Current course description:

   Comparative study of cultures, or ways of life, of people around the world, with emphasis on non-Western, preliterate cultures. Examples may include Native American peoples, South American tribal peoples, the Amish, Gypsies, and the Inuit (Eskimos) of northern Canada and Alaska. Analysis of major aspects of culture, including language; marriage, birthing and child rearing; family and kinship; law, government, and social control; and religion.

   a. Number of credits and hours: 3 credits, 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: None

6. Describe the nature of the revision:

   Revision of course description and course learning objectives to update course as it is presently taught in the department and to propose that this course be considered for inclusion into the Common Core, as a World Cultures and Global Issues course.

   New Course Learning Objectives (See also Sample Syllabus attached):

   World Cultures and Global Issue Objectives: Students will learn how to identify and apply fundamental concepts and methods of anthropology and its focus on world cultures and global issues. Students will learn about and analyze the

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
concepts of culture and cultural diversity in a global context and the historical development of several non-U.S. societies and the processes that shape and affect them. Students will also discuss and analyze the role that different forms of differentiation (including race, ethnicity, class, gender, language, and religion) play in cultures around the world.

**Basic Core Objectives**: Students will (1) gather, interpret, and assess information from a variety of sources (including knowledge from family members about kinship, public behaviors and customs, and oral narratives in society) and points of view (individuals and groups form different cultures and in other parts of the world); (2) evaluate evidence and arguments critically or analytically in class discussion and individual assignments; (3) produce well-reasoned written arguments using evidence to support conclusions in short writing assignments and exam essays.

**Additional Program Learning Objectives**: Students will gain an understanding of the following primary social science concepts: Cross-cultural comparison, Ethnocentrism and Holism. Students will learn the following technical academic and critical thinking skills: Comparative analysis, identifying key themes, and distinguishing fact and belief. Additionally, students will also be introduced to the practice of participant-observation and field notes. Students will gain information literacy competence in searching anthropological databases and other web-based search tools.

7. Rationale for the proposed change(s):

Course description is outdated and requires revision to correspond to the course as it is currently taught by faculty in the department

Course objectives fulfill the new proposed Common Core general education learning objectives for World Cultures and Global Issues portion of the Pathways plan. The course also presently fulfills the requirements for both a survey course and foundational course for the Culture and Deviance Studies Major and a pre-requisite for higher level courses.

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

a. Revised course description:

This course is an introduction to cultural anthropology, the study of human societies and cultures. Students will examine the concept of culture in historical and global perspective, and learn tools for cross-cultural comparative analysis with an emphasis on critical thinking in relation to cultural values and practices, variation in human behavior, the organization of social life, and the making of cultural identity. Cross-cultural topics include subsistence, power and law, gender, family and kinship, language and intercultural communication, and the impact of globalization on human societies. Students will also learn fundamental concepts in anthropology to better understand the causes and conditions of our contemporary world.

b. Revised course title: **Introduction to Cultural Anthropology**

c. Revised number of credits and hours: **n/a**

d. Revised number of hours: **n/a**

e. Revised prerequisites: **n/a**

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
9. Enrollment in past semesters:

<table>
<thead>
<tr>
<th>Semester</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>359</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>458</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>363</td>
<td></td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

_____ X _____ No

_____ Yes

What consultation has taken place?

Kathy Killoran has been consulted regarding the revisions proposed for this course.

11. Date of Department or Program Curriculum Committee approval: **February 23, 2012**

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

- **Elizabeth Hegeman**
  - Program Coordinator
  - Culture and Deviance Studies
  (on hard copy to be mailed)

- **Ric Curtis**
  - Chair
  - Anthropology Department
  (on hard copy to be mailed)
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>ANT 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Anthropology (Introduction to Cultural Anthropology)</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Discipline</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Enter one Subject Area from the attached list.</td>
</tr>
<tr>
<td></td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Credits</td>
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<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
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</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<tr>
<td></td>
<td>X In-person</td>
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<td></td>
<td>Hybrid</td>
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<td>Fully on-line</td>
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<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>□ Freshman Seminar</td>
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<tr>
<td></td>
<td>□ Honors College</td>
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<tr>
<td></td>
<td>□ Quantitative Reasoning</td>
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<tr>
<td></td>
<td>□ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>X Other (specify): introductory survey course</td>
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</table>

Catalogue Description
This course is an introduction to cultural anthropology, the study of human societies and cultures. Students will examine the concept of culture in historical and global perspective, and learn tools for cross-cultural comparative analysis with an emphasis on critical thinking in relation to cultural values and practices, variation in human behavior, the organization of social life, and the making of cultural identity. Cross-cultural topics include subsistence, power and law, gender, family and kinship, language and intercultural communication, and the impact of globalization on human societies. Students will also learn fundamental concepts in anthropology to better understand the causes and conditions of our contemporary world. (Proposed Revised Description – see Course Revision Form)

Syllabus
See Attached

Waivers for 4-credit Math and Science Courses
All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here: □ Waiver requested

If waiver requested: Please provide a brief explanation for why the course will be 4 credits.
<table>
<thead>
<tr>
<th>If waiver requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Indicate the status of this course being nominated:

- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

### Learning Outcomes

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

#### I. Required Core (12 credits)

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

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

Students will receive lecture content that includes ethnographic and historical data from a broad range of cultures and societies and will focus in-depth on specific ethnographic cases, cross-cultural institutions, and practices. They will also complete individual projects such as devising kincharts, mapping ethnographic space, collecting oral histories, traditions, and/or small-scale participant-observation sessions.

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

Students will learn cross-cultural comparison, how to understand and evaluate diverse human practices and beliefs from the perspective of cultural relativism (focusing on local cultural logics and value systems), as well as how to consider and assess this diversity in the context of broader global processes and in terms of intercultural interaction, exchange, and co-existence. The concepts of ethnocentrism and cultural relativism are primary subjects for students throughout the course.

- Evaluate evidence and arguments critically or analytically.

Assignments using the content data described above will require students to write essays, create maps, organize charts, and present other forms of systematic data. Students will be required to work with, compare, and interpret symbol systems, produce short answer comparisons, and definitions of unique, culture-bound concepts, as well as oral presentations and organized in-class discussion.

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

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
| Students will read ethnographic studies of contemporary societies including in-depth description of non-Western, non-state societies from a wide range of locations around the globe. They will learn about customs, traditions, beliefs and practices of human societies broadly, and learn to compare and classify this diversity with basic anthropological theories of functionalism, processual interpretive models, structuralist approaches, intersectionality, and applied perspectives. They will also engage these data with broad-range theories of exchange and power (neoliberalism, world-systems theory, hybridity, etc.) | ● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |

| Ethnographic case studies and cross-cultural data will be contextualized within global historical processes of capital flows, subsistence patterns, the evolution of writing systems, oral traditions and supernatural belief systems. For example, processes of culture change (acculturation, colonialism, the role of multi-national corporations, inter-cultural stratification, urbanization, etc.) are fundamental accepts of ethnographic course material, as well as the framework in which specific customs, practices and beliefs for any given example of a cultural system will be considered. While this course will also include examples and case studies from the U.S., the primary source of data to be analyzed will be from non-Western societies. | ● Analyze the historical development of one or more non-U.S. societies. |

| Long-term climate change (pre-modern), agricultural revolution, industrialization, technological innovations, and cross-cultural global migrations are considered in the scope of this course as these relate to one or more societies. | ● Analyze the significance of one or more major movements that have shaped the world’s societies. |

| Race (as a social, political and cultural concept – and the absence of this concept in other societies ), ethnicity, gender, class (and many other forms of social and political stratification), language (and non-verbal forms of communication), sexual orientation (including multiple orientations, and spiritual and symbolic sexual identities, e.g.), as well as forms of belief in the supernatural (both monotheistic, polytheistic and syncretic), subsistence patterns, residence patterns, forms of marriage and other forms of exchange, and the integration, inter-relatedness and transformations of these themes/institutions/beliefs and practices representing evidence of the diversity of the human condition are all fundamental lecture topics and/or the primary subjects of course readings and films. | ● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |

| ● Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own. |
B. U.S. Experience in its Diversity

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.
### D. Individual and Society

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual’s place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

### E. Scientific World

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
ANT 101 - INTRODUCTION TO CULTURAL ANTHROPOLOGY
[Proposed WCGI Course for Common Core]

Professor: Edward Snajdr
Semester: Spring 2012
Course Code: ANT 101
Course Section: 07
Classroom: 200T
Class Time: M/W 12:20-1:35
Professor’s Office: 9.63.12 (Ninth Fl. Of New Building)
Office Hours: Mondays 4:00 PM -5:00PM and by appointment
Phone: (212) 237-8262 Email: esnajdr@jjay.cuny.edu
Course Pre-requisites: None

Course Description: This course is an introduction to cultural anthropology, the study of human societies and cultures. Students will examine the concept of culture in historical and global perspective, and learn tools for cross-cultural comparative analysis with an emphasis on critical thinking in relation to cultural values and practices, variation in human behavior, the organization of social life, and the making of cultural identity. Cross-cultural topics include subsistence, power and law, gender, family and kinship, language and intercultural communication, and the impact of globalization on human societies. Students will also learn fundamental concepts in anthropology to better understand the causes and conditions of our contemporary world. 3 hours, 3 credits.

Learning and Knowledge Objectives:

World Cultures and Global Issue Objectives: Students will learn how to identify and apply fundamental concepts and methods of anthropology and its focus on world cultures and global issues. Students will learn about and analyze the concepts of culture and cultural diversity in a global context and the historical development of several non-U.S. societies and the processes that shape and affect them. Students will also discuss and analyze the role that different forms of differentiation (including race, ethnicity, class, gender, language, and religion) play in cultures around the world.

Basic Core Objectives: Students will (1) gather, interpret, and assess information from a variety of sources (including knowledge from family members about kinship, public behaviors and customs, and oral narratives in society) and points of view (individuals and groups form different cultures and in other parts of the world); (2) evaluate evidence and arguments critically or analytically in class discussion and individual assignments; (3) produce well-reasoned written arguments using evidence to support conclusions in short writing assignments and exam essays.

Additional Program Learning Objectives: Students will gain an understanding of the following primary social science concepts: Cross-cultural comparison, Ethnocentrism and Holism. Students will learn the following technical academic and critical thinking skills: Comparative analysis, identifying key themes, and distinguishing fact and belief. Additionally, students will also be introduced to the practice of participant-observation and field notes. Students will gain information literacy competence in searching anthropological databases and other web-based search tools.
To meet these objectives, the course will include lectures, readings, and writing assignments, as well as films and class discussions.

**Required Readings**

Textbooks:


Additional Readings (Online Reserve and Blackboard):


**Policy on Attendance, Etiquette and Class Participation:** Coming to class is your responsibility. Regular attendance is expected. If you have any questions about attendance please speak with the instructor. Please be considerate of others in the classroom. Class participation is expected from all students.

**The Writing Center:** The Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it.

**Academic Integrity:** Academic Dishonesty, including plagiarism, is prohibited in The City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Please review the CUNY Policy on Academic Integrity on the college website under “Students.” By registering in this course, you are promising to abide by all the requirements Approved by UCASC, September 7, prepared for College Council, October 18, 2012.
stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also p. 167 of the Undergraduate Bulletin for further explanation.

Assessment (Grading). Assessment and Grades will be discussed in more detail in the course. Below is a description of the assignments and evaluation of students for the class.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments (3 – worth 10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

1) Writing Assignments. There will be three (3) writing assignments for the course. Students will receive detailed handouts about each one in class and they will be due throughout the semester. Each assignment involves individual student research (interview, observation, data collection) and write-up.

Assignment 1 – Kinship Chart

Assignment 2 – Map of Your “Block”

Assignment 3 – Urban Legend Analysis

2) Mid-Term Exam. The Mid-Term is a multi-method in-class test including multiple choice, true/false, fill-in-the-blank (no word bank), short answer and an analytical 1-page essay. You will be tested on course lectures, films, and readings.

3) Final Exam. The final exam is similar to the mid-term in the type and range of questions. It includes two analytical essays. Although the final is non-cumulative, i.e. you will be tested on material that follows the mid-term, you should review basic concepts from the first half of the class. Students will receive a review sheet prior to both of these exams.

Final letter grades will be determined according to the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Equivalent</th>
<th>Numerical Value</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B+</td>
<td>87.1-89.9</td>
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<td>B</td>
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<tr>
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<td>F</td>
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<td>0.0</td>
</tr>
</tbody>
</table>

Source: John Jay College of Criminal Justice Undergraduate Bulletin.

Grades and their meanings:

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
A, A- Excellent
B+, B, B- Very good
C+, C Satisfactory
C-, D+, D, D- Poor (passing, but too many can lead to dismissal)
F Failure (not erased when course is retaken and passed)
WU Withdrew unofficially

Schedule of Classes:

Week 1

1/30 Introduction to the Course - What is Anthropology?
Examining the Four Fields (Physical, Archeology, Linguistics, Cultural)
Miller, Chapt 1

2/1 Human Origins – Where Did We Come From?
Primate Traits, Human Traits, and the Story of Change over time
Johanson, Prologue Lucy: The Beginnings of Humankind

Week 2

2/6 What is Culture? A System of Common Sense
The Characteristics of Culture; emic perspectives, ethnocentrism, and cultural relativism
Miller Chapt 2
Film clip: Latah

2/8 Fieldwork – How to Study Culture
Malinowski and ethnography, participant-observation, the rules of fieldwork
Chagnon Chapt 1
Film clip: A Man Called “Bee”

Week 3

2/13 Enculturation – Culture is Learned
Agents of enculturation, core values, Case Study: preschool in Three Cultures
Geertz, Notes on a Balinese Cockfight

2/15 Language and Intercultural Communication
Phonetics, evolution of language, sociolinguistics, code-switching and non-verbal forms of human communication
Miller Chapt 3
Mendoza-Denton “Muy Macha”

Week 4

2/20 Subsistence – Making a Living
Foraging, Farming, Industry and the post-industrial service economy
Miller Chapt 3
Film clip: Dani Sweet Potatoes

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
Clastres, The Bow and the Basket

2/22 Exchange – Economies You Know and Sort of Know But Don’t Think About
Market Systems, Redistribution, Reciprocity – 6 Characteristics of Money
Chagnon Chapt 2 Film clip: The Feast
Sahlins, Marshall “The Original Affluent Society”

Week 5

2/27 Kinship and Social Organization – What Does “Cousin” Mean?
Systems of Relatedness (Affines, Agnates), Models of Living Together
Bilateral and Unilineal Descent
Miller Chapt 6 Film: N!ai: The Story of a !Kung Woman (1st half)
Eggan, Maya Kinship

Week 6

2/29 Kinship and Social Organization (continued) – What is Marriage?
Marriage, Household and Social Economies
Chagnon Chapt 4

3/5 Kinship, Sexuality and Identity – What Does Love Got to Do With It?
Polygyny, Bride Service, Body Modification and other Human Practices
Miller Chapt 4 Film: Masai Women
Murphy, Social Distance and the Veil

Week 7

3/12 Review Session Writing Assignment 1 due in class 3/5 (Kinship Chart)

3/14 MID-TERM EXAM

Week 8

3/19 Systems of Power and Control
Band, Tribe and Chiefdom as Idea and as Practice
Miller Chapt 8 Film: Kawelka: Ongka’s Big Moka
Chagnon Chapt 5

3/21 Systems of Power and Control (continued)
Centralized Political Systems and Beyond
Chagnon Chaps 6 and 7
Begin reading Duneier (entire book)

Week 9

3/26 Non-Kin Associations/U.S. Culture
Class, Race, Status and so much more
Miller Chapt 7
Narayan, How Native is a Native Anthropologist?

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
3/28 The Sidewalk Community
Bums, “broken windows” or public characters?
Finish reading Duneier

Writing Assignment 2 due in class 3/28 (Map of Your “Block”)

Week 10

4/2 Ethnicity, Nationalism, Transnationalism
How does Anthropology approach these concepts and phenomena?

4/6 Supernatural Systems
Sacred/Profane, Monotheism, a Brief Look at Texts of Faith
Miller Chapt 10

Week 11

4/9-4/11 SPRING BREAK – NO CLASS

Week 12

4/16 Religion, Symbol, Culture
Polytheism - Animism, Animatism and Ancestor worship
Shamans, priests, nu/m, hekura and mana
Film clip: Magical Death
Chagnon Chapt 3

4/18 Rituals We Live By
Rites of Passage, Rites of Intensification
Circumcisions and Funerals

Week 13

4/23 Rituals and Symbols as Identity Formations
Graduations and Weddings
Film: The Land-Divers of Melanesia
Miller Chapt 11

4/25 Art and Expression, Oral Traditions
Aesthetics, Function and Form – Case Study: Urban Legends

Week 14

4/30 Culture Change
Innovation, Diffusion, Acculturation
Miller Chapt 12
Film: N!ai: The Story of a !Kung Woman (2nd half)

5/2 Culture Change
Responses to Change: Revitalization, Syncretism, Hybridity
Chagnon Chapt 8
Appadurai Global Ethnoscapes

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
Writing Assignment 3 due in class 5/2 (Urban Legend Analysis)

Week 15

5/7 Globalization, World Systems and Neoliberalism
Case Study: Coptic Christians in Cairo – The Zaballeen

Film: Garbage Dreams

5/9 Major Issues in Applying Anthropological Knowledge
People on the Move
Miller Chapt 13

Week 16

5/14 Review Session

5/16 Reading Day (NO CLASS)

FINAL EXAM – TBA

Map of the World – We will identify the following cultures/societies discussed in class on the map according to the number following their name: Yanomamo (1), Masai (2), Kawelka (3), Buna (4), !Kung (5), New Yorkers (6), Trobriand Islanders (7), Slovaks (8), Kazakhs (9), and Mayans (10). Study this map throughout the semester.
Writing Assignments:

Writing - Fieldwork Assignment #1

1) Read Miller Chapter 6 *Kinship and Domestic Life* and Chagnon Chapter 4 *Social Organization and Demography*

2) Create a kinship chart by interviewing a family member to trace relatedness through time (descent) and space (kin). Use the conventions described in class and in the textbook to mark individuals in your genealogical chart. You should be able to document at least three generations on your chart from this interview. Try to document four. Label yourself as EGO on the kinship chart. Interview another family member to confirm the information that the first person gave you.

3) Label the terms that you refer to the individuals on your kin chart – keeping in mind that these should be from the perspective of the individual that you interview.

4) Circle EGO’s household, that is, the people with whom they live and with whom they “share a cooking pot.”

The kinship chart should be created on one piece of 8 ½ x 11 paper (Hint – turn it sideways). Please try to keep all symbols uniform in terms of size and appearance.

5) Write a one-page description of how the chart you have created is different from the Yanomamo kin chart shown on Chagnon, page 142.

Writing – Fieldwork Assignment #2

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
Take at least one hour and fifteen minutes of your time and map your block. Record anything that you can observe and write it out on a map diagram of the space surrounding the place that you live.

Your goal is to document what types of human behavior take place on the sidewalks covering your block. Are there permanent things/people/places that one sees all the time? Or do you see transient behavior or occasional interaction between people? Perhaps you experience very little human movement and interaction at all. How would you represent these things symbolically?

Use one sheet of blank 8 ½” x 11” paper (standard size). You are not required to use colors, but what you do draw should depict in symbolic form, what you observe. Submit a one-page description of the meaning of your symbols and how they represent the place that you live. Also submit a one-page discussion of how your place is different from the space in which the Sidewalk community lives and works.

Writing – Fieldwork Assignment #3

Use one sheet of blank 8 ½” x 11” paper (standard size), write out an urban legend that you have gather from talking with people in your community. In the first paragraph, describe the legend – report it as it is told to you. In another paragraph, describe the elements that make this a legend: narrative or story, its plausibility, and the moral or lesson that is being ‘taught.’ Analyze what the legend means for the culture in which it is told. What is its critical message or moral or lesson that refers to the broader cultural system?
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). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Date Submitted: 8/9/2012

1. Name of Department or Program: Anthropology

2. Contact information of proposer(s):

   Name(s): Shonna Trinch
   Email(s): strinch@jjay.cuny.edu
   Phone number(s): 646.557.4403

3. Current number, title, and abbreviated title of course: Ant/Psy/Soc 210, Sex and Culture

   (Abbreviated title can be found on SIMS)

4. Current course description:

Study of behavioral and psychological differences between males and females in the light of contemporary theories of social structure, social learning and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

*Prerequisites:* ENG 101

   a. Number of credits: 3

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

   c. Current prerequisites: Eng 101 and sophomore standing or above

Approved by UCASC, Sept 21, prepared for College Council, Oct 18, 2012
5. Describe the nature of the revision:

The revision very clearly states the learning outcomes to be achieved by students in the course. Namely, students taking the course can expect to be presented with opportunities to hone skills of gathering, interpreting and assessing information from a variety of sources and points of view. They will also have the opportunity to evaluate evidence and arguments critically and analytically. Students will also be given chances to produce well-reasoned written and/or oral arguments using evidence to support their conclusions. While students’ mastery of these skills will be variable, instructors teaching the course now have a template to follow so that core disciplinary anthropological concepts and critical academic skills will be systemically presented to students. Assignments, readings, activities, discussions and writing exercises will explicitly create opportunities for students to begin to master both anthropological knowledge and critical academic skills that they will need upon graduation.

6. Rationale for the proposed change(s):

The purpose of the revision is to update the course to reflect how it is currently being taught by faculty in the Department of Anthropology. The course description in the course catalog is outdated and needs to be aligned with the current state of the field. By specifying core disciplinary knowledge and core academic skills at the outset of the course, both students and instructors can be clear with respect to the goals they are to achieve and the knowledge and skills that students in the course are to be able to attain. Course objectives fulfill the new proposed common core general education learning objectives for the Individual and Society option of the CUNY Pathways Plan. Sex and Culture is also a core course in the Culture and Deviance Studies major.

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

a. Revised course description:

   Sex and Culture explores the cultural construction of human sexuality from the framework of the individual in society. Students will examine the social learning of sexual behaviors, beliefs and practices. Analytic focus will include how culturally prescribed gender roles for men and women inform notions of right and wrong. Specific topics may include institutionalized gender inequality, marriage and the family, homophobia and other issues involved in the relationship between sex and culture. All topics will be considered from a historical and cross-cultural perspective.

b. Revised course title: Course title will stay the same

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Abbreviations will stay the same.
d. Revised learning outcomes:

Learning outcomes will include both disciplinary knowledge of anthropology as well as critical academic skills needed by college graduates. In this course, among other things, students will:

- identify and apply the fundamental concepts and methods of anthropology exploring relationship between the individual and society beginning with, but not limited to “the social construction of the individual,” “gender,” “the reproduction of power and inequality,” “intersectionalities,” and “cross-cultural and historical variation” to an analysis of sex and sexuality.
- gather, interpret, and assess information from a variety of sources and points of view including, but not limited to participant-observation, ethnography and interviewing.
- produce well-reasoned written or oral arguments using evidence to support conclusions.
- hone skills of information literacy through use of the library’s electronic journals and while reading a variety of genres such as ethnography, memoir, research articles, life histories and ethnographic film.
- articulate and assess ethical views and their underlying premises in the study of human sexuality for both the individual and for society.
- examine how an individual’s place in society affects experiences, values, or choices.

e. Revised assignments and activities related to revised outcomes:

Assignments and activities have been created to assist students in meeting learning outcomes. Students will conduct participant-observations on social life related to sexuality and gender. These assignments might focus on ‘language and sexuality,’ ‘the gendered material object,’ ‘mating rituals’ or ‘mapping the home for gender and sexuality’. These mini-data collection projects will require students to complete Citi-training which will introduce them to the ethics of conducting social science research among human subjects. Students will hone their writing and participation skills through taking both class notes and field notes, writing their research reports and presenting their data and findings orally to the class in short presentations. Reading assignments are varied so that students can hone their information literacy skills as these are related to recognizing and knowing how to use citations in order to find materials through electronic journals as well as knowing how to find and take information from different textual genres. The purpose of these assignments is to instruct students in being good observers, in order to see how the individual is created as a sexual being, rather than born as one. These exercises are designed to move students from making sweeping generalizations about humans and to being able to make observations them systematically.

f. Revised number of credits: Will stay the same.

g. Revised number of hours: Will stay the same.
h. Revised prerequisites: Will stay the same.

8. Enrollment in past semesters:
   There are generally 30 to 40 students in the class, and the Department of Anthropology runs between approximately six and ten sections per semester.

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   (reminder - complete the CUNY Common Core Form if appropriate)
   No _____ Yes _x_____ If yes, please indicate the area:

   **Required Core:** English Composition _____ Quantitative _____ Natural/Life Sciences _____

   **Flexible Core:**

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

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

   This course will examine human sexuality and sexual practices as they are constructed for individuals in societies by cultures. The course fits into the Individual & Society area because the tools and methods of anthropology will examine the idea of the individual as a cultural construct with respect to how cultures regulate his/her sexuality and sexual practices. While conventional wisdom might suggest that one’s sex life is a private matter (of the individual), anthropological frameworks suggest that cultures define what are acceptable/unacceptable/questionable/unquestionable sexual practices. And, societies punish sexual transgressions as they are defined locally. The focus brings to light how the idea of the individual fits within the cultural system of logic to regulate sexuality and sexual practices. Using anthropological methods of cross-cultural and trans-historical examination of humanity and sexuality, students will come to learn how sexuality and sexual practices, like other human activities, are socially constructed as “normal,” “natural” and “right” as opposed to “deviant,” “criminal” and “wrong.” With an anthropological comparison of cultural particulars vs. cultural universals, the concepts of cultural construction, identity formations, core values, gender roles, kinship and reproduction will be explored as they relate to the individual as a cultural being in society.
If yes, frequency and number of sections to be offered for General Education:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td><strong>x</strong>__</td>
</tr>
<tr>
<td>Fall semesters only</td>
<td>______</td>
</tr>
<tr>
<td>Spring semesters only</td>
<td>______</td>
</tr>
</tbody>
</table>

Number of sections: __10___

10. Does this change affect any other departments?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>x</strong>_</td>
<td>No</td>
</tr>
<tr>
<td>______</td>
<td>Yes (if so what consultation has taken place)?</td>
</tr>
</tbody>
</table>

11. Date of Department or Program Curriculum Committee approval:

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

*Richard Curtis*
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ANT 210 (and SOC 210 and PSY 210)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Sex and Culture</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Discipline</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>Eng 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Sex and Culture explores the cultural construction of human sexuality from the framework of the individual in society. Students will examine the social learning of sexual behaviors, beliefs and practices. Analytic focus will include how culturally prescribed gender roles for men and women inform notions of right and wrong. Specific topics may include institutionalized gender inequality, marriage and the family, homophobia and other issues involved in the relationship between sex and culture. All topics will be considered from a historical and cross-cultural perspective.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] English Composition</td>
<td>[x] Individual and Society</td>
</tr>
<tr>
<td>[ ] Mathematical and Quantitative Reasoning</td>
<td></td>
</tr>
<tr>
<td>[ ] Life and Physical Sciences</td>
<td>[ ] World Cultures and Global Issues</td>
</tr>
<tr>
<td>[ ] US Experience in its Diversity</td>
<td>[ ] Scientific World</td>
</tr>
<tr>
<td>[ ] Creative Expression</td>
<td></td>
</tr>
</tbody>
</table>

Prepared for UCASC, September 21, 2012
### Learning Outcomes

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

<table>
<thead>
<tr>
<th>II. Flexible Core (18 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Individual and Society</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
<td></td>
</tr>
</tbody>
</table>

| Students will gather information and be taught to assess information from a variety of sources and points of view through class lectures, class discussions, a variety of different assignments, ranging from reading monograph-length ethnographies, memoirs and life histories to research articles, essays and interviews. Course materials are selected to present people and groups and their ways of constructing sexuality from across the globe. Additionally, students will be trained to gather their own data from interviews and participant-observation for mini-research projects. | Gather, interpret, and assess information from a variety of sources and points of view. |

| Guided by theories of gender, through readings and class discussions, students will learn about cross-cultural and historical variation of sexual ideologies and practices and how they relate to the individual in society. An examination of diverse human sexual practices and the meanings humans attach to them through the lens of cultural relativism and the logic of holism will complicate fascicle comparisons that lead to inadequate conclusions of “better” or “worse”. | Evaluate evidence and arguments critically or analytically. |

| Students will be required to write essay questions on a midterm and a final. They will be instructed in how to write answers that are guided by theory and based on evidence and argument. Additionally, students will write three mini-research papers based on the evidence they collect through participant-observation. These papers might be about ‘language and sexuality’, ‘the cultural phenomenon of gendering material object,’ ‘mapping homes for gender and sexuality’ and ‘mating rituals common in the United States’. Papers will be guided by theory learned in class and must be supported by real world observations as opposed to mere generalizations. | Produce well reasoned written or oral arguments using evidence to support conclusions. |

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

| This course will critically examine sexuality and sexual practices as they are constructed in the United States as private endeavors of the individual—whether as a result of individual choice or biology. Using anthropological methods of a cross-cultural and trans- | Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public |

Prepared for UCASC, September 21, 2012
| Historical examination of humanity and sexuality, students will come to learn how sexuality and sexual practices, like other human activities, are socially constructed as “normal,” “natural” and “right” as opposed to “deviant,” “criminal” and “wrong.” Thus, with an anthropological framework of cultural particulars vs. cultural universals, the concepts of cultural construction, identity formations, core values, gender roles, kinship and reproduction will be explored as they relate to the individual as a cultural being in society. Through a variety of literary genres commonly used in anthropology, such as ethnography, memoir, life histories and research articles, students will come to understand gender from a number of theoretical frames including: binaristic, intersectional, positional and performative theories to see how and where more explanation and more powerful theory is still needed to explain human phenomena. | Affairs, religion, and sociology. |

| Following from above, students will learn how societies produce and reproduce sexual ideologies that mark some practices as deviant and others as normal. Activities such as dating, grooming, mating, shopping, eating and providing financially—to name only a few of these activities—will be examined as they relate to sexuality and to culturally appropriate gender performances. Additionally, students will learn how societies reward and punish individuals and groups for ‘bad’ gender performances and for participating in sexual practices deemed as deviant to the culture. | ● Examine how an individual's place in society affects experiences, values, or choices. |

| All research requires ethical considerations for the safeguarding of human subjects' well-being, privacy and anonymity. This course in the study of sex and culture will heighten students’ awareness of the ethical difficulties researchers encounter when representing peoples and their practices in several ways. First, by asking students to observe their own social milieu, the course will highlight the fact that the subjects represented in the social science research they read about humans, not unlike their own friends and family members. Part of each assignment will require students to think about how their subjects will respond to their representations of them. Short in-class discussions and writing exercises will require students to focus on methods of protecting the people they observe as well as taking care not to exoticize others whose practices may differ from either the norm or their own. | ● Articulate and assess ethical views and their underlying premises. |

| While much of the course will focus on the analysis of gender roles and gender relationships that will point to a universal subordination of women and the global trend to advance women’s rights, this study of human sexuality will complicate this progressive ideology by examining the role of women within each culture’s system of logic. So, for example, while students may ‘feel’ that polygyny is a patriarchal advantage, they will be challenged to see not only how women benefit from it, but also, they will be asked to think about the consequences for both individuals and societies if that marriage pattern were done away with. | ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |

Prepared for UCASC, September 21, 2012
SEX AND CULTURE: ANT/PSY/SOC 210
SECTION 03 (CODE: 1250)
With a research skills component
UNDERSTANDING BEGINS WITH OBSERVATION
M/W: 10:50-12:05

Course information:
Professor: Professor Shonna Trinch
Location: 9th Floor New Building, Anthropology Department
Office hours: TBA and by ALWAYS by appointment
Office Telephone: 646 557 4403
E-mail: strinch@jjay.cuny.edu

Course Description: Sex and Culture explores the cultural construction of human sexuality from the framework of the individual in society. Students will examine the social learning of sexual behaviors, beliefs and practices. Analytic focus will include how culturally prescribed gender roles for men and women inform notions of right and wrong. Specific topics may include institutionalized gender inequality, marriage and the family, homophobia and other issues involved in the relationship between sex and culture. All topics will be considered from a historical and cross-cultural perspective. As we study sexuality in different regions of the world, we will ask: Who decides what is right and wrong about sexual activity? What do people say about sex? Who gets to talk about sex? How do people learn about sexuality? How or when do a culture’s ideas about sexuality change? What does an investigation of another culture’s sexual beliefs and practices mean for our own society? And finally, what are the benefits to society from a study of human sexuality.

Course Learning Outcomes
In this course, students will:
• identify and apply the fundamental concepts and methods of anthropology exploring relationship between the individual and society beginning with, but not limited to “the social construction of the individual,” “gender,” “the reproduction of power and inequality,” “intersectionalities,” and “cross-cultural and historical variation” to an analysis of sex and sexuality.
• gather, interpret, and assess information from a variety of sources and points of view including, but not limited to participant-observation, ethnography and interviewing.
• produce well-reasoned written or oral arguments using evidence to support conclusions.
• hone skills of information literacy through use of the library’s electronic journals and while reading a variety of genres such as ethnography, memoir, research articles, life histories and ethnographic film.
• articulate and assess ethical views and their underlying premises in the study of human sexuality for both the individual and for society.
• examine how an individual’s place in society affects experiences, values, or choices.

UNDERSTANDING BEGINS WITH OBSERVATION:

We will learn how humans become sexual beings from an anthropological perspective. Using anthropology’s hallmark method of data collection, namely, ethnography, we will investigate how culture defines and regulates sex and sexuality for individuals. By sex and sexuality, we mean human erotic desires, beliefs and practices. Gender, or the cultural meanings given to the biological sexes, is a primary organizing principle for the cultural norms of human sexual practices, so we will consider how men and women in different cultures participate in sexual acts and give meanings to them.

This course will include a basic research component in order to demonstrate for students their own ability to conduct scientific investigations of human sexuality. Science is defined as an organized body of observed facts about natural phenomena that is grounded and guided by theory. Our study will be guided by binaristic, intersectional, positional, interactional and performative theories of sex, sexuality and gender. By observing how people throughout the life cycle act with respect to sexuality, talk about sexual themes, ideas and practices and sexualize body parts, we will gather data, organize and analyze them. In so doing, students will see how culture creates sex and the consequences of those creations for individuals and for society.

There will be three data-gathering assignments. Each will require students to use theory from readings and class discussions to analyze their data and in order to illustrate their understanding of how different theoretical perspectives can reveal knowledge from the data gathered.

1. Language of sex and sexuality
2. Gendered, racialized, ethnicized and classed meanings of a material object
3. Rituals of mating

**Course Requirements and Evaluation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Four short papers/presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Second-half term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Quizzes**

There will be two short quizzes given throughout the semester. They will be announced so that students can prepare for them. Quizzes are instructional as well as evaluative. There will be no makeup quizzes unless students speak to me about their absence.

**Four short papers/presentations**

Students are expected to put together a three-minute class presentation and a three-to-four page paper for each of the writing assignments. There are three data-gathering/analytical writing assignments and one summary of reading assignment. See the research supplement.

- Material object and gender
- Language and sexuality
- Ritual and gender and sexuality
- Summary of a reading

**Mid-term exam**

This exam will cover all material from the beginning of the course through the middle of the course.

**Second-half term exam**

This exam will cover all material from the middle of the course through the end of the course.
**Required reading:** The following texts are required reading for the course:


5. **On Blackboard, there are several short readings that are also required.**
   e) Sanday, Peggy Reeves. 1990 Fraternity Gang Rape.
   g) From *Men’s Lives*, “The girl hunt: Urban nightlife and the performance of masculinity as collective activity”

And available at John Jay’s library in Electronic Journals, there are other articles that you are required to read:


**Attendance:** Coming to class is your responsibility. Regular attendance is expected, but the college requires that I keep attendance records. If you have any questions about attendance, please see me. Class participation is expected of all students.

**Participation:** is a MUST. Students who come to class PREPARED to participate and willing to PARTICIPATE will see the benefit of this work in their grade.

**Academic Integrity:** Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Please review the CUNY Policy on Academic Integrity on the college website under “Students”. Do not copy anything “word-for-word” from the Internet. I will find it and you will receive an F.

**Definitions of Grades:**  
Students should be aware of the official definitions of the following Undergraduate grades, as established by the College Council:

- **A** *Excellent*  
- **B** *Good*  
- **C** *Satisfactory*  
- **D** *Poor*  
- **F** *Failure*

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>M</td>
<td>Welcome and introduction to course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to human sexuality</td>
<td></td>
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<tr>
<td></td>
<td>8/29</td>
<td>W</td>
<td>Sexuality, Gender and the socially constructed nature of biology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Martin, Emily. 1991.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/3</td>
<td>M</td>
<td>College closed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/5</td>
<td>W</td>
<td>Sexuality and Ethnography</td>
<td>Shostak pps: 1-56, Intro and Chapt. 1</td>
</tr>
<tr>
<td>3</td>
<td>9/10</td>
<td>M</td>
<td>Discovering sex/Language and Sexuality</td>
<td>Shostak pp: 59-92, Chaps. 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>9/12</td>
<td>W</td>
<td>Child sex play</td>
<td>Shostak pps. 95-149, Chaps. 4, 5</td>
</tr>
<tr>
<td>4</td>
<td>9/17</td>
<td>M</td>
<td>No Class—College Closed</td>
<td>Shostak Chpts. 11-15</td>
</tr>
<tr>
<td></td>
<td>9/19</td>
<td>W</td>
<td>Sex, pregnancy and motherhood</td>
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</table>

Prepared for UCASC, September 21, 2012
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>9/24</td>
<td>M</td>
<td>Sex, Culture and Health</td>
<td>Kincaid, Pps. 1-83</td>
</tr>
<tr>
<td></td>
<td>9/26</td>
<td>W</td>
<td>No Class—College Closed</td>
<td></td>
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<tr>
<td>6</td>
<td>10/1</td>
<td>M</td>
<td>Sex and the “exoticized” Other</td>
<td>O’Connell Davidson and Jacqueline Sanchez Taylor. 1999.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ethnicity, Race, Gender and Sexuality</td>
<td>Kincaid, Pps. 84-198</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quinn, Beth A. 2002.</td>
</tr>
<tr>
<td>7</td>
<td>10/8</td>
<td>M</td>
<td></td>
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<tr>
<td></td>
<td>10/10</td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/15</td>
<td>M</td>
<td>Student presentations—Language and Sexuality</td>
<td>Language and Sexuality projects are due on 10/15/2012</td>
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<tr>
<td></td>
<td>10/17</td>
<td>W</td>
<td>Sexuality in the Borderlands</td>
<td>Beautiful Flowers Forward, Intro, Chps. 1 &amp; 2.</td>
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<tr>
<td>9</td>
<td>10/22</td>
<td>M</td>
<td>Production and Reproduction</td>
<td>Beautiful Flowers Chps. 3-5</td>
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<tr>
<td></td>
<td>10/24</td>
<td>W</td>
<td>Women, Men, Social Class &amp; Work</td>
<td>Fine, Michelle, Lois Weis, Judi Addelston and Julia Marusz Hall.</td>
</tr>
<tr>
<td>10</td>
<td>10/29</td>
<td>M</td>
<td>Student Presentations—Language and Sexuality</td>
<td>Beautiful Flowers, Chaps 4-6</td>
</tr>
<tr>
<td>11</td>
<td>11/5</td>
<td>M</td>
<td>Student presentations of Material Object analysis</td>
<td>Hand in paper on Material Object</td>
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<td></td>
<td>11/7</td>
<td></td>
<td>Intro to Guests of the Sheik</td>
<td>Guests of the Sheik:</td>
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<tr>
<td>12</td>
<td>11/12</td>
<td>M</td>
<td>Gender and Space</td>
<td>Guests of the Sheik:</td>
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<tr>
<td></td>
<td>11/14</td>
<td></td>
<td>Student presentations of Material Object analysis</td>
<td>Introduction, Cast of Characters, Part I, Chaps 4-9</td>
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<td></td>
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<td></td>
<td>Homosocial spaces</td>
<td></td>
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<tr>
<td>13</td>
<td>11/19</td>
<td>M</td>
<td>Marriage and Sexuality</td>
<td>Sheik: Part II 105-161</td>
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<td></td>
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<td>Abu-Lughod, Lila.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Grazian, David. 2007.</td>
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<tr>
<td>Date</td>
<td>Reading Date</td>
<td>Reading Title</td>
<td>Reading Source(s)</td>
<td></td>
</tr>
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<td>--------------</td>
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<td>-------------------</td>
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<tr>
<td>11/21</td>
<td>Male bonding and intimacy And quiz #2</td>
<td>Kimmel, Michael. S. 2006. Quiz #2—11/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/3</td>
<td>Discussion from above continued—</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/5</td>
<td>Student presentation of ritual analysis</td>
<td>Ritual Analyses are due</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/10</td>
<td>Presentation of Student Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/12</td>
<td>READING DAY—no class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>12/TBA</td>
<td>Final exam and (remaining final presentation of student projects)</td>
<td>Students must be present for final exam</td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Please submit to Kathy Killoran (kkiloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: August 10, 2012

1. Name of Department or Program: Anthropology

2. Contact information of proposer(s):

   Name(s): Ed Snajdr  
   Email(s): esnajdr@jjay.cuny.edu  
   Phone number(s): 212 237-8262

3. Current number, title, and abbreviated title of course: ANT 230 Culture and Crime  
   (Abbreviated title can be found on SIMS)

4. Current course description:

   An analysis of crime and its relation to other aspects of culture in Western and non-Western societies. Topics include those who have been labeled as bandits, criminals and rebels; women who have turned to crime in an attempt to resolve the contradictions of their position; and the impact of Western culture and colonization on crime and justice in the non-Western world.

   a. Number of credits: 3 credits

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

   c. Current prerequisites: ENG 101
5. Describe the nature of the revision:

Revision of course description and course learning objectives to update course as it is presently taught in the department and to propose that this course be considered for inclusion into the Common Core, as a World Cultures and Global Issues course (see below in section 7d).

New Course Learning Objectives (See also Sample Syllabus attached):

World Cultures and Global Issue Objectives: Students will examine crime, criminality and responses to crime through ethnographic research and cross-cultural comparison and to learn how to identify and apply fundamental concepts and methods of anthropology and its focus on world cultures and global issues in describing and analyzing the cultural construction of crime. Students will also discuss and analyze the role that different forms of differentiation (including race, ethnicity, class, gender, language, and religion) play in inequality, structural violence and transgression.

Basic Core Objectives: Students will (1) gather, interpret, and assess information from a variety of sources (including ethnographic interviews and observation about crime, criminality and transgression) and points of view (individuals and groups form their own society, different cultures and in other parts of the world); (2) evaluate evidence and arguments critically or analytically in class discussion and individual assignments; (3) produce well-reasoned written arguments using evidence to support conclusions in short writing assignments, class presentations and exam essays.

Students will learn the following social science concepts: Transgression, Inequality, Structural Violence, Cultural Relativism, Human Subjects Research. Students will learn the following technical academic and critical thinking skills: Comparative Analysis, Summarizing Case Studies, Ethnographic Observation, Writing Culture. Students will gain information literacy competence using web-based search tools including anthropological databases, and in searching and organizing digital academic and media sources.

6. Rationale for the proposed change(s):

Course description is outdated and requires revision to correspond to the course as it is currently taught by faculty in the department

Course objectives fulfill the new proposed Common Core general education learning objectives for World Cultures and Global Issues portion of the Pathways plan. The course also presently fulfills the requirements for both a survey course and foundational course for the Culture and Deviance Studies Major.

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

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
a. Revised course description:

This course examines crime, criminality and responses to crime from an anthropological and cross-cultural perspective. Students will analyze the concept of crime as a cultural construct and as a social phenomenon and consider its causes, factors and complexities in a global context. Norms and transgressions will be explored through ethnographic case studies of and cross-cultural research on a variety of world cultures and how power, economics, identity, gender, religion, and other meaning systems are integrated with these transgressions on local, national and global scales. Students will study cases critically and learn qualitative anthropological methods such as interviews and observation to consider and compare examples of and attitudes toward crime in their own society.

b. Revised course title: n/a

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): n/a

d. Revised learning outcomes:

New Course Learning Objectives (See also Sample Syllabus attached):

World Cultures and Global Issue Objectives: Students will examine crime, criminality and responses to crime through ethnographic research and cross-cultural comparison and to learn how to identify and apply fundamental concepts and methods of anthropology and its focus on world cultures and global issues in describing and analyzing the cultural construction of crime. Students will also discuss and analyze the role that different forms of differentiation (including race, ethnicity, class, gender, language, and religion) play in inequality, structural violence and transgression.

Basic Core Objectives: Students will (1) gather, interpret, and assess information from a variety of sources (including ethnographic interviews and observation about crime, criminality and transgression) and points of view (individuals and groups form their own society, different cultures and in other parts of the world); (2) evaluate evidence and arguments critically or analytically in class discussion and individual assignments; (3) produce well-reasoned written arguments using evidence to support conclusions in short writing assignments, class presentations and exam essays.

Students will learn the following social science concepts: Transgression, Inequality, Structural Violence, Cultural Relativism, Human Subjects Research. Students will learn the following technical academic and critical thinking skills: Comparative Analysis, Summarizing Case Studies, Ethnographic Observation, Writing Culture. Students will gain information literacy competence using web-based search tools including anthropological databases, and in searching and organizing digital academic and media sources.
e. Revised assignments and activities related to revised outcomes

Suggested activities and assignments (see sample syllabus) have been created to assist students in meeting the common core learning outcomes as well as the broader program outcomes for the Major in Culture and Deviance Studies and the Minor in Anthropology. These assignments might focus on the concept of crime in the student’s own society and ask them to compare these conceptions with ethnographic material about other cultures. One sample assignment (included in this application) asks students to: This assignment requires you to collect two kinds of data: 1) qualitative, and 2) observational on the topic “Fear of Crime in My Neighborhood.” This assignment is to introduces students to some of the methods, techniques and tools that anthropologists use by giving them first-hand experience in conducting a basic research project. Students can also compare findings from their studies with other projects in the class, thereby engaging in the process of “comparative analysis” of the data. Other assignments for this course include oral presentation of primary published research (journal articles and book chapters) which will introduce students to the skill of summarizing case studies and synthesizing course topics. Exam questions, such as essays, will assess students on their knowledge of understanding transgression as a cultural construct, inequality as contextual and structural and their ability to discuss the concept of cultural relativism as a theoretical framework and perspective of analysis.

f. Revised number of credits: n/a

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   (reminder - complete the CUNY Common Core Form if appropriate)

   No _____  Yes ☑

   Required Core: English Composition _____  Quantitative _____  Natural/Life Sciences _____

   Flexible Core:

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

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
Please explain why and how this course fits into the selected area:

This course fits into the World Cultures and Global Issues component of the Flexible Core through its examination of crime, criminality and responses to crime from an anthropological and cross-cultural perspective. This perspective takes as its foundation a comparative approach to studying different peoples and societies of around the globe, the systems of meaning, organization, production and power of these communities ("cultures") and the major issues that interface with their past, present and future. Students in this course will analyze the concept of crime as a cultural construct and as a social phenomenon, considering its causes, factors and complexities, and its norms and transgressions. The content for this course will include primary ethnographic accounts as these relate to norms and transgression and to deviance, violence, punishment and justice. Students will be introduced to global problems of a systemic and structural nature that calls into question ethnocentric notions of crime, violence, punishment and justice and encourage them to compare these problems in a cross-cultural context.

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

Every semester **X** Number of sections: **2**
Fall semesters only ______ Number of sections: _____
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

    **X** No  ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:

    **July 25 2012**

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

    **Elizabeth Hegeman**  **Program Coordinator**  **Culture and Deviance Studies**

    (on hard copy to be mailed)

    **Ric Curtis**  **Chair**  **Anthropology Department**
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ANT 230</td>
</tr>
<tr>
<td>Course Title</td>
<td>Culture and Crime</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Discipline</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101 and any social science course</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Catalogue Description
This course examines crime, criminality and responses to crime from an anthropological and cross-cultural perspective. Students will analyze the concept of crime as a cultural construct and as a social phenomenon and consider its causes, factors and complexities in a global context. Norms and transgressions will be explored through ethnographic case studies of and cross-cultural research on a variety of world cultures and how power, economics, identity, gender, religion, and other meaning systems are integrated with these transgressions on local, national and global scales. Students will study cases critically and learn qualitative anthropological methods such as interviews and observation to consider and compare examples of and attitudes toward crime in their own society. (Proposed Revised Description – see Course Revision Form)

Special Features (e.g., linked courses)

Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended
See Attached sample Syllabus and Sample assignment

Indicate the status of this course being nominated:
- [ ] current course  X revision of current course  [ ] a new course being proposed

CUNY COMMON CORE Location
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] English Composition</td>
<td>X World Cultures and Global Issues</td>
</tr>
<tr>
<td>[ ] Mathematical and Quantitative Reasoning</td>
<td>[ ] US Experience in its Diversity</td>
</tr>
<tr>
<td>[ ] Life and Physical Sciences</td>
<td>[ ] Individual and Society</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ] Scientific World</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ] Creative Expression</td>
</tr>
</tbody>
</table>
## II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
<th>Students will receive lecture content related to crime, criminality, punishment and injustice that includes ethnographic and historical data from a broad range of cultures and societies and will focus in-depth on specific ethnographic cases, and local and cross-cultural institutions and practices. They will also complete individual field projects such participant-observation and ethnographic interviews.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to study crime through cross-cultural comparison, the evaluation of diverse human practices and beliefs from the perspective of cultural relativism, as well with a consideration and assessment of this diversity in the context of broader global processes such as migration, labor and capital flows and other forms of intercultural interaction, exchange and co-existence. The concepts of inequality, cultural relativism, structural violence and transgression are primary subjects for students throughout the course.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Assignments using the content data described above will require students to write essays, read maps, organize and interpret data or to present other forms of systematic information. Students will be required to work with, compare and interpret cultural systems, produce short answer comparisons and definitions of unique, culture-bound concepts, as well as oral presentations and organized in-class discussion.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

| All of the content in this course includes the identification and application of fundamental concepts and methods of the discipline of cultural anthropology, a field focused on exploring world cultures and global issues using ethnographic and comparative methods. | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Students will analyze culture, globalization and cultural diversity by reading ethnographic studies of contemporary societies including in-depth description of non-Western, non-state societies from a wide range of locations around the globe as these relate to transgressive behavior, crime, and criminality. They will learn about the relationships between customs, beliefs and practices of human societies broadly, as normative systems and how and in what ways behaviors in violation of these systems are interpreted, evaluated and addressed. Students will learn to analyze these subjects according to current anthropological theories of representation, constructionism, interpretive paradigms, structuralist approaches (such as neoliberalism, world-systems theory, hybridity, etc.) and applied perspectives. | • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |

Ethnographic case studies and cross-cultural data will be analyzed and contextualized within global historical processes to understand crime and criminality, transgression and punishment. Cases will consider the historical development of cultural norms and violations of norms such as body modification, retributive punishment, and

• Analyze the historical development of one or more non-U.S. societies.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>shame, guilt and other concepts of normative moral systems, family</td>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</td>
</tr>
<tr>
<td>and kin relationships and violence, infanticide as normative or</td>
<td></td>
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<tr>
<td>structural behavior, circumscription of resources, capital and</td>
<td></td>
</tr>
<tr>
<td>symbols in, for example, the case of gang violence in urban areas.</td>
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<tr>
<td>While this course will also include examples and case studies from</td>
<td></td>
</tr>
<tr>
<td>the U.S., the primary sources of data will be from non-Western</td>
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<tr>
<td>societies.</td>
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<tr>
<td>This course will examine the intersections of race (as a social,</td>
<td>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual</td>
</tr>
<tr>
<td>political and cultural concept – and the absence of this concept in</td>
<td>orientation, belief, or other forms of social differentiation play in world cultures or</td>
</tr>
<tr>
<td>other societies), ethnicity, gender, class (and many other forms</td>
<td>societies.</td>
</tr>
<tr>
<td>of social and political stratification), language (and non-verbal</td>
<td></td>
</tr>
<tr>
<td>forms of communication), sexual orientation, religion, subsistence</td>
<td></td>
</tr>
<tr>
<td>patterns, power formations and many other fundamental aspects of</td>
<td></td>
</tr>
<tr>
<td>cultural systems with crime, criminality and responses to crime as</td>
<td></td>
</tr>
<tr>
<td>these are manifested in world cultures and societies.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>• Speak, read, and write a language other than English, and use that language to respond to</td>
</tr>
<tr>
<td></td>
<td>cultures other than one's own.</td>
</tr>
</tbody>
</table>
T/TH 9:25-10:40 JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019

ANT 230 - CULTURE AND CRIME
[Proposed WCGI Course for Common Core]

Professor: Edward Snajdr
Semester: Spring 2013
Course Code: ANT 230
Course Section: 01
Classroom: TBA
Class Time: T/TH 9:25-10:40
Professor’s Office: 9.63.12 (Ninth Fl. Of New Building)
Officer Hours: Mondays 4:00 PM -5:00PM and by appointment
Phone: (212) 237-8262 Email: esnajdr@jjay.cuny.edu

Course Description: This course examines crime, criminality and responses to crime from an anthropological and cross-cultural perspective. Students will analyze the concept of crime as a cultural construct and as a social phenomenon and consider its causes, factors and complexities in a global context. Norms and transgressions will be explored through ethnographic case studies of and cross-cultural research on a variety of world cultures and how power, economics identity, gender, religion, and other meaning systems are integrated with these transgressions on local, national and global scales. Students will study cases critically and learn qualitative anthropological methods such as interviews and observation to consider and compare examples of and attitudes toward crime in their own society. 3 hours, 3 credits.

Learning and Knowledge Objectives:

World Cultures and Global Issue Objectives: Students will learn how to

identify and apply fundamental concepts and methods of anthropology and its focus on world cultures and global issues.

analyze the concepts of culture and cultural diversity in a global context and the historical development of several non-U.S. societies and the processes that shape and affect them.

discuss and analyze the role that different forms of differentiation (including race, ethnicity, class, gender, language, and religion) play in cultures around the world.

Basic Core Objectives: Students will (1) gather, interpret, and assess information from a variety of sources (including knowledge from family members about kinship, public behaviors and customs, and oral narratives in society) and points of view (individuals and groups form different cultures and in other parts of the world); (2) evaluate evidence and arguments critically or analytically in class discussion and individual assignments; (3) produce well-reasoned written arguments using evidence to support conclusions in short writing assignments and exam essays.

Additional Program Learning Objectives: Students will learn the following social science concepts: Transgression, Inequality, Structural Violence, Cultural Relativism, Human Subjects Research.
Students will learn the following technical academic and critical thinking skills: Comparative Analysis, Summarizing Case Studies, Ethnographic Observation, Writing Culture. Students will gain information literacy competence using web-based search tools including anthropological databases, and in searching and organizing digital academic and media sources.

To meet these objectives, the course will include lectures, readings, and writing assignments, as well as films and class discussions.

**Required Readings**

**Textbooks:**


**Additional Readings (Online Reserve):**


Additional Readings may be added.
Policy on Attendance, Etiquette and Class Participation: Coming to class is your responsibility. Regular attendance is expected. If you have any questions about attendance please speak with the instructor. Please be considerate of others in the classroom. Class participation is expected from all students.

The Writing Center: The Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it.

Academic Integrity: Academic Dishonesty, including plagiarism, is prohibited in The City University of New York and is punishable by penalties including failing grades, suspension, and expulsion. Please review the CUNY Policy on Academic Integrity on the college website under “Students.” By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also p. 167 of the Undergraduate Bulletin for further explanation.

Assessment (Grading). Assessment and Grades will be discussed in more detail in the course. Below is a description of the assignments and evaluation of students for the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Class Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Project - Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1) Writing and Oral Assignments. There will be one (1) writing assignment (2500 words) and one (1) oral assignment (5 minute in-class presentation) for this course. Students will receive detailed handouts about each one in class and they will be due throughout the semester. Each assignment involves individual student research (interview, observation, data collection) and write-up.

2) Mid-Term Exam. The Mid-Term is a multi-method in-class test including multiple choice, true/false, fill-in-the-blank (no word bank), short answer and an analytical 1-page essay. You will be tested on course lectures, films, and readings.

3) Final Exam. The final exam is similar to the mid-term in the type and range of questions. It includes two analytical essays. Although the final is non-cumulative, i.e. you will be tested on material that follows the mid-term, you should review basic concepts from the first half of the class. Students will receive a review sheet prior to both of these exams.

Final letter grades will be determined according to the following distribution:

Letter grade and percentage chart from Undergraduate bulletin will be inserted here

**SCHEDULE OF CLASSES**

Week 1 8/28 Introduction to the Course
Anthropological Approaches to Studying Crime

*Eller, Chapt 1pp. 1-25*

8/30 **The Concept of Culture**
Violence as a Cultural Construction
*Eller, Chapt 2, pp. 26-38*
*Gilligan, Violent Action as Symbolic Language*

**Week 2**
9/4 **Cross-Cultural Methods**
Understanding variation; emic perspectives, ethnocentrism, and cultural relativism
*Readings TBA*

9/6 **Typologies of Norms and Transgressions**
Harm, Hurt, Justice and Revenge as Cultural Norms or Deviance
*Eller, Chapt 3 pp. 39-56*

**Week 3**
9/11 **Case Studies of Violence as a Cultural Construction**
Yanomamo, Semai, Inuit, Piaroa, and other small-scale societies
*Film: Ax Fight*

9/13 **Case Studies (Continued)**
Gisu, Jainism, Sparta, Hooligans, and more
*Eller Chapt 4pp. 57-70*

**Week 4**
9/18 **NO CLASS**

9/20 **Typologies of Homicide - Killing Kin**
Domestic Homicide
*Daly and Wilson "Killing Kin"*
*Begin Websdale (Chapts 1-3) Film: In the Line of Duty*

**Week 5**
9/25 **NO CLASS**

9/27 **Typologies of Homicide - Killing Kids, Killing Kings and Cannibals**
Infanticide, Regicide and Genocide
*Oberman "Mothers Who Kill"*

**Week 6**
10/2 **Crime, Gender and Sexual Violence**
Sexual Assault, Gang Rape and other Transgressions
*Sanday "The XYZ Express"*
*Eller, Chapt. 5, pp. 71-92*

10/4 **Domestic Violence and Culture**
*Lester "A Cross-Cultural Study of Wife Abuse"*
*Snajdr "Gender, Power and the Performance of Justice" and "Ethnicizing the Subject"*
*Finish Websdale (Chapts. 4-8)*

**Week 7**
10/9 **Punishment**
Retribution, Utilitarianism, Shame vs. Guilt
*Garland, "Foucault's Discipline and Punish"*

Approved by UCASC, Sept 21, prepared for College Council, Oct 18, 2012
passages from The Koran and The Bible

10/11  **Review Session**

**Week 8**  10/16  **MID-TERM EXAM**

10/18  **NO CLASS**

**Week 9**  10/23  **Petty Crime**
Theft of Property, Theft of Identity
*Grann "The Chameleon"

10/25  **Crime and the State**
Soviet Case
*Drakulic "Our Little Stasi"

**Film: The Lives of Others**

10/23  **Petty Crime**
Theft of Property, Theft of Identity
*Grann "The Chameleon"

10/25  **Crime and the State**
Soviet Case
*Drakulic "Our Little Stasi"

10/23  **Petty Crime**
Theft of Property, Theft of Identity
*Grann "The Chameleon"

10/25  **Crime and the State**
Soviet Case
*Drakulic "Our Little Stasi"

**Film: The Lives of Others**

10/30  **Crime and State Transitions**
The Post-Soviet Case
*Shelley "Crime and the Collapse of the Soviet State"

**Week 10**  11/1  **Structural Violence**
Confinement, Illness and Capital
*Farmer "A Plague on All Our Houses" and "Suffering and Structural Violence"

**Week 11**  11/6  **Structural Violence**
Circumscription and the Case of Los Angeles Gangs
**Film: The Crips and Bloods - Made in America**

**Week 12**  11/13  **Ethnicity and Criminality**
Gypsy, Roma, Thief
*Eller Chap 10 pp. 190-212

11/15  **Crime and Symbolism**
The Case of Captain Cook's "murder"
*Sahlins "Captain Cook or the Dying God"

**Week 13**  11/20  **Field Methods Refresher**
Ethnographic Interviews, Observation and Field notes
*Readings TBA

11/22  **NO CLASS - THANKSGIVING BREAK**

**Week 14**  11/27  **Crime and Symbolism**
Revisiting the Case of Gilligan "Violent Action as Symbolic Language"

11/29  **Student Presentations**
<table>
<thead>
<tr>
<th>Week 15</th>
<th>12/4</th>
<th>Student Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/6</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Week 16</td>
<td>12/11</td>
<td>Wrap Up and Review Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FINAL EXAM (TBA)</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.
(Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: March 22, 2012

1. Name of Department or Program: Communication and Theatre Arts

2. Contact information of proposer(s):

   Prof. Lyell Davies
   ldavies@jjay.cuny.edu

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

   DRA 106 Film Appreciation: Introduction to Film
   Abbreviated: Intro to film

4. Current course description:

   An introduction to the popular art, the movie. An introduction to basic concepts leading to a greater appreciation of film forms, an elaboration and elucidation of selected films.

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

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

   c. Current prerequisites: None

5. Describe the nature of the revision:

   1) Simplification of the course’s title to reflect the current state of cinema scholarship.

Approved by UCASC, September 7, prepared for October 18, 2012 College Council
2) Revision of the learning outcomes so that they dovetail fully the requirements of the Pathways “Creative Expression” category within the Flexible Core.
3) Minor modifications have also been made to dovetail the course’s learning outcomes more fully with the present learning outcomes of the Film Studies Minor—for which the course serves as the “gateway” course.

6. Rationale for the proposed change(s):
Add course to Pathways in “Creative Expression” category with the Flexible Core.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description:
   In this course we will study the art of film from its invention in the 1890s to the present day, and examine how the cinema has impacted American and world cultures. Students will use film studies, communication, and cultural studies methods to examine film clips and key films, and explore the significance of these works of art in the cultures that created them. Students will develop the necessary analytical and evaluative abilities to understand and articulate how the language of film conveys messages and meaning to audiences.

   b. Revised course title: DRA106 Introduction to Film

   c. Revised number of credits and hours: N/A

   d. Revised number of hours: N/A

   e. Revised prerequisites: N/A

8. Enrollment in past semesters: maximum: 36 per section, 3-5 sections offered each semester

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:
    March 19, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
Approved by UCASC, September 7, prepared for October 18, 2012
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>DRA106</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Film</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Communication and Theater Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>Film and Media Studies</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Enter one Subject Area from the attached list. Film</td>
</tr>
<tr>
<td>Credits</td>
<td>3-credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3-hours</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>none</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>X In-person</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>□ Freshman Seminar</td>
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<tr>
<td></td>
<td>□ Honors College</td>
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<tr>
<td></td>
<td>□ Quantitative Reasoning</td>
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<tr>
<td></td>
<td>□ Writing Intensive</td>
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<tr>
<td></td>
<td>□ Other (specify):</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>In this course we will study the art of film from its invention in the 1890s to the present day, and examine how the cinema has impacted American and world cultures. Students will use film studies, communication, and cultural studies methods to examine film clips and key films, and explore the significance of these works of art in the cultures that created them. Students will develop the necessary analytical and evaluative abilities to understand and articulate how the language of film conveys messages and meaning to audiences.</td>
</tr>
<tr>
<td>Syllabus</td>
<td><strong>DRA106 INTRODUCTION TO FILM</strong></td>
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<tr>
<td></td>
<td><strong>Professor:</strong> Lyell Davies</td>
</tr>
<tr>
<td></td>
<td><strong>Semester:</strong> Spring 2012</td>
</tr>
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<td></td>
<td><strong>Credit hours:</strong> 3.0</td>
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<td><strong>Course Section:</strong> 106.01</td>
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<tr>
<td></td>
<td><strong>Class time:</strong> Monday/Wednesday, 9:25am-10:40am</td>
</tr>
<tr>
<td></td>
<td><strong>Room:</strong> T232</td>
</tr>
<tr>
<td></td>
<td><strong>Office:</strong> T-336-4</td>
</tr>
</tbody>
</table>

Approved by UCASC, September 7, prepared for October 18,2012 College Council
Course description
In this course we will study the art of film from its invention in the 1890s to the present day, and examine how the cinema has impacted American and world cultures. Students will use film studies, communication, and cultural studies methods to examine film clips and key films, and explore the significance of these works of art in the cultures that created them. Students will develop the necessary analytical and evaluative abilities to understand and articulate how the language of film conveys messages and meaning to audiences.

Learning Objectives
Upon completion of this course students will:

- Have knowledge of the history of filmmaking and film exhibition, the role of the cinema as the leading form of mass entertainment, and an understanding of the way that the cinema has shaped our society.¹
- Students will have acquired a range of analytical and film theory approaches they can employ to study film (textual analysis, genre theories, auteur theories, study of artifacts and material culture, etc.)²
- Students will have deepened their media literacy and critical thinking skills through the examination of different styles of film, an examination of the visual and audio elements of film language, and through the exploration of the messages films communicate to viewers.³
- Students will have an understanding of filmmaking in different regions of the world (Hollywood past and present, recent Hindi/Bollywood, Hong Kong, and Sub Saharan African cinema) and be able to describe the significance of key films in the societies that created them.⁴
- Students will be able to write about the art of the cinema using correct terminology, making appropriate use of evidence, analysis, and description.⁵

Required Text
On a week-by-week basis, students will be reading from Engaging Cinema: An Introduction to Film Studies by Bill Nichols (2010), published by Norton & Company. This book is available in the college bookstore, purchase price under $20.00. Additional readings will be available on E-RESERVE in John Jay College’s Sealy Library. To access E-RESERVE readings go to the library website and select “Electronic Reserve”. Search for “DRA 106”. The password to access materials is “davies”.

Additional readings (available as E-Reserve in the JJ library)

¹ Creative Expression learning outcome and Film Studies Minor learning outcome.
² Flexible Core learning outcome and Film Studies Minor learning outcome.
³ Creative Expression learning outcome and Film Studies Minor learning outcome.
⁴ Creative Expression learning outcome and Film Studies Minor learning outcome.
⁵ Flexible Core learning outcome and Film Studies Minor learning outcome.


Classroom policies

Attendance: students should arrive punctually at class—and should not leave early except in an emergency and not without talking to the instructor beforehand. Three late arrivals are equal to one full absence; anyone more than 20-minutes late is considered absent. Four absences from class will result in a 5% grade reduction. Six absences will result in a 10% grade reduction. Students with more than six absences face addition grade reduction and typically earn a failing grade.

Etiquette: students must conduct themselves in a way that is respectful of their peers, the instructor, and the learning environment. Private conversations, cell phone use, or texting during class are not permitted—they are a distraction for the student involved and for those around you.

Laptop computers may be used in class: however, because laptops are often misused in class, students who want to use laptops must discuss with the professor at the beginning of the semester how they propose to use their laptop in class and they must sit in the front row of the classroom. Student use of laptop computers can be terminated by the instructor at any point over the semester.

Participation: class participation is a key feature of college life. Through group discussion students have the opportunity to refine their ideas while developing the analytical and speaking skills needed for every aspect of professional life. Students will be awarded up to 10% towards their final grade, based on their in class participation.

Accessibility Accommodations: 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. For more information: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.

PLEASE NOTE: In this class we will be watching a number of feature length films: film screenings are no different to any other class time; they are not a time for texting or leaving the room for phone calls. Texting in class will be treated as a ‘late’ arrival in class, three ‘lates’ are equal on absence, and so on.

Student assignments

1) Weekly reading assignments: students must complete readings before class and be prepared to discuss the issues raised during in-class group discussions.
2) **Class questionnaires/quizzes (6)(30%)**: over the semester you will complete six short questionnaire/quiz writing assignments. In these you will be asked to answer questions about lectures and the classes’ readings. Each questionnaire/quiz will be available on BLACKBOARD and emailed to students one week before it is due.

3) **Film Criticism (2)(30%)**: In your film criticism assignments you will provide a written response to two of the films screened in class, including evidence that you have an understanding of the reading materials that accompany your film. Criticism must be between 600-1000 words in length and must be submitted both electronically and as hard copy. Late submissions will be reduced by one percentage point for every day they are late.

4) **Final Exam (25%)**: the final exam will be on material from the entire semester. The final exam will be composed of multiple choice and short answer questions.

5) **In-Class Participation (10%)**: Students who make a “sustained high quality contribution” to class discussions will automatically be awarded a bonus 10% towards their final grade. A “sustained high quality contribution” indicates a student has contributed to all or most classroom discussions, has introduced classroom discussion themes from the assigned readings, and has presented their ideas and asked questions in a way which was enriched the learning environment for all. Students who intermittently/occasionally participate in classroom on a weekly basis will be awarded 5% towards their final grade.

6) **Student Choice Assignment (5%)**: there are different options for this assignment. They can be completed at any time over the semester.

- Visit the Museum of the Moving Image in Astoria, Queens, and write a 500 word report detailing how the exhibits you see relate to the content of the course. [http://www.movingimage.us/](http://www.movingimage.us/) (Student admission to the museum is $9).
- Attend an on-campus film/media screening/event/talk and write a 500 word report on what you see or experience.
- Attend an off-campus film festival and write a 500 word report on what you see or experience.

7) **Extra Credit assignment**: Organize John Jay student media festival of work made by John Jay students (10%): To organize this student film festival students will work as a group to choose the work to exhibit, prepare written descriptions, publicize the event, and facilitate the actual event—this extra credit activity will involve meeting outside class time.

**Assessment and grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class questionnaires/quizzes (6)</td>
<td>30%</td>
</tr>
<tr>
<td>Film criticism (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>In-class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Student choice assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Extra credit assignments (student video festival)</td>
<td>10%</td>
</tr>
<tr>
<td>Maximum possible class grade</td>
<td>110%</td>
</tr>
</tbody>
</table>

**Grade definitions: defined by The City University of New York.**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-, B+</td>
<td>EXCELLENT (87-100%)</td>
</tr>
<tr>
<td>B, B-, C+</td>
<td>VERY GOOD (71-86%)</td>
</tr>
<tr>
<td>C, C-, D+</td>
<td>SATISFACTORY (57-70%)</td>
</tr>
<tr>
<td>D, D-</td>
<td>POOR (PASSING, BUT TOO MANY “Ds” CAN LEAD TO DISMISSAL)(40-56%)</td>
</tr>
<tr>
<td>F</td>
<td>FAILURE (NOT ERASED WHEN COURSE IS RETAKEN AND PASSED)(BELOW 40%)</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

**John Jay College Faculty Senate’s philosophy on grading:**

While all students should strive for the highest grades possible, the grades students are awarded must reflect the quality of the work in which they engage. It is the position of the Faculty Senate that giving grades to students who have not demonstrated commensurate achievement and competence in their courses harms students in at least four ways:

- We send the wrong message to students that they need not work harder, nor improve further, in order to achieve actual success both within the College and beyond.
- We devalue the work of other students receiving the same grade who in fact produce superior work and achieve greater competency.
- We give students false expectations of success in advanced courses and in courses in which grades are given commensurate with performance and competence; in obtaining admission to and being successful in graduate school, law school, or other professional schools; and in their professional lives.
- If we reward with high grades something less than superior college level performance, then in time we can expect graduate schools, law schools and employers to devalue our grades and degrees, and the grades and degrees of our truly high performing students, accordingly.

**Academic integrity and honesty**

**Statement of the College Policy on Plagiarism**

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

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

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

**Turnitin.com**

Student work for this course will be submitted by the instructor to the plagiarism detection site Turnitin.com.
Final Exam
The final exam for this course is closed book: the use of notes or other written materials, electronic
devices, or other unauthorized information sources during the exam is forbidden. Any student who
attempts to cheat on the final exam will automatically be awarded 0% for the exam and under some
circumstances can fail the course. All cases of academic dishonesty will be reported to academic
affairs: this can lead to severe disciplinary action at the college level.

Indicate the status of this course being nominated:

- [ ] current course
- [X] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
<tr>
<td></td>
<td>X Creative Expression</td>
</tr>
</tbody>
</table>

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
| Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| Represet quantitative problems expressed in natural language in a suitable mathematical format. |
| Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

| Identify and apply the fundamental concepts and methods of a life or physical science. |
| Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

C. Creative Expression

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

On the completion of this course, students will have deepened their media literacy and critical thinking abilities through: a comparison of different styles, genres, and periods of film; an examination of the visual, auditory and kinetic elements of film language; and through an exploration of the kinds of messages various kinds of film convey to viewers. Students will generate 6 written quiz/questionnaire responses on the major themes addressed in the course readings and class discussions (low stakes writing, 500-1000 words each).

| Gather, interpret, and assess information from a variety of sources and points of view. |
| Evaluate evidence and arguments critically or analytically. |
action and horror movies, world cinema, theories of film and the representation of race/gender/ethnicity, film and rhetoric, etc.) and evaluate the evidence and arguments presented by film scholars to support these theories. In written assignments and oral presentations, students will demonstrate and ability to understand and articulate these theories and an ability to critique weakness within them.

Students will be able to write and speak about the art of the cinema using correct terminology, and making appropriate use of evidence, analysis, and description. Using assigned readings to support their arguments, students will generate two written film criticism assignments (high stakes writing, 600-1000 words each) in which they provide a close reading of key films, supporting their arguments with the accurate use of relevant film theory concepts.

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

<table>
<thead>
<tr>
<th>Have acquired and employed in oral and written assignments the analytical approaches and methods used within the discipline of film studies (textual analysis, genre theories, auteur theories, reception studies, study of cinema artifacts and material culture, etc.). 6 low-states and 2 high-stakes writing assignments (in total, 4,200+ words over the semester).</th>
<th>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have knowledge of filmmaking in different regions of the world (such as, depending on an instructor’s area of expertise, Hollywood past and present, Hindi/Bollywood, East Asia, Europe, Latin America, North and Sub Saharan Africa, Iranian, indigenous cinema, etc.) and be able to describe the significance of key films from these regions for the societies that created them. In written film criticism and quiz-questionnaire assignments, students will demonstrate that they have knowledge of the social contexts within which the cinema operates worldwide.</td>
<td>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</td>
</tr>
<tr>
<td>Have knowledge of how the art of the film creates and employs film language to convey meaning, ideas, and emotion to viewers. Through close readings of key films and film clips, students will understand how the cinema orchestrates an array of visual, auditory, kinetic, and technical elements to create meaning and</td>
<td>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
</tr>
</tbody>
</table>

Approved by UCASC, September 7, prepared for October 18, 2012 College Council
to shape the viewer’s experience.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Demonstrate knowledge of the skills involved in the creative process.</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate technologies to conduct research and to communicate.</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
DRA106 INTRODUCTION TO FILM

Professor: Lyell Davies  
Semester: Spring 2012  
Credit hours: 3.0

Course Code: 2562  
**Course Section:** 106.01  
Class time: Monday/Wednesday, 9:25am-10:40am  
Room: T232

Office: T-336-4  
Contact Hours: Monday/Wednesday, 10:50am-12:00am or by appointment.  
E-mail: ldavies@jjay.cuny.edu

Course description

In this course we will study the art of film from its invention in the 1890s to the present day, and examine how the cinema has impacted American and world cultures. Students will use film studies, communication, and cultural studies methods to examine film clips and key films, and explore the significance of these works of art in the cultures that created them. Students will develop the necessary analytical and evaluative abilities to understand and articulate how the language of film conveys messages and meaning to audiences.

Learning Objectives

Upon completion of this course students will:

- Have knowledge of the history of filmmaking and film exhibition, the role of the cinema as the leading form of mass entertainment, and an understanding of the way that the cinema has reflects and shapes our society.  
- Students will have acquired a range of analytical approaches they can employ to study film (textual analysis, genre theories, auteur theories, study of artifacts and material culture, etc.)  
- Students will have deepened their media literacy and critical thinking abilities through the examination of different styles of film, an examination of the visual and auditory elements of film language, and through the exploration of the kinds of messages films convey to viewers.  
- Students will have an understanding of filmmaking in different regions of the world (in this course section, these will be: Hollywood past and present, recent Hindi/Bollywood, Hong Kong, and Sub Saharan African cinema) and be able to describe the significance of key films in the societies that created them.  
- Students will be able to write and speak about the art of the cinema using correct terminology, making appropriate use of evidence, analysis, and description.

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6 Creative Expression learning outcome and Film Studies Minor learning outcome.  
7 Flexible Core learning outcome and Film Studies Minor learning outcome.  
8 Creative Expression learning outcome and Film Studies Minor learning outcome.  
9 Creative Expression learning outcome and Film Studies Minor learning outcome.  
10 Flexible Core learning outcome and Film Studies Minor learning outcome.
Required Text
On a week-by-week basis, students will be reading from Engaging Cinema: An Introduction to Film Studies by Bill Nichols (2010), published by Norton & Company. This book is available in the college bookstore, purchase price under $20.00. Additional readings will be available on E-RESERVE in John Jay College’s Sealy Library. To access E-RESERVE readings go to the library website and select “Electronic Reserve”. Search for “DRA 106”. The password to access materials is “davies”.

Additional readings (available as E-Reserve in the JJ library)


Classroom policies

Attendance: students should arrive punctually at class—and should not leave early except in an emergency and not without talking to the instructor beforehand. Three late arrivals are equal to one full absence; anyone more than 20-minutes late is considered absent. Four absences from class will result in a 5% grade reduction. Six absences will result in a 10% grade reduction. Students with more than six absences face addition grade reduction and typically earn a failing grade.

Etiquette: students must conduct themselves in a way that is respectful of their peers, the instructor, and the learning environment. Private conversations, cell phone use, or texting during class are not permitted—they are a distraction for the student involved and for those around you.

Laptop computers may be used in class: however, because laptops are often misused in class, students who want to use laptops must discuss with the professor at the beginning of the semester how they propose to use their laptop in class and they must sit in the front row of the classroom. Student use of laptop computers can be terminated by the instructor at any point over the semester.

Participation: class participation is a key feature of college life. Through group discussion students have the opportunity to refine their ideas while developing the analytical and speaking skills needed for every aspect of professional life. Students will be awarded up to 10% towards their final grade, based on their in class participation.

Approved by UCASC, September 7, prepared for October 18,2012 College Council
Accessibility Accommodations: 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. For more information: 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)

PLEASE NOTE: In this class we will be watching a number of feature length films: film screenings are no different to any other class time; they are not a time for texting or leaving the room for phone calls. Texting in class will be treated as a ‘late’ arrival in class, three ‘lates’ are equal on absence, and so on.

Student assignments

1) Weekly reading assignments: students must complete readings before class and be prepared to discuss the issues raised during in-class group discussions.

2) Class questionnaires/quizzes (6)(30%): over the semester you will complete six short questionnaire/quiz writing assignments. In these you will be asked to answer questions about lectures and the classes’ readings. Each questionnaire/quiz will be available on BLACKBOARD and emailed to students one week before it is due.

3) Film Criticism (2)(30%): In your film criticism assignments you will provide a written response to two of the films screened in class, including evidence that you have an understanding of the reading materials that accompany your film. Criticism must be between 600-1000 words in length and must be submitted both electronically and as hard copy. Late submissions will be reduced by one percentage point for every day they are late.

4) Final Exam (25%): the final exam will be on material from the entire semester. The final exam will be composed of multiple choice and short answer questions.

5) In-Class Participation (10%): Students who make a “sustained high quality contribution” to class discussions will automatically be awarded a bonus 10% towards their final grade. A “sustained high quality contribution” indicates a student has contributed to all or most classroom discussions, has introduce into classroom discussion themes from the assigned readings, and has presented their ideas and asked questions in a way which was enriched the learning environment for all. Students who intermittently/occasionally participate in classroom on a weekly basis will be awarded 5% towards their final grade.

6) Student Choice Assignment (5%): there are different options for this assignment. They can be completed at any time over the semester.

- Visit the Museum of the Moving Image in Astoria, Queens, and write a 500 word report detailing how the exhibits you see relate to the content of the course. http://www.movingimage.us/ (Student admission to the museum is $9).
- Attend an on-campus film/media screening/event/talk and write a 500 word report on what you see or experience.
- Attend an off-campus film festival and write a 500 word report on what you see or experience.

7) Extra Credit assignment: Organize John Jay student media festival of work made by John Jay students (10%): To organize this student film festival students will work as a group to choose the work to exhibit, prepare written
Assessment and grading

Class questionnaires/quizzes (6) 30%
Film criticism (2) 30%
Final exam 25%
In-class participation 10%
Student choice assignment 5%

Extra credit assignments (organize student video festival) 10%

Maximum possible class grade 110%

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

A, A-, B+ EXCELLENT (87-100%)
B, B-, C+ VERY GOOD (71-86%)
C, C-, D+ SATISFACTORY (57-70%)
D, D- POOR (PASSING, BUT TOO MANY “DS” CAN LEAD TO DISMISSAL) (40-56%)
F FAILURE (NOT ERASED WHEN COURSE IS RETAKEN AND PASSED) (BELOW 40%)
WU Withdrew Unofficially
IN Incomplete

John Jay College Faculty Senate’s philosophy on grading:

While all students should strive for the highest grades possible, the grades students are awarded must reflect the quality of the work in which they engage. It is the position of the Faculty Senate that giving grades to students who have not demonstrated commensurate achievement and competence in their courses harms students in at least four ways:

- We send the wrong message to students that they need not work harder, nor improve further, in order to achieve actual success both within the College and beyond.
- We devalue the work of other students receiving the same grade who in fact produce superior work and achieve greater competency.
- We give students false expectations of success in advanced courses and in courses in which grades are given commensurate with performance and competence; in obtaining admission to and being successful in graduate school, law school, or other professional schools; and in their professional lives.
- If we reward with high grades something less than superior college level performance, then in time we can expect graduate schools, law schools and employers to devalue our grades and degrees, and the grades and degrees of our truly high performing students, accordingly.

Academic integrity and honesty

Approved by UCASC, September 7, prepared for October 18, 2012 College Council
Statement of the College Policy on Plagiarism

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

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

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

Turnitin.com

Student work for this course will be submitted by the instructor to the plagiarism detection site Turnitin.com.

Final Exam

The final exam for this course is closed book: the use of notes or other written materials, electronic devices, or other unauthorized information sources during the exam is forbidden. Any student who attempts to cheat on the final exam will automatically be awarded 0% for the exam and under some circumstances can fail the course. All cases of academic dishonesty will be reported to academic affairs: this can lead to severe disciplinary action at the college level.

COURSE OUTLINE

Monday, January 30

Introduction
Course outline. What do we study when we study cinema?
Screening: Scream (clip)

PART 1: EARLY CINEMA/FILM AS LANGUAGE

Wednesday, February 1

Invention of the cinema
Screening: early Edison and Lumière films.

Monday, February 6

Silent Film: Early film pioneers
Screening: A Trip to the Moon (George Méliès, 1902, 8mins), The Great Train Robbery (Edwin Porter, 1903, 12mins)

Approved by UCASC, September 7, prepared for October 18, 2012 College Council
Wednesday, February 8
Film as language
Screening: The Lonedale Operator (D.W. Griffith, 1911, 17mins), Birth of a Nation (D.W. Griffith, 1915)(clip)

Monday, February 13
College closed: Lincoln’s Birthday

Wednesday, February 15
Silent film
Screening: The General (Buster Keaton, 1926, 75mins).

Monday, February 20
College closed: Washington’s Birthday

Tuesday, February 21—Classes follow Monday schedule!!
The introduction of sound
Screening: The Jazz Singer (1927)(clip), Raging Bull (Martin Scorsese, 1980)(clip)
NOTE: Questionnaire/quiz #1 due

PART II: FILM AND REPRESENTATION

Wednesday, February 22
Race and representation

Monday, February 27
Race and representation

Wednesday, February 29
Writing your film criticism
Screen: Hollywood Shuffle (clips)

Monday, March 5
Gender and masculinity: the action adventure film
**Wednesday, March 7**
Representing Gender
Screening: Blue Steel (Kathryn Bigelow, 1989)(part 1)

**Monday, March 12**
Representing Gender
Screening: Blue Steel (Kathryn Bigelow, 1989)(part 2)
NOTE: Questionnaire/quiz #2 due

**Wednesday, March 14**
Generating a detailed study of Blue Steel
Reading: none

**PART III: FILM AND GENRE**

**Monday, March 19**
Horror Movies

**Wednesday, March 21**
Horror Movies, Psycho
Screening: Psycho (Alfred Hitchcock, 1960, 109mins)(part 1)

**Monday, March 26**
Screening: Psycho (Alfred Hitchcock, 1960, 109mins)(part 2)
NOTE: Questionnaire/quiz #3 due

**Wednesday, March 28**
Mise-en-scene
Screening: Hitchcock, etc. (clips)

**Friday, March 30**
NOTE: Final deadline for first film criticism!

**PART IV: FILM AND IDEOLOGY**

**Monday, April 2**

Approved by UCASC, September 7, prepared for October 18, 2012 College Council
Westerns: Genre and ideology
Screening: Stagecoach (John Ford, 1939)(part 1)

**Wednesday, April 4**
Westerns
Screening: Stagecoach (John Ford, 1939)(part 2)

**April 6-April 15**
College Closed: Spring Break,

**Monday, April 16**
Westerns: class discussion
NOTE: Questionnaire/quiz #4 due

**Wednesday, April 18**
Screening: Smoke Signals (Chris Eyre, 1998, 89-mins)(part 1)

**Thursday, April 19**
Last day to withdraw without academic penalty.

**Monday, April 23**
Screening: Smoke Signals (Chris Eyre, 1998, 89-mins)(part 2)

**Wednesday, April 25**
Critical comparison of Stagecoach and Smoke Signals

PART V: WORLD CINEMA

**Monday, April 30**
Hindi Film/Bollywood
Screening: Bollywood selections
Wednesday, May 2
African Cinema
Screening: *Black Girl* (Ousmane Sembene, 1966, 54mins)(part 1)
NOTE: Questionnaire/quiz #5 due

Monday, May 7
African Cinema
Screening: *Black Girl* (Ousmane Sembene, 1966, 54mins)(part 2)

Wednesday, May 9
Contemporary mixings: Transnational cinema, Hong Kong and the world.
Screening: *Kung Fu Hustle* (Stephen Chow, 2004, 95mins)(part 1)

Monday, May 14
Contemporary mixings: Transnational cinema, Hong Kong and the world.
Screening: *Kung Fu Hustle* (Stephen Chow, 2004, 95mins)(part 2)

Friday, May 18
NOTE: Final deadline for second film criticism!

May 17-24
FINAL EXAM
Location and time TBA.
NOTE: Questionnaire/quiz #6 due

###
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: 2/28/12

1. Name of Department or Program: Economics

2. Contact information of proposer(s):

   Name(s): Jay Hamilton  
   Email(s): jhamilton@jjay.cuny.edu  
   Phone number(s): x8093

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   Number: ECO 101  
   Title: Principles of Economics  
   Abbreviated title: Principles of ECO

4. Current course description:

   This course is a guide to economic literacy and the global economy in the 21st century. Topics covered include how markets work, including consumer behavior, economic cost analysis and determination of prices; market structures and their impact on business behavior, the relationships among labor, business, and government; business cycles; money creation and the banking system; economic stabilization policies, including deficit financing and taxation; international trade, and prospects for sustainable development. Alternative theoretical perspectives are introduced. Examples are drawn from the global economy.

   a. Number of credits and hours: 3/3

   b. Number of class hours (please specify if the course has lab hours): 45
c. Current prerequisites: **none**

5. Describe the nature of the revision:

**Revised title**
**Revised learning outcomes**
**Revised course description**

6. Rationale for the proposed change(s):

The revised title more accurately describes the course content and clarifies the course’s fulfillment of Pathway’s Flexible Core Part A.

Learning outcomes are revised to meet CUNY Pathways Flexible Core Part A. (see Learning Outcomes

Course description is revised to reflect changes in learning outcomes and reduced in length.

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

a. Revised course description:

This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives.

b. Revised course title: **Introduction to Economics and Global Capitalism**

Abbreviated title: **INTRO TO ECON**

c. Revised number of credits and hours: **no change**

d. Revised number of hours: **no change**

e. Revised prerequisites: **no change**

8. Enrollment in past semesters:

<table>
<thead>
<tr>
<th>Semester</th>
<th>sections</th>
<th>total students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>12</td>
<td>417</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>12</td>
<td>383</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>10</td>
<td>337</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>8</td>
<td>266</td>
</tr>
</tbody>
</table>
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 9th, 2012**

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

    **Jay P. Hamilton**
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>ECO 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Economics and Global Capitalism</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Economics</td>
</tr>
<tr>
<td>Discipline</td>
<td>Economics</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Economics</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>none</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>☑ In-person ☐ Hybrid ☐ Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>☑ Freshman Seminar</td>
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<tr>
<td></td>
<td>☐ Honors College</td>
</tr>
<tr>
<td></td>
<td>☐ Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>☑ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify): Introductory</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

☐ current course ☑ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☑ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
</tr>
</tbody>
</table>

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.
I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</td>
</tr>
<tr>
<td>- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</td>
</tr>
<tr>
<td>- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</td>
</tr>
<tr>
<td>- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</td>
</tr>
<tr>
<td>- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</td>
</tr>
</tbody>
</table>

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</td>
</tr>
<tr>
<td>- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</td>
</tr>
<tr>
<td>- Represent quantitative problems expressed in natural language in a suitable mathematical format.</td>
</tr>
<tr>
<td>- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</td>
</tr>
<tr>
<td>- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</td>
</tr>
<tr>
<td>- Apply mathematical methods to problems in other fields of study.</td>
</tr>
</tbody>
</table>

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and apply the fundamental concepts and methods of a life or physical science.</td>
</tr>
<tr>
<td>- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</td>
</tr>
<tr>
<td>- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</td>
</tr>
<tr>
<td>- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</td>
</tr>
<tr>
<td>- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</td>
</tr>
</tbody>
</table>

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues
A Flexible Core course must meet the three learning outcomes in the right column.

### Current Event Research
Students will be required to search for multiple articles from both traditional mainstream media and “new media”. The articles must discuss the same current event in economics. Students will then summarize the event, identify the different viewpoints of the articles and compare the articles’ usefulness.

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

### Policy Analysis Project
Students will be provided with (or will be required to search for) arguments advocating some new economic policy. In a written exercise, exam or class discussion the policy students will critically evaluate the evidence and analyze the arguments for logical consistence.

- Evaluate evidence and arguments critically or analytically.

### Market Analysis Exam
Students will be given exam questions with a specified market and some external change to a determining factor of the market. They will write a paragraph beginning with a statement predicting the resulting change in market price and quantity. The body of the paragraph will explain the logic behind the prediction.

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

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

### Economics Concepts & Methods Exams
Students will take exams where they identify and describe the core concepts of Economics and apply the methodologies of Economics. Exams may include multiple choice, matching, definitions or short answer questions.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

### Global Capitalism Project
In a written exercise, exam or class discussion students will examine the links between the rise of Capitalism in the “West” and the phenomena known as “globalization.”

### Comparative Ideology Project
In a written exercise, exam or class discussion students will compare and contrast the causes and consequence of the business cycle through the lens of Keynesian Ideology, Neoclassical Ideology and Radical/ Marxist Ideology.

- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

- Analyze the historical development of one or more non-U.S. societies.

### Consequences of Capitalism Project
In a written exercise, exam or class discussion, students will generate a list of the negative and positive aspects of capitalism to form their own opinion on the value of Capitalism.

- Analyze the significance of one or more major movements that have shaped the world's societies.

### Economic Class in World Cultures Project
In a written exercise, exam or class discussion students will categorize the relationships between people in different positions within the production process in order to value these different economic classes in various world societies.

- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.

A U.S. Experience in its Diversity

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

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

- Evaluate evidence and arguments critically or analytically.

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

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

• Explain and evaluate the role of the United States in international relations.

• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

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

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

• Evaluate evidence and arguments critically or analytically.

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

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

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

• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

• Demonstrate knowledge of the skills involved in the creative process.

• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

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

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

• Evaluate evidence and arguments critically or analytically.

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

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

• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural
<table>
<thead>
<tr>
<th>E. Scientific World</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
Economics 101 – Introduction to Economics and Global Capitalism
Course Syllabus

Semester, Time & Location
Instructors Name
Contact Hours, Office Location, Phone & Email

Course Description
This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives. 3 hours/3 credits

Prerequisites: None

Text:
Samuel Bowles, Richard Edwards and Frank Roosevelt
In the course schedule below readings from this book are identified as “UC.”

Grading:
- Policy Analysis Project 10%
- Global Capitalism Project 10%
- Comparative Ideology Project 10%
- Consequences of Capitalism Project 10%
- Economic Class in World Culture Project 10%
- Current Event Research (Writing Assignment) 10%
- Market Analysis Exam (Midterm) 20%
- Economic Concepts & Methods Exam (Final) 20%

### Pathways Learning Outcomes

<table>
<thead>
<tr>
<th>A student will:</th>
<th>How the Learning Outcome is Addressed by Assignments or Course Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td><strong>Current Event Research</strong> Students will be required to search for multiple articles from both traditional mainstream media and “new media”. The articles must discuss the same current event in economics. Students will then summarize the event, identify the different viewpoints of the articles and compare the articles’ usefulness.</td>
</tr>
</tbody>
</table>
| Evaluate evidence and arguments critically or analytically. | **Policy Analysis Project**  
Students will be provided with (or will be required to search for) arguments advocating some new economic policy. In a written exercise, exam or class discussion of the policy students will critically evaluate the evidence and analyze the arguments for logical consistence. |
|---|---|
| Produce well-reasoned written or oral arguments using evidence to support conclusions | **Market Analysis Exam**  
Students will be given exam questions with a specified market and some external change to a determining factor of the market. The will write a paragraph beginning with statement predicting the resulting change in market price and quantity. The body of the paragraph will explain the logic behind the prediction. |
| Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. | **Economic Concepts & Methods Exams**  
Students will take exams where they identify and describe the core concepts of Economics and apply the methodologies of Economics. Exams may include multiple choice, matching, definitions or short answer questions. |
| Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. | **Global Capitalism Project**  
In a written exercise, exam or class discussion students will examine the links between the rise of Capitalism in the “West” and the phenomena known as “globalization.” And **Comparative Ideology Project**  
In a written exercise, exam or class discussion students will compare and contrast the causes and consequence of the business cycle through the lens of Keynesian Ideology, Neoclassical Ideology and Radical/Marxian Ideology. |
| Analyze the significance of one or more major movements that have shaped the world’s societies. | **Consequences of Capitalism Project**  
In a written exercise, exam or class discussion, students will generate a list of the negative and positive aspects of capitalism to form their own opinion on the value of Capitalism. |
| Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, | **Economic Class in World Culture Project**  
In a written exercise, exam or class discussion students will categorize the relationships between people in |
belief, or other forms of social differentiation play in world cultures or societies. different positions within the production process in order to value these different economic classes in various world societies.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Reading</th>
<th>Events, Assignments &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>UC Ch. 1 <em>Capitalism Shakes the World</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 2</td>
<td>Defining “Economics”</td>
<td>UC Chs. 2 &amp; 3 <em>People, Preferences, and Society &amp; A Three-Dimensional Approach to Economics</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Seminal Thinkers</td>
<td>UC Ch.4 <em>Political Economy Past and Present</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 4</td>
<td>Capitalism</td>
<td>UC Chs. 5 &amp; 6 <em>The Surplus Product: Conflict and Change &amp; Capitalism as an Economic System</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exporting American Capitalism to the World</td>
<td>UC Chs: 7 <em>American Capitalism: Accumulation and Change</em></td>
<td>Current Event Research Paper due Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 6</td>
<td>Supply &amp; Demand</td>
<td>UC Ch. 8 <em>Supply and Demand: How Markets Work</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 7</td>
<td>Market Systems</td>
<td>UC Chs. 9 &amp; 10 <em>Competition and Coordination: The Invisible Hand &amp; Capitalist Production and Profits</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 8</td>
<td>From Perfect Competition to Monopoly</td>
<td>UC Ch. 11 <em>Competition and Concentration</em></td>
<td>Market Analysis Exam Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 9</td>
<td>Labor Markets</td>
<td>UC Ch. 12 <em>Wages and Work</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Innovation</td>
<td>UC Ch. 13 <em>Technology, Control, and Conflict in the Workplace</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Poverty &amp; Inequality</td>
<td>UC Chs. 14 &amp; 15 <em>The Mosaic of Inequality &amp; Progress and Poverty on a World Scale</em></td>
<td>Lecture and Class Discussion Consequences of Capitalism Project</td>
</tr>
<tr>
<td>Week 12</td>
<td>The Business Cycle</td>
<td>UC Ch. 16 <em>Aggregate Demand, Employment, and Unemployment</em></td>
<td>Lecture and Class Discussion Economics Class in World Culture Project</td>
</tr>
<tr>
<td>Week 13</td>
<td>Unemployment &amp; Inflation</td>
<td>UC Chs. 17 &amp; 18 <em>The Dilemmas of Macroeconomic Policy &amp; Inflation</em></td>
<td>Comparative Ideology Project Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 14</td>
<td>Political</td>
<td>UC Ch. 19 <em>Government and</em></td>
<td>Policy Analysis Project</td>
</tr>
</tbody>
</table>
College Policies

Please see the College Bulletin’s Chapter on Academic Standards for the complete policies.

Attendance Policy
Students with excessive absences will receive reduced grades and face possible forced withdrawal from the class.

Incomplete Grade Policy
Incompletes grades will only be given in extreme circumstances and only to students who will be able to pass the course upon completion of the course requirements. An incomplete resolution contract between the student and instructor must be agreed to before the incomplete is given.

Extra Work During the Semester Policy
No extra work will be available to any student.

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

Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)
The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard’s SafeAssign.
Let’s Have a Great Semester.
If you ever have a question, please ASK!
### Pathways Learning Outcomes

(On the Pathways Core Course Submission Form)

**A student will:**

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

### Corresponding Course Specific Learning Outcome

(On the Actual Syllabus of all instructors)

**A student will:**

Gather, interpret, and assess information on current events in Economics from a variety of sources and points of view.

### How the Course Specific Learning Outcome is Addressed by Assignments or Course Attributes

(On the Actual Syllabus and in the Pathways Core Course Submission Form)

**Current Event Research**

Students will be required to search for multiple articles from both traditional mainstream media and "new media". The articles must discuss the same current event in economics. Students will then summarize the event, identify the different viewpoints of the articles and compare the articles’ usefulness.

### Assessment

Individual instructors should have considerable freedom to design assignments and activities, but also include some common element for assessment.

A standard rubric will be used across all sections. The rubric will isolate student performance on Goals 1 and 5:

- Identify and Describe Economics Issues
- Communicate Effectively

### Evaluate evidence and arguments critically or analytically.

Critically evaluate the evidence provided in support of a new economic policy and analyze the supporting arguments.

### Policy Analysis Project

Students will be provided with (or will be required to search for) arguments advocating some new economic policy. In a written exercise, exam or class discussion of the policy students will critically evaluate the evidence and analyze the arguments for logical consistence.

Instructor’s choice of written exercise, exam or class discussion and method of assessment.
<table>
<thead>
<tr>
<th>Pathways Learning Outcomes</th>
<th>Corresponding Course Specific Learning Outcome</th>
<th>How the Course Specific Learning Outcome is Addressed by Assignments or Course Attributes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student will:</td>
<td>A student will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions</td>
<td>Produce a well-reasoned written argument using the supply and demand model as evidence to support a predictive claim of the model.</td>
<td><strong>Market Analysis Exam</strong>&lt;br&gt;Students will be given exam questions with a specified market and some external change to a determining factor of the market. They will write a paragraph beginning with statement predicting the resulting change in market price and quantity. The body of the paragraph will explain the logic behind the prediction.</td>
<td>A standard rubric will be used across all sections. The rubric will isolate student performance on Goals 2 and 5&lt;br&gt;• Analyze Economic Information&lt;br&gt;• Communicate Effectively</td>
</tr>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</td>
<td>Identify and apply the fundamental concepts and methods of the discipline known as “Economics.”</td>
<td><strong>Economic Concepts &amp; Methods Exams</strong>&lt;br&gt;Students will take exams where they identify and describe the core concepts of Economics and apply the methodologies of Economics. Exams may include multiple choice, matching, definitions or short answer questions.</td>
<td>Instructor’s choice of exam methodology and assessment.</td>
</tr>
<tr>
<td>Pathways Learning Outcomes</td>
<td>Corresponding Course Specific Learning Outcome</td>
<td>How the Course Specific Learning Outcome is Addressed by Assignments or Course Attributes</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>A student will: Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
<td>Analyze the globalization of the Capitalist mode of production. and Describe the Business Cycle or process from the following points of view: Keynesian, Neoclassical and Radical/Marxian.</td>
<td>Global Capitalism Project In a written exercise, exam or class discussion students will examine the links between the rise of Capitalism in the “West” and the phenomena known as “globalization.” And Comparative Ideology Project In a written exercise, exam or class discussion students will compare and contrast the causes and consequence of the business cycle through the lens of Keynesian Ideology, Neoclassical Ideology and Radical/Marxian Ideology.</td>
<td>Instructor’s choice of written exercise, exam or class discussion and method of assessment.</td>
</tr>
<tr>
<td>Anayze the significance of one or more major movements that have shaped the world’s societies.</td>
<td>Analyze the significance of Capitalism; a major movement that has shaped the world’s societies.</td>
<td>Consequences of Capitalism Project In a written exercise, exam or class discussion, students will generate a list of the negative and positive aspects of capitalism to form their own opinion on the value of Capitalism.</td>
<td>Instructor’s choice of written exercise, exam or class discussion and method of assessment.</td>
</tr>
<tr>
<td>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
<td>Analyze and discuss the role that economic class plays in world societies.</td>
<td>Economic Class in World Culture Project In a written exercise, exam or class discussion students will categorize the relationships between people in different positions within the production process in order to value these different economic classes in</td>
<td>Instructor’s choice of written exercise, exam or class discussion and method of assessment.</td>
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</tbody>
</table>
various world societies.
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). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Date Submitted: 8/16/2012

1. Name of Department or Program: History Department

2. Contact information of proposer(s):
   Name(s): Sara McDougall
   Email(s): smcdougall@jjay.cuny.edu
   Phone number(s): 203-915-3961

3. Current number, title, and abbreviated title of course:
   HIS 375 Female Felons in Premodern Europe and the Americas

4. Current course description:
   This course examines the complex position of women accused of crimes such as adultery, infanticide, or witchcraft in premodern Europe and the Americas. Drawing heavily upon primary sources, principally trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern justice, as well as the early history of criminal justice in Europe and the Americas.
   
   a. Number of credits: 3
   
   b. Number of class hours (please specify if the course has lab hours): 3
c. Current prerequisites: HIS 203 or HIS 204 or GS 101

5. Describe the nature of the revision:

The course description and syllabus have been modified to more closely map with the learning outcomes for the Justice Core: Justice in Global Perspective. The written assignments, particularly the final paper, have been changed to emphasize a global, comparative perspective.

6. Rationale for the proposed change(s):

The scope of the course has been widened to include materials from Africa and Asia, and the emphasis on primary sources has been shifted to include more secondary sources. These changes should ensure that students in this course would “analyze how struggles for justice have shaped societies and cultures throughout the world.” The inclusion of more secondary sources is intended to facilitate more analysis of “the social, political, economic, and cultural contexts” of the cases under discussion in the course, as well as to enable inclusion of more times and places than an exclusive focus on primary sources would allow.

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

   a. Revised course description:

   This course, one of the General Education "Justice in Global Culture" offerings, examines the complex position of women accused of crimes in the premodern world. Drawing on a mix of primary and secondary sources, with a focus on trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern global justice, as well as the early history of criminal justice.

   b. Revised course title: Female Felons in the Premodern World

   c. Revised abbreviated title: N/A

   d. Revised learning outcomes

      · Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

      · Students will analyze how struggles for justice have shaped societies and cultures throughout the world

      · Students will differentiate multiple perspectives on the same subject, and will make arguments about women and crime using evidence from primary legal texts.
e. Revised assignments and activities related to revised outcomes

See attached syllabus. The course now includes more secondary sources and includes cases from The Ancient Near East, North Africa, Congo, and Japan. Europe and Colonial Latin America were already in the prior version.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: None.

8. Enrollment in past semesters: N/A

9. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

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

   **Required Core:** English Composition _____  Quantitative _____  Natural/Life Sciences _____

   **Flexible Core:**

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

   **College Option:**

   | Justice Core 100-level: Justice and the Individual |   |
   | Justice Core 300-level: Struggle for Justice & Inequality in the U.S. |   |
   | Justice Core 300-level: Justice in Global Perspective | X |
   | Learning from the Past                |   |
   | Communications                       |   |

**Please explain why and how this course fits into the selected area:**
By analyzing the place of women criminals in the premodern world, this course provides students with an opportunity to study different laws, legal institutions, and ideas of justice across the globe. A focus on women will facilitate the comparison of how, in different times and places, some activities are understood as crimes and how women accused of these crimes are responded to by courts and communities, as well as how the women themselves responded to their circumstances.

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

Every semester __ X __ Number of sections: ______
Fall semesters only _____ Number of sections: ___1___
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?
   _X___ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 8/16/2012
12. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:
   8/16/2012
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th><strong>Course Prefix &amp; Number</strong></th>
<th>HIS 375</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Female Felons in the Premodern World</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course examines the complex position of women accused of crimes in the premodern world. Drawing on a mix of primary and secondary sources, with a focus on trial records, students will analyze legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern justice, as well as the early history of criminal justice.</td>
</tr>
</tbody>
</table>

#### Sample Syllabus

Syllabus must be included with submission, 5 pages max recommended

---

**Indicate the status of this course being nominated:**

- [ ] current course
- [X] revision of current course
- [ ] a new course being proposed

---

### John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

- Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [X] Justice in Global Perspective (300-level)

- [ ] Learning from the Past

- [ ] Communication

---

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
I. **Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Description</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, analyze and write about a mix of primary and secondary sources that</td>
<td>• Develop an understanding of the social, political, economic,</td>
</tr>
<tr>
<td>describe how women were tried for crimes from antiquity through 1650 in</td>
<td>and cultural contexts of the struggles for justice throughout the world</td>
</tr>
<tr>
<td>different parts of the world. These readings are organized to demonstrate</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the</td>
</tr>
<tr>
<td>that different societies had different ideas of what constituted a crime,</td>
<td>world</td>
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<tr>
<td>and how women criminals should be handled. The readings also demonstrate</td>
<td>• Differentiate multiple perspectives on the same subject</td>
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<td>the role of economic, political, social, and cultural developments in if</td>
<td></td>
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<td>and how crimes are recognized as such and prosecuted.</td>
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<tr>
<td>Many of the readings offer insight not only on how women were treated</td>
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<tr>
<td>when accused of a crime, but how women defended themselves, and the</td>
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<tr>
<td>impact their voices and efforts had, even if they themselves were</td>
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<td>treated unjustly. We will study, for example, not only the condemnation</td>
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<td>of Joan of Arc, but her rehabilitation, and discuss the impact this episode</td>
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<td>had upon French society, which would come to venerate a woman executed as</td>
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<td>a witch as a saint.</td>
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<tr>
<td>By reading different accounts of the same trial, and also modern</td>
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<tr>
<td>interpretations of trial records, students will have the opportunity to</td>
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<tr>
<td>experience a range of responses to a given trial, or a given crime.</td>
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</table>
Female Felons in the Premodern World

This course examines the complex position of women accused of crimes in the premodern world. Drawing on a mix of primary and secondary sources, with a focus on trial records, students will analyze legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern global justice, as well as the early history of criminal justice in the world.

Course learning outcomes:

- Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Students will analyze how struggles for justice have shaped societies and cultures throughout the world
- Students will differentiate multiple perspectives on the same subject, and will make arguments about women and crime using evidence from primary legal texts.

Assignments and Expectations:

We cover a lot of ground in this course, and explore court records from many different times and places. Read the assigned sources as carefully as you can, context and background will be provided during class discussion.

Requirements:

- Attendance and Participation (20%) One excused absence with no explanation necessary. Five total absences will result in a failing grade. After the first absence, additional absences will also count against your grade. You will also lose points if you are late.
  Last day to withdraw without academic penalty - November 9, 2012.
- In-class writing assignments (10%) These assignments will be open notes. Take notes following the instructions for preparing the reading on p. 2.
- Two 500-word response papers (20%) To prepare for writing these papers follow the instructions for approaching the readings on p. 2. For the first response paper you will be assessing a primary source. Begin by explaining the nature of the primary source (who wrote it and in what circumstances). Assess its reliability as a historical document. Next, summarize the document in your own words and offer your interpretation, working off of the guidelines provided on p. 2. For your second paper, introduce the paper by summarizing the author's argument in your own words and assess how the author made use of the primary source to prove his or her argument. Be sure to identify the thesis, the kind of evidence, the connection between the evidence and the argument, and the strengths and weaknesses of the argument.
- 500-word paper due at midterm. (10%) Having identified, in consultation with the professor, the primary sources you will be working with for your final paper, and having found at least one relevant secondary source, write a description of what you think you research question will be, how you will use the sources to answer that question, and how the secondary source will help you to approach the work.
- Five-minute presentations on your research topic for the final paper (10%)
- Final paper 7-10 page paper on a topic related to the course that draws on materials from at least two or three different parts of the premodern world. (25%)
- Final exam (5%)

Extra Credit: You can revise up to two of the written assignments for this course for extra credit. You will not be able to revise the final paper.

All papers to be submitted to turnitin.com unless otherwise specified.

Textbooks:


All other readings will be posted to the course blackboard site.

***FOR ALL READING ASSIGNMENTS:***
When reading a secondary source identify the thesis, the kind of evidence, the connection between the evidence and the argument, and the strengths and weaknesses of the argument.
When reading a primary source, identify what the source is (who wrote it, when and why) and assess what that means in terms of its reliability as a historical document. As you read, imagine yourself in the place of a prosecuting or defending attorney, a judge writing a decision on the case, or an investigative reporter writing an article about the case. What do you make of the accusation made against the woman in question? What do you think of the way she is treated by the court? Assess the testimony offered against her. Ask yourselves why she was accused of a crime, how she came to be suspected, and why she may have done what is alleged against her. What do you make of the sentence, if any, passed against her?

**Statement of College Policy on Plagiarism**
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

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

August 28. Introduction

August 30. Women and Crime in Ancient Mesopotamia
Selections from Elizabeth Tetlow, *Women, Crime and Punishment in Ancient Law and Society*
Trial records posted on blackboard

September 4. Women and Prostitution in Ancient Greece
The Trial of Neaera
* first possible topic for response paper #1

September 6. Women Martyrs on Trial in Late Antique North Africa, Perpetua and Felicity
Vibia Perpetua: http://www.ldysinger.com/@texts/0203_perpetua/02_perp-txt.htm See also Catholic Encyclopedia: Sts. Felicitas and Perpetua; and Peter Dronke's Discussion of Perpetua [At Internet Archive, from Millersville]
* second possible topic for response paper #1

September 11. The Demonization of Empress Wu, Empress of Tang China
Richard W.L. Guisso, "The reigns of the empress Wu, Chung-tsung and Jui-tsung" The Cambridge History of China v. 3

September 13. Response paper #1 due by 6PM to turnitin.com (no class meeting)

September 18 No classes, college closed.

September 20. Researching Female Felons
*Meet in the Library Classroom

September 25 No classes, college closed.

September 27. Women and Crime in Medieval Islam
Mathieu Tillier “Women before the Qadi under the Abbasids” *Islamic Law and Society* 16 (2009) 280-301.
*first possible response paper #2

October 2. Female Felons in Medieval England
*second possible response paper #2


October 9. No class meeting. Begin preparation for our meetings to discuss your final paper. A one-paragraph summary of what you wish to work on is due by email by 6PM.
October 11. Jewish Women and the Spanish Inquisition
*Women in the Inquisition: Spain and the New World*
Mari Sanches and Ines Gonzalez

October 16. Muslim Women in Christian Spain: Fatima or Anna?
Mary Elizabeth Perry, “Finding Fatima, a Slave Woman of Early Modern Spain”

October 18. An African Slave Woman and the Mexican Inquisition
“Blasphemy as Resistance: An African Slave Woman before the Mexican Inquisition”
*Women in the Inquisition: Spain and the New World.*

October 23. Comparisons: Women Before the Inquisition
Review the last three readings and come to class prepared to discuss and compare the role of gender, religion, and race in these articles.

October 25. No class. Required individual meetings to discuss topics and sources for the research paper. Failure to meet will count as an absence. You must bring with you the references for the primary sources you plan to use.

October 30. A Protestant Martyr: Anne Askew and female authority 1

November 1. A Protestant Martyr: Anne Askew and female authority 2
Beilin, *Examinations of Anne Askew*, all.

November 6. Midterm paper due by 6PM.

November 8. Gender, Religion and Authority in Seventeenth Century Ethiopia

November 13. Religion and Witchcraft in Kongo 1
*The Kongolese Saint Anthony* 1-81.

November 15. Religion and Witchcraft in Kongo 2
*The Kongolese Saint Anthony* 82-214.

Review the readings on Anne Askew and Beatriz Kimpa Vita and come to class prepared to compare them.

November 22. Thanksgiving. No classes.

November 27. Female Crime in the Early Modern World 1: Japan
November 29. Female Crime in the Early Modern World 2: France

December 4. Female Crime in the Early Modern World
Come to class prepared to compare the Wright and Davis articles.

December 6. Presentations of research paper topics in class.

December 11. Final exam in class.

Final exam date: Final papers due.
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: 8/1/2012

1. Name of Department or Program: Mathematics & Computer Science

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 106, Liberal Arts Mathematics

   (Abbreviated title can be found on SIMS) Since this course has not been taught in over 30 years, there is no record of it on SIMS.

4. Current course description: Recommended for students interested in the cultural contributions of mathematics to such fields as the arts, astronomy, history, literature, music and physics.

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

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

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
c. Current prerequisites: MAT 105 or the equivalent.

5. Describe the nature of the revision:

1.) Change in course description

2.) Removal of the MAT 105 prerequisite

6. Rationale for the proposed change(s): In the proposed revision of MAT 106, the focus will be on the uses of mathematics and the power of mathematics to help the student understand many different parts of everyday life and the world itself. With this approach, manipulating symbols and solving equations is greatly deemphasized. Thus the College Algebra, MAT 105, prerequisite is no longer needed.

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

   a. Revised course description: This course examines the importance of mathematics in Contemporary society. Students will examine the mathematics behind everyday activities such as scheduling deliveries in an urban area, sampling methods for decision making, selection of a good voting system for elections with three or more candidates and growth and decline in consumer finance. Students will develop an understanding and appreciation of the elementary mathematical principles that surround us.

   b. Revised course title: NA

   c. Revised number of credits and hours: NA

   d. Revised number of hours: NA

   e. Revised prerequisites: Drop MAT 105 as a prerequisite.

8. Enrollment in past semesters: Has not been offered for over thirty 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: 7/27/2012

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

Peter Shenkin

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
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<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>MAT 106</td>
</tr>
<tr>
<td>Course Title</td>
<td>Liberal Arts Math</td>
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<tr>
<td>Department(s)</td>
<td>Mathematics and Computer Science</td>
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<td>Discipline</td>
<td>Mathematics</td>
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<td>Credits</td>
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<tr>
<td>Contact Hours</td>
<td>Three</td>
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<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
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<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
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<tr>
<td>Catalogue Description</td>
<td>This course examines the importance of mathematics in contemporary society. Students will examine the mathematics behind everyday activities such as scheduling deliveries in an urban area, sampling methods for decision making, selection of a good voting system for elections with three or more candidates and growth and decline in consumer finance. Students will develop an understanding and appreciation of the elementary mathematical principles that surround us.</td>
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<tr>
<td>Special Features (e.g., linked courses)</td>
<td>N/A</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
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</tbody>
</table>

Indicate the status of this course being nominated:

- current course  
- revision of current course  
- a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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</thead>
<tbody>
<tr>
<td>☒ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☒ Mathematical and Quantitative Reasoning</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ Creative Expression</td>
</tr>
<tr>
<td>☐ Individual and Society</td>
<td>☐ Scientific World</td>
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</tbody>
</table>

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
## Learning Outcomes

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

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

**Students enrolled in MAT 106** will interpret and draw appropriate inferences from quantitative representations by applying growth formulas to financial problems such as savings and borrowing, interpreting histograms, investigating the variability of data by graphical methods, studying diverse voting systems via tabular representations of voters, and the use of digraphs by a city to find the optimal way to transverse a street network while providing services such as collecting garbage or bottles for recycling, snow removal, or delivering mail.

In this course students will draw conclusions and solve mathematical problems by studying numerical patterns of growth in the realm of finance; using algebraic techniques to study the diverse ways of holding elections with more than 2 choices; and investigate data distribution and variability through graphical techniques such as, box plots, histograms and stemplots.

This course will develop skills to read and appropriately summarize data so that the student can navigate the terrain of information and numbers where we live and travel. This will be accomplished by studying Euler circuits, displaying distributions, describing variability, sampling techniques and encoding personal data.

Students will effectively communicate solutions to mathematical problems in written form through solutions to problems on examinations and homework.

Data is used everyday in our society to answer a huge variety of questions. How do we know if these answers are reasonable? In this course we will learn how to critically think about how data is produced in the first place, via studying sampling techniques, in
particular, how do we know a sample is truly representative of the population; experiments versus observational studies; check digits to ensure data is encoded correctly; and comparing present value of money against inflation.

Furthermore, students will learn about formal statistical inference so that they can grasp how a sample is used to make an estimate about the entire population from which the sample comes and quantify the uncertainty when doing so.

We apply mathematics to study problems in management science (Chapter 1); political science through voting theory (Chapter 9); information science via identification numbers (Chapter 16); and finance (Chapters 21 & 22).
Instructor: Michael Puls

Office: The New Building, Room 6.63.05

Office Phone: 212-484-1178

E-mail: mpuls@jjay.cuny.edu

Office Hours: 8:00-9:15 Mondays and Wednesdays and whenever my office door is open. Other times by appointment.

Course Description: This course examines the importance of mathematics in contemporary society. Students will examine the mathematics behind everyday activities such as scheduling deliveries in an urban area, sampling methods for decision making, selection of a good voting system for elections with three or more candidates and growth and decline in consumer finance. Students will develop an understanding and appreciation of the elementary mathematical principles that surround us.

Learning Outcomes: By the end of the term the successful student will be able to do the following:
   a) Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
   b) Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
   c) Represent quantitative problems expressed in natural language in a suitable mathematical format.
   d) Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
   e) Apply mathematical methods to problems in other fields of study.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams and homework.

Course Prerequisite: Placement Exam


Exams: There will be three 100-point exams and a final exam. The exam days are XX/XX, XX/XX and XX/XX. The final exam, which is also worth 100 points, will be given XXXXX. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam. If you...
miss an exam, the zero grade will be dropped in determining your final grade (see determination of final grade below).

**Homework:** A homework assignment will be given at the end of each class and discussed at the next class meeting. Working out the homework problems and bringing questions to class is the best way to learn the material and make the exams seem easier.

**Determination of Final Grade:** Write down each hour exam score once and write down the final exam score twice. There will be 5 numbers. Drop the lowest of these 5 numbers and add up the remaining 4 numbers. Thus, if you miss an exam that will be the grade dropped. Final grades determined by

<table>
<thead>
<tr>
<th>Grade</th>
<th>At least needed</th>
<th>Up to</th>
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<tr>
<td>A</td>
<td>365 points</td>
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<td>B</td>
<td>325 points</td>
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<td>B-</td>
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<td>C+</td>
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**College wide policies for undergraduate courses**

**Incomplete Grade Policy:** An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

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

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

**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.

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**Daily Schedule starts next page**
# MAT 106 Liberal Arts Math
## Daily Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Coverage</th>
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<tbody>
<tr>
<td></td>
<td>Chapter 1 Urban Services</td>
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</table>
| 1       | Section 1.1, Euler Circuits and Section 2.2, Finding Euler Circuits  
*Homework page 25, Problems 1, 3, 7, 13, 23, 27, 31* |
| 2       | Section 1.3, Beyond Euler Circuits and Section 1.4, Urban Traversal Problems  
*Homework page 29, Problems 39, 41, 43, 47, 57, 63* |
| 3       | Chapter 5 Exploring Data: Distributions  
Section 5.1, Displaying Distributions: Histograms and Section 5.2, Interpreting Histograms  
*Homework page 198, Problems 2, 4* |
| 4       | Section 5.3, Displaying Distributions: Stemplots and Section 5.4, Describing Center: Mean and Median  
*Homework page 200, Problems 7, 9, 11, 12, 15, 16, 18* |
| 5       | Section 5.5, Describing Variability: Range and Quartiles and Section 5.6, The Five-Number Summary and Boxplots  
*Homework page 197 (Skills Check), Problems 16, 17, 19 and page 202, Problems 22, 25, 27* |
| 6       | Section 5.7, Describing Variability: The Standard Deviation  
*Homework page 203, Problems 34, 35* |
| 7       | Section 5.8, Normal Distributions and Section 5.9, The 68-95-99.7 Rule for Normal Distributions  
*Homework page 204, Problems 39, 45, 46, 51* |
|         | Chapter 7 Data for Decisions |
| 8       | Section 7.1, Sampling and Section 7.2, Bad Sampling Methods  
*Homework page 270, Problems 1, 3, 4, 5* |
| 9       | EXAM #1 |
| 10      | Section 7.3, Simple Random Samples and Section 7.4, Cautions About Sample Surveys  
*Homework page 271, Problems 7, 9, 11, 12, 14, 15, 17* |
| 11      | Section 7.5, Experiments and Section 7.6, Experiments versus Observational Studies  
Spotlight 7.1 (page 254) Ethics in Experiments  
*Homework page 272, Problems 18, 19, 22, 23, 25, 27, 29, 31, 33* |
| 12      | Section 7.7, Inference: From Sample to Population and Section 7.8, Confidence Intervals  
*Homework page 274, Problems 37, 38, 39, 43, 45, 49* |
|         | Chapter 9 Social Choice: The Impossible Dream |
| 13      | Section 9.1, Introduction to Social Choice and Section 9.2, Majority Rule and Condorcet’s Method  
*Homework page 350, Problems 1, 3, 7, 9* |
| 14      | Section 9.3, Other Voting Systems for Three or More Candidates  
*Homework page 351, Problems 11, 14, 15, 19, 21, 33* |
| 15      | Section 9.4, Insurmountable Difficulties Arrow’s Impossibility Theorem and Section 9.5, A Better Approach? Approval Voting  
*Homework page 354, Problem 41* |

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
<table>
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<tr>
<th>Chapter 16 Identification Numbers</th>
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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). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Please submit to Kathy Killoran (kkiloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: February 29, 2012

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

   Name(s): Samantha Majic
   Email(s): smajic@jjay.cuny.edu
   Phone number(s): 212-237-8439

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

   (Abbreviated title can be found on SIMS)
   POL237
   Women and Politics
   Women & Politics (abbreviated title)

4. Current course description:

   This course provides students with an opportunity to consider the presence of women in political institutions and how a range of political and policy issues pertain to women. The course introduces students to the history of women’s entry to political life, their struggles for equal rights and representation, and their current roles and representation in electoral politics. Students will also examine how a range of political issues impact women such as prostitution, same-sex marriage, and abortion in the United States and, where comparison is useful, abroad.

   a. Number of credits: 3 credits/3 hours

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

   c. Current prerequisites: ENG 101, GOV 101 or POL 101
5. Describe the nature of the revision:

A) Revise learning outcomes.
B) Change course pre-requisites.

6. Rationale for the proposed change(s):

A) To include POL237 in the CUNY COMMON CORE (Flexible Core D: Individual and society), the course must provide and reflect the specified Pathways learning outcomes (see below for details).

B) After teaching the course for three semesters, I am confident this course is accessible to students who do not have POL/GOV 101. Here is the rationale for changing the course prerequisites:

- Dropping POL/GOV 101 as a prerequisite would, I believe, increase course enrollment.
- GOV 101/POL 101 is a useful but not essential pre-requisite. Although POL 101 introduces students to the various institutions and processes of American government, POL 237 is not exclusively focused on women and politics in the United States; in addition to electoral politics, it considers women in political theory and political issues related to women, such as abortion and prostitution. When the course does consider women in politics in the United States, it provides students with a sufficient explanation of the various institutions and processes here (in general) so that those who have not yet completed GOV 101/POL 101 can understand the material.

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

a. Revised course description: N/A

b. Revised course title: N/A
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A
d. Revised learning outcomes:

Students will:
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to political science.
- Examine how an individual's place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters:

   Spring 2012: 12 students
   Fall 2010: 13 students
   Fall 2009: 13 students

9. Will this course be offered as part of the new CUNY Pathways Gen Ed program (Common Core)?

   Yes ___X__  No _____

   If yes, what part (i.e. Flexible core A. World Cultures)?
   Flexible Core D: Individual and Society

   If yes, frequency and number of sections to be offered for Gen Ed:
   Every semester _____  Number of sections: _____
   Fall semesters only _____  Number of sections: _____
   Spring semesters only __X___  Number of sections: __1___*

   *If demand increased from the past and current semesters, I would be happy to offer more sections in more semesters.

10. Does this change affect any other departments?

   _____ No  ___X___ Yes (if so what consultation has taken place)?

   On March 8, 2012 I consulted with Dr. Katie Gentile, chair of Gender Studies (with which POL 237 is cross-listed), and she and I decided this change would not impact their department in a negative way. If anything, expanding enrollment in this course could potentially increase enrollment in other Gender Studies courses.

11. Date of Department or Program Curriculum Committee approval:
12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this.
## CUNY Common Core
### Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>POL237</td>
</tr>
<tr>
<td>Course Title</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Political Science &amp; Gender Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Political Science</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Flexible Core D. Individual and Society</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>X In-person</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>[ ] Freshman Seminar</td>
</tr>
<tr>
<td></td>
<td>[ ] Honors College</td>
</tr>
<tr>
<td></td>
<td>[ ] Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>[ ] Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>[x] Other (specify): None</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course provides students with an opportunity to consider the presence of women in political institutions and how a range of political and policy issues pertain to women. The course introduces students to the history of women’s entry to political life, their struggles for equal rights and representation, and their current roles and representation in electoral politics. Students will also examine how a range of political issues impact women such as prostitution, same-sex marriage, and abortion in the United States and, where comparison is useful, abroad.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>

### Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here: [ ] Waiver requested

If waiver requested:
Please provide a brief explanation for why the course will be 4 credits.

If waiver requested:
Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.
Indicate the status of this course being nominated:

- current course [X]
- revision of current course [ ]
- a new course being proposed [ ]

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] English Composition</td>
<td>[ ] World Cultures and Global Issues</td>
</tr>
<tr>
<td>[ ] Mathematical and Quantitative Reasoning</td>
<td>[ ] US Experience in its Diversity</td>
</tr>
<tr>
<td>[ ] Life and Physical Sciences</td>
<td>[ ] Creative Expression</td>
</tr>
<tr>
<td>[ ] Individual and Society</td>
<td>[ ] Scientific World</td>
</tr>
</tbody>
</table>

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.
### C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

### II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

#### A. World Cultures and Global Issues

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world’s societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
### B. U.S. Experience in its Diversity

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### C. Creative Expression

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.
### D. Individual and Society

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
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<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<td></td>
</tr>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</td>
<td></td>
</tr>
<tr>
<td>• Examine how an individual's place in society affects experiences, values, or choices.</td>
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</tbody>
</table>

To meet this requirement, POL 237 features a variety of assignments (such as writing a policy memo) that require students to draw from course materials (readings, lectures, guest speakers, etc) and other scholarly or primary sources from outside of the course that they obtain from library databases and materials. In class, discussions consider why various sources are appropriate for scholarly use (for example, because they are peer reviewed, or are from an historical archives database), in comparison to other less credible sources they might encounter on the web, such as blogs or Wikipedia entries.

POL237 helps students critically and analytically evaluate evidence through assignments and class discussions. For example, once students are familiar with various schools of feminist political thought and the role(s) of women in political life, they must draw on this knowledge to analyze the implications of a specific policy/issue area for women. To do this, they will work with their peers and prepare and facilitate a class about this topic. The goal of this assignment is for students to analyze a particular policy issue in more depth while also developing presentation and collaboration skills. In so doing, they will evaluate evidence by offering a critique of the assigned readings, and by leading the class through a discussion that analyzes how the topic under study relates to and illustrates a school of feminist political thought.

POL237 offers students many opportunities to produce well-reasoned written and oral arguments. In class, for example, students are commonly divided into groups to debate controversial topics (such as pornography), where they must refer to readings and class discussions to support their arguments. POL237’s written assignments also provide another opportunity for students to make substantiated written arguments. For one of these assignments, students must draw from class discussions, readings and films to argue whether they agree with increasing the number of women in political office. In responding, they must have a clear thesis and support this with cited evidence from the aforementioned sources.

To identify the fundamental concepts in the field of women and politics, within political science, POL237 requires students to understand and critically assess various schools of feminist political thought along a spectrum, from the “liberal” perspective (which calls for better-integrating and including women into existing political systems and structures) to the “radical” perspective (which calls for more systemic overhauls of not only existing political systems and structures, but conceptions of gender and sexuality more broadly).

To explore the relationship between the individual and society more concretely, POL237 requires students to apply these fundamental theoretical concepts to analyze women’s roles and representation in formal political life, and to various policy issues and debates.

This course understands women as a group of heterogeneous individuals whose place in society is largely experienced and shaped by their race, socio-economic status, and gender and sexual identifications, among other factors. Studying theories such as “intersectionality”, for example, helps students understand how a woman’s racial and gender identity may...
interact to limit or expand her choices in a range of areas, such
as reproduction, education, and running for elected office.

- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to
  respond to problems and questions.

### POL237

POL237 is concerned with women in political life, broadly defined,
and thus women’s under-representation in various political
spaces (ranging from legislatures, to campaigns and elections,
among others) is a major local, national and global trend the
course considers. To analyze the impact of this trend on women’s
individual and collective decision-making, the course considers
how women have been disadvantaged in broader collective
political decision-making processes by their under-representation,
and whether having more women in political offices will lead to
type policy decisions for all women.

- Identify and engage with local, national, or global trends or ideologies,
  and analyze their impact on individual or collective decision-making.

### E. Scientific World

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

- Gather, interpret, and assess information from a variety of sources
  and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to
  support conclusions.

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

- Identify and apply the fundamental concepts and methods of a
discipline or interdisciplinary field exploring the scientific world,
  including, but not limited to: computer science, history of science, life
  and physical sciences, linguistics, logic, mathematics, psychology,
  statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or
  formal analysis can be used to analyze problems and develop
  solutions.
- Articulate and evaluate the empirical evidence supporting a scientific
  or formal theory.
- Articulate and evaluate the impact of technologies and scientific
  discoveries on the contemporary world, such as issues of personal
  privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or
  public concern in which science plays a role.
Course Description
This course provides students with an opportunity to consider the presence of women in political institutions and how a range of political and policy issues pertain to women. The course introduces students to the history of women’s entry to political life, their struggles for equal rights and representation, and their current roles and representation in electoral politics. Students will also examine how a range of political issues (such as prostitution, same-sex marriage, and abortion) impact women in the United States and, where comparison is useful, abroad. Over the semester, students in POL237 will participate in a variety of teaching and learning exercises. Although the course will be “lecture-based”, in that the professor will discuss various themes and concepts, there will be many opportunities in class for discussion, media presentations and, when possible, guest speakers. To develop students’ critical and analytical reading and writing skills, over the course of the semester student evaluation will be varied across a range of exercises, including tests, quizzes, group presentations, and writing assignments.

Course Prerequisites
ENG 101

Required Texts

Electronic reserve: all other readings for the course are available online and/or through the EReserve website for this course through the Sealy Library: http://eres.lib.jjay.cuny.edu/eres/default.aspx
Password: majic

Course Requirements & Due Dates

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>1%</td>
<td>Feb 2</td>
</tr>
<tr>
<td>Attendance</td>
<td>4%</td>
<td>Every class</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>Every class</td>
</tr>
<tr>
<td>Pop quizzes</td>
<td>15%</td>
<td>Random: the professor reserves the right to administer one in every class</td>
</tr>
<tr>
<td>Unit 1: Midterm test</td>
<td>20%</td>
<td>March 6</td>
</tr>
<tr>
<td>Unit 2: Take-home review essay</td>
<td>20%</td>
<td>April 3: assignment distributed</td>
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<tr>
<td></td>
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<td>April 5: assignment due in class, in hard copy</td>
</tr>
<tr>
<td>Unit 3: Group facilitation exercise</td>
<td>15%</td>
<td>April 17-May 8: Students will be assigned a facilitation group and date in this time period</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>20%</td>
<td>• 10 May: hard copy due in class for peer editing</td>
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<td>• 15 May: final draft due in hard copy to professor by 5 pm.</td>
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</tbody>
</table>

Learning Objectives
• Students will be introduced to the major schools of feminist political thought
• Students will understand the history of women’s entry in political life in America and abroad
• Students will understand women’s involvement in formal and informal political institutions
• Students will be introduced to various policy issues and debate their gendered impacts, including, but not limited to, abortion, marriage, disability, sex work, and welfare reform

Course Readings and Outline
All material below must be read in advance of class

Prepared for UCASC, September 7, 2012
Readings that are NOT in the textbook are available online and/or though the E-reserve site.

**INTRODUCTION**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
</table>
| Jan 31 | Introduction | • Meeting each other…  
• Review syllabus and course policies  
• Brief discussion: What does “women and politics” mean to us? |

**Unit 1: Foundations of Women & Politics**

This unit is primarily concerned with defining the study of women and politics. Questions considered here include whether there is more to the study of “women and politics” than looking at women in mainstream electoral politics; how politics (and the study thereof) are “gendered”; and what can politics mean or, what has it meant, for women. To explore these questions, this unit introduces key concepts and ideas that have come to define the study of women and politics and considers broad debates (or “schools”) in feminist political thought. These core themes and ideas will be applied to various concrete policy issues (and challenged!) throughout the rest of the course.

**Foundations I: defining women and politics**

** Syllabus quiz due |
In class: watch “Is Feminism Dead?” |

**Foundations II: thinking about women and politics**

| Feb 9 | Liberal Feminism | Textbook: pp.11-20; 34-47 |
| Feb 14 | Radical Feminism | Textbook: pp. 48-56; 56-64 (pick one person to read about); 65-71 |
| Feb 16 | Socialist Feminism | Textbook: pp. 97-128 |
| Feb 21 | No class! | Classes follow Monday schedule |
| Feb 23 | Multi-cultural/post-colonial feminism | Textbook: 200-204; 207-218; 228-237 |
| Feb 28 | Intersectionality | Textbook: pp.204-207  
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 1</td>
<td>Midterm review</td>
<td>Please email any topics for review by 8 pm on Feb 29</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Midterm test</td>
<td></td>
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</tbody>
</table>

**Unit 2: Women and/in Politics in the United States & Abroad**

This unit draws from the concepts and ideas discussed in Unit 1 to look at concrete issues of women in political life domestically and abroad. Central questions here will consider what, historically, the role of women has been in political life; what factors shape women’s political involvement as candidates, voters, etc; and whether the formal political sphere is the most important place for women’s participation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 8</td>
<td>Women’s Movement A:</td>
<td>Textbook: pp.21-23</td>
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<tr>
<td></td>
<td>Suffrage</td>
<td></td>
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<td></td>
<td></td>
<td>Sojourner Truth’s “Ain’t I A Woman?” available from Fordham:</td>
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<td></td>
<td></td>
<td><a href="http://www.fordham.edu/halsall/mod/sojtruth-woman.html">http://www.fordham.edu/halsall/mod/sojtruth-woman.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available from <a href="http://memory.loc.gov/ammem/naw/nawtime.html">http://memory.loc.gov/ammem/naw/nawtime.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class: watch “Fighting for the Vote”</td>
</tr>
<tr>
<td>Mar 13 &amp;</td>
<td>Women’s Movement B:</td>
<td>Textbook: 23-27</td>
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<tr>
<td>March 15</td>
<td>Equal Rights</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Chapter 1 from Friedan, B. (1963 [1997]). <em>Feminine Mystique</em>. New York:</td>
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<tr>
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<td></td>
<td>Skim the National Organization for Women (NOW) website (now.org) and</td>
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<tr>
<td></td>
<td></td>
<td>read “The Founding of NOW”, available at <a href="http://www.now.org/history/">www.now.org/history/</a></td>
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<td></td>
<td>NOTE: in class on March 13 we will watch the film “Half the People”.</td>
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<td>Complete the readings in preparation, as we will discuss them (with the</td>
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<tr>
<td></td>
<td></td>
<td>movie) on March 15.</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Women’s Movement C:</td>
<td>Textbook: pp.34-37</td>
</tr>
<tr>
<td></td>
<td>The Third Wave?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>39-41.</td>
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<tr>
<td></td>
<td></td>
<td>In class: watch “Women’s Rights”</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Floating class:</td>
<td>During this unit, we will have a guest speaker visit the class. When</td>
</tr>
<tr>
<td></td>
<td>guest speaker</td>
<td>this is scheduled, the professor will adjust the syllabus topics/dates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>accordingly.</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Political participation I:</td>
<td><strong>(Note: there are only 9 pages of reading assigned, in total, for today’s class)</strong></td>
</tr>
<tr>
<td></td>
<td>Running for Office</td>
<td>“Women in Elected Office Fact Sheet 2009” from the Center for American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women &amp; Politics, Rutger’s University:</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td><strong>Unit 2 Take-home review essay distributed (Due in class April 5)</strong></td>
</tr>
<tr>
<td>Apr 5</td>
<td>Library session</td>
<td>Today’s class meets in the library’s electronic classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Unit 2 Take-home review essay due in class**</td>
</tr>
<tr>
<td>Apr 10</td>
<td>No class</td>
<td>Spring break</td>
</tr>
<tr>
<td>Apr 12</td>
<td>No class</td>
<td>Spring break</td>
</tr>
</tbody>
</table>

**Unit 3 Special Topics in Women and Politics: Applying the concepts**

Based on what we covered in Units 1 & 2, this unit turns to apply various theoretical concepts and analysis of the political process to our understandings of particular issues. They key aspect of this unit is students will be required to lead classes here and engage their colleagues in discussions and other learning activities.

**NOTE: while some of these reading lists look long, most do not exceed 25 pages.**

<p>| Apr 17 | Introducing “Special topics” | <strong>Note: attendance will be taken in class today and on April 19. Students who do not come to class and assist their group with planning will receive a grade of 0 for their presentation</strong> |
| | | • TODAY students MUST come to class with copies of their group’s readings, which they have completed beforehand, for presentation preparation time |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 19</td>
<td>Presentation prep time</td>
<td>Meet with groups in class to continue facilitation planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>O’Rourke, M (2007). I love you, Let’s have a blowout. <em>Slate Magazine</em>. Available at <a href="http://www.slate.com/id/2165581/">http://www.slate.com/id/2165581/</a></td>
<td></td>
</tr>
<tr>
<td>May 10</td>
<td>In class peer-editing for Unit</td>
<td><strong>First draft of final assignment</strong>: due in hard copy, in class</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Conclusion</td>
<td>Summary</td>
<td></td>
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<tr>
<td>------</td>
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<td>---------</td>
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</tr>
<tr>
<td>May 15</td>
<td>Final assignment due in class</td>
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</tbody>
</table>

**Students who fail to attend this class will receive a grade of 0 for their final assignment**
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). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 3/14/2012

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

   Name(s): Susan Kang
   Email(s): skang@jjay.cuny.edu
   Phone number(s): 646-557-4664

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

   POL 246, Politics of Global Inequality
   Politic Glob Inequal
   
   • Current course description:

   What political processes allow for some countries to become rich while others remain very poor? What are the political and historical conditions responsible for recent and past financial crises? Since politics is the struggle over who gets what, why and how, interactions between the state and civil society have a strong influence over economic outcomes and the distribution of money and resources. This class takes a political economy approach to understanding globalization and inequality, by emphasizing the political, socially imbedded and historically contingent aspects of our global economy. This course surveys the major theories, key institutions and contemporary issues in international political economy. Topics include the history of global inequality, the politics of international trade, institutions such as the International Monetary Fund, the politics of oil, and issues of economic justice, including
colonialism, financial crises, and poverty

a. Number of credits: 3

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

c. Current prerequisites:
   Eng 101; Gov 101 or Pol 101 or consent of the instructor

5. Describe the nature of the revision:
   Change learning objectives, abbreviation, prerequisites, course description

6. Rationale for the proposed change(s):

This course has been revised to fit the General Education learning objectives for the “World Cultures and Global Issues” Flexible Core. These changes were made because the course is explicitly focused on economic globalization from a political science perspective, which provides an unique disciplinary approach to an important contemporary political, economic, and social phenomenon. As the “World Cultures and Global Issues” category is designed to expose students to global issues, this course required only a few changes to fit the learning objectives of the category. Content wise, this revised course includes a new course description to include movements (social and state-led) regarding globalization. This includes the anti-sweatshop and anti-globalization movements (led by students in the Global North and unions and indigenous people in the Global South) during the 1990s, the anti-Apartheid movement, and the Non-Aligned movement. These are important political movements during which social groups protested the highly unequal consequences of economic globalization and the development policies of the post WWII period. While this course has some content overlaps with ECO 101, it is taught from the perspective of International Relations theories, and thus the concepts come from the discipline of political science. Thus, the frameworks and analyses are substantively different from an Economics-based course.

In addition, this course revision will remove one prerequisite- POL 101, which allows for a wider range of students to take the course. There is currently no 100 level course political science courses that focus on international or comparative politics, thus all the 200 level courses introduce these topics. Traditionally, POL 101 is a requisite for all 200 and higher level courses within the Political Science major. However, the substantive knowledge objectives of POL 101 are not necessary for students to take this course. For example, knowledge about about the three branches of government, U.S. political behavior and history, and other fundamentals of United States government are not required. Thus, removing the POL 101 prerequisite allows students who have not taken POL 101 to take a political science course, out of curiosity or to fulfill a requirement, making the course more accessible. Basic concepts relating to politics will be covered in the first class session.

Finally, the course changes its learning objectives to better fit the requirements of the Pathways
requirements. Several writing assignments have been added that will help assess the Pathways learning objectives. In doing so, this course will better integrate the critical thinking and writing skills required by Pathway Flexible Core courses.

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

a. Revised course description:

This class explores the politics of globalization its relation to the political, social, and economic inequality of the contemporary global economy. This course surveys the major theories, key institutions, and contemporary issues that relate to “international political economy”: the intersection between global politics and the global economy. Topics include the history of global inequality, challenges of development, politics of international trade, the changing role of the state in economics, finance, challenges of economic development, social movements responding to globalization, and key intergovernmental and international economic institutions.

b. Revised course title:

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!):
Global Inequality
d. Revised learning outcomes
· Gather, interpret, and assess information from a variety of sources and points of view

· Evaluate evidence and arguments critically or analytically.

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

· Identify and apply the fundamental concepts and methods of political science in exploring world cultures and global issues.

· Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

· Analyze the significance of one or more major movements that have shaped the world’s societies.

e. Revised assignments and activities related to revised outcomes
New writing assignment (news research review) and new course topics (Global South and Global North anti-globalization social movements)
f. Revised number of credits: no change

g. Revised number of hours: no change

h. Revised prerequisites:
ENG 101

8. Enrollment in past semesters:
19, 20

9. Will this course be offered as part of the new CUNY Pathways Gen Ed program (Common Core)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>x</em></td>
<td>_____</td>
</tr>
</tbody>
</table>

If yes, what part (i.e. Flexible core A. World Cultures)? ___Flexible Core World Cultures____

If yes, frequency and number of sections to be offered for Gen Ed:

<table>
<thead>
<tr>
<th>Every semester</th>
<th>Number of sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>x</em></td>
<td>1</td>
</tr>
<tr>
<td>Fall semesters only</td>
<td>Number of sections:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring semesters only</td>
<td>Number of sections:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

<table>
<thead>
<tr>
<th>X</th>
<th>No</th>
<th>__ Yes (if so what consultation has taken place)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

11. Date of Department or Program Curriculum Committee approval:
3/12/2012

12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
Harold Sullivan
# CUNY Common Core
## Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>POL 246</td>
</tr>
<tr>
<td>Course Title</td>
<td>Politics of Globalization and Inequality</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Political Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>Political Science</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Enter one Subject Area from the attached list. World Cultures and Global Issues</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>☑ In-person ☐ Hybrid ☐ Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>☐ Freshman Seminar</td>
</tr>
<tr>
<td></td>
<td>☐ Honors College</td>
</tr>
<tr>
<td></td>
<td>☐ Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>☐ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify):____________________________________________________________________________</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This class explores the politics of globalization its relation to the political, social, and economic inequality of the contemporary global economy. This course surveys the major theories, key institutions, and contemporary issues that relate to “international political economy”: the intersection between global politics and the global economy. Topics include the history of global inequality, challenges of development, politics of international trade, the changing role of the state in economics, finance, challenges of economic development, social movements responding to globalization, and key intergovernmental and international economic institutions.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>

### Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:  
☐ Waiver requested

If waiver requested: 
Please provide a brief explanation for why the course will be 4 credits.
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Indicate the status of this course being nominated:

- [x] current course
- [ ] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:
C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

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

Students are required to write a 8-10 news resource review, applying theories of international political economy to a major, recent event. They will draw on a number of non-US and US-based news sources and create a clear narrative about the issue.

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

Students will write three “reaction papers”, which are shorter but formal assignments that require them to discuss and critically assess the arguments and evidence of peer reviewed, research articles.

- Evaluate evidence and arguments critically or analytically.

Students will write essay exam questions and the 8-10 page news review that will require them to make clear arguments from the perspective of competing international political economy theories.

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

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

- Identify and apply the fundamental concepts and methods of a
understand globalization and economic inequality as political issues. In addition, students will learn the major theories of international political economy.

The course is focused on globalization, as the political-economic phenomenon in which national-states have become more economically and politically integrated. Students will read perspectives about globalization from both Global North and Global South perspectives. This include China, sub-Saharan Africa, the Caribbean, and Latin America.

- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world’s societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.

<table>
<thead>
<tr>
<th>B. U.S. Experience in its Diversity</th>
</tr>
</thead>
</table>

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other
forms of social differentiation.

<table>
<thead>
<tr>
<th>C. Creative Expression</th>
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</thead>
<tbody>
<tr>
<td>A Flexible Core course <strong>must meet the three learning outcomes</strong> in the right column.</td>
</tr>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>A course in this area (II.C) <strong>must meet at least three of the additional learning outcomes</strong> in the right column. A student will:</td>
</tr>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</td>
</tr>
<tr>
<td>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</td>
</tr>
<tr>
<td>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
</tr>
<tr>
<td>• Demonstrate knowledge of the skills involved in the creative process.</td>
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<tr>
<td>• Use appropriate technologies to conduct research and to communicate.</td>
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<table>
<thead>
<tr>
<th>D. Individual and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course <strong>must meet the three learning outcomes</strong> in the right column.</td>
</tr>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</td>
</tr>
<tr>
<td>• Examine how an individual's place in society affects experiences, values, or choices.</td>
</tr>
<tr>
<td>• Articulate and assess ethical views and their underlying premises.</td>
</tr>
<tr>
<td>• Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
</tr>
<tr>
<td>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</td>
</tr>
</tbody>
</table>
E. Scientific World

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

| • Gather, interpret, and assess information from a variety of sources and points of view. |
| • Evaluate evidence and arguments critically or analytically. |
| • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

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

| • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |
John Jay College of Criminal Justice
529 W. 59 St., New York, NY, 10019

POLITICS OF GLOBALIZATION AND INEQUALITY
Political Science 246, Section 1
Day/time
Room number:

Course pre-requisites or co-requisites:
ENG 101

Dr. Susan Kang
Office: 09.65.31 NB
Phone: 646-557-4664
skang@jjay.cuny.edu
Contact hours: Monday/Wednesday, 3PM-5PM

Description:
This class explores the politics of globalization its relation to the political, social, and economic inequality of the contemporary global economy. This course surveys the major theories, key institutions, and contemporary issues that relate to “international political economy”: the intersection between global politics and the global economy. Topics include the history of global inequality, challenges of development, politics of international trade, the changing role of the state in economics, finance, challenges of economic development, social movements responding to globalization, and key intergovernmental and international economic institutions.

Learning Outcomes
At the end of the course, students should be able to do the following:
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of political science in considering global issues
- Analyze globalization and describe a key political-economic event or process from more multiple theoretical perspectives
- Analyze the significance of major political and social movements that have shaped the world's societies.

Required Texts
Course website: available on BlackBoard. Blackboard can be accessed through www.cuny.edu. (Readings found on the website are denoted with an asterisk *) If you have problems accessing the site, please email me immediately.

Beyond required readings, students are required to read widely on international and foreign news, including from sources such as The New York Times, The Financial Times, Foreign Policy, Foreign Affairs, Democracy Now, and The Economist, among others.

Course Expectations:

Classroom rules and expectations:
This class will be run as a lecture with discussion. With some exception, each class session will consist of participatory lecture, during which the instructor will contextualize the topic of the class with some short lectures, but will heavily rely on students’ input. Therefore, the single most important requirement is that students come to class having read and thought about the assigned material.

Graded Assignments:

Reaction papers: 15%)
You will be required to write 3 reaction papers (5% each) of 2-3 pages (about 600-800 words) based on the assigned reading of February 21, March 19, and April 24. These are formal writing assignments. Your reaction papers will need to do the following: 1) Clearly identify and explain the main argument of the paper, 2) Explain the article’s major pieces of evidence and supporting ideas 3) Contextualize the findings of the paper within the larger concepts of the class. We will discuss the expectations for this at length in class before the first due date. Papers must be uploaded to turnitin.com and brought in as a hard copy to class. Because of the flexibility in choosing the papers, absolutely no papers will be accepted late.

Reaction papers will be 600-800 word long. Papers do not require a works cited page or any outside reading/research, but they should cite the page numbers in the text. In addition, because of the short length, you are not allowed to quote the text in the reaction paper. Include the word count on the front page, in order to get full credit.

Discussion bulletin board (5%)
Throughout the class, there will be 5 online discussion board prompts, usually relating to a short newspaper or magazine article relating to international political economy. You are expected to write 250 words in response to a prompt, that will typically ask you to analyze the events from the perspective of one of more IPE theory. These assignments will be graded with a credit/no credit basis. Incorrect answers will be the basis for class discussions.

In class writing (10%)
To help students understand and apply the readings, there will be 10 mini in-class assignments throughout the course. The assignments are designed to deepen your understandings of course materials and help you recognize, apply and analyze ideas in the context of current issues. All of these assignments will be collected, but typically not graded. There will be no make-up for these assignments, as these are meant to facilitate class discussion.

In Class Mid-Term (20%)
An in-class midterm will be conducted March 17, the end of week 8. This will be a short answer and essay exam.

Final Exam (20%)
There will be an in class final exam during the final exam period. This final exam will not be cumulative. However, some of the perspectives from the first unit may be useful in the second unit. The format will be similar to the midterm.

News Resource Review (30%) (Monday, March 25, first draft, Wednesday, May 12 final draft)
Students will be required to write a 8-10 page news resource review that investigates and synthesizes arguments from scholarly sources on a global political economic issue. This requires that you use Lexis-Nexis or ProQuest (or any other approved newspaper full text index) to search for a variety of sources reporting in a key event in international political economy (i.e. G20 meeting, WTO negotiations, climate change meetings, the Euro crisis, etc.) You will be required to apply and compare at least two of the three major international political economy theories. You will hand in a first draft of the literature review on March 14 for peer reviewing. You will also be required to meet with the professor for a paper conference during the week of April 16-21. Final drafts, including a self-reflective cover letter explaining about your editing and revising process, are due May 9.
As this is a scaffolded assignment, the grade breakdown is as follows:
1st draft: 5%
participation in peer review: 2.5%
conference meeting: 2.5%
Final draft plus self-reflective memo: 20%

Grade breakdown:

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<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
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<tr>
<td>In-Class Assignments</td>
<td>10</td>
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<td>Bulletin Board</td>
<td>5</td>
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<td>In class Midterm</td>
<td>20</td>
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<td>In class Final</td>
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<td>News Resource review</td>
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College wide policies for undergraduate courses

Incomplete Grade Policy
According to the John Jay College Undergraduate Bulletin (http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf), an Incomplete is only “given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.” Incomplete coursework is a major inconvenience for students and instructors, especially given the significant vacation breaks between semesters. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with the instructor.
Late Work/Make-ups
Late work is highly discouraged, and is only appropriate because of a documented medical excuse and family emergency. All assignments must be submitted at the beginning of class on the stated date and students should attend class on the due date. No make up exams will be offered without discussion with the professor PRIOR to the exam date. Students with many competing responsibilities who have difficulty in fulfilling course requirements should see a counselor and consider dropping the course before April 19, the last day to drop a class without academic penalty.

Extra Work During the Semester
According to the John Jay College Undergraduate Bulletin, “Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course.” Please refrain from requesting specific extra work to improve your grade.

Accessibility
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.”
(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. (http://www.jjay.cuny.edu/academics/654.php, Chapter IV Academic Standards)

Turnitin.com:
Students are required to upload reaction papers and final exams to turnitin.com. The class code for this class is 4784233. The password is “global.”

Class Schedule:

Week 1
Monday, 1/30: Introduction
Wednesday 2/1: IPE Theory
Reading: O'Brien and Williams, pp. 9-30

**Week 2**
Monday 2/6: IPE Methods
Reading: O'Brien and Williams, pp. 30-48

Wednesday 2/9
Reading: O'Brien and Williams, pp. 87-111

**Week 3**
Monday 2/13: NO CLASS

Wednesday 2/15: History II
Reading: O'Brien and Williams, pp. 116-141

**Week 4**
Monday 2/20: NO CLASS
**Tuesday, 2/21:** International Trade:
Reading: O'Brien and Williams, pp. 147-168

Wednesday, 2/22: Problems with International Trade
Reading: O'Brien and Williams, pp. 168-183

**Week 5**
Monday, 2/27: Case study: Africa and Global Trade

Wednesday, 2/29: International Financial System
Reading: O'Brien and Williams, pp. 217-253

**Week 6**
Monday, 3/5: Problems with Global Financial System

Wednesday, 3/7: Offshore Tax Havens in the Caribbean
Reading: Selections from Nicholas Shaxson Treasure Islands*

**Week 7**
Monday, 3/12: Economic Development and the Third World Movement
Reading: O'Brien and Williams, pp. 307-331

Wednesday, 3/14 Controversies surrounding economic development
Reading: O'Brien and Williams, pp. 331-342
Week 8
Monday, 3/19: Case study: China
Babones, Salvatore. 2011. "The Middling Kingdom." Foreign Affairs 90, no. 5: 79-88*

Wednesday, 3/21: Exam I

Week 9
Monday 3/26: Solutions I: Foreign Aid?

Wednesday 3/28: Solutions II: Microcredit?

Week 10
Monday 4/2: International Production
O'Brien and Williams: pp 116-141

Wednesday 4/4: Case study: Activism and the Global Apparel Industry in South America

Week 11 SPRING BREAK: NO CLASS
Monday 4/9: NO CLASS
Wednesday 4/11: NO CLASS

Week 12
Monday 4/16 Division of Labor
Reading: O'Brien and Williams, pp. 255-279

Wednesday 4/18: Labor Rights and Corporate Social Responsibility
Reading: Selected documents from the International Labor Organization, United Nations Global Compact
“Mr. Daisey and the Apple Factory” (1 hour long pod cast)
http://www.thisamericanlife.org/play_full.php?play=454&podcast=1

Week 13
Monday 4/23:

Wednesday 4/25: The role of Ideas
O’Brien and Williams, pp. 374-397

**Week 14**
Monday 4/30: Anti-Globalization Social Movement

Wednesday 5/2: Freefall: The Crisis in context
Stiglitz: pp. 1-57

**Week 15**
Monday 5/7: Freefall: US Inequality and the Crisis
Stiglitz: pp. 57-108

Wednesday 5/9: Freefall: Problems with the contemporary banking system
Stiglitz, pp. 109-146

**Week 16**
Monday 5/14: Freefall: Solutions?
Stiglitz: pp. 184-237,

Wednesday, 5/16: **Reading Day (no class)**

Final Exams: May 18-24 (check schedule online)
Take home final due 5/23/2012: 12:30 PM
CJBA 401. Agency Analysis: Connecting Practice to Research

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 kkiloran@jjay.cuny.edu

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

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

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

   Email address(es): jmellow@jjay.cuny.edu

   Phone number(s): 212-237-8035

2. **a. Title of the course:** Agency Analysis: Connecting Practice to Research

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

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:

   Agency Analysis: Connecting Practice to Research (CJBA 401) course is at the 400 level because it is a capstone course for seniors which require them to have a strong academic foundation before they can put their knowledge to use in the field and in the classroom during this year-long sequence.

   **b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.):** CJBA 401
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course provides students with sufficient knowledge and skills to conduct an agency analysis of their internship site in CJBA 400: Criminal Justice Internship Experience I, and to inspire the students to improve the quality of criminal justice programs, policies, initiatives, and activities. The course covers the fundamentals of evaluation research and the range of available evaluation approaches. It also assesses how sound evaluations results can be used to inform policy and program design.

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

ENG 102/201, CJBA 340, CJBA 3XX (380) Special Topics in Criminal Justice Research, CJBA 400 Criminal Justice Internship Experience

6. Number of:
   - Class hours: 3
   - Lab hours: none
   - Credits: 3

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

   ___X___ No
   _____ Yes. If yes, then please provide:
   - Semester(s) and year(s):
   - Teacher(s):
   - Enrollment(s):
   - Prerequisites(s):

8. **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.)*

   *Agency Analysis: Connecting Practice to Research* is designed to provide students the skills to analyze and evaluate their on-site field experience conducted the previous semester for CJBA 400. The benefit of coupling their previous semester’s experiential learning with this course is that it allows the student to apply their field experience with the evaluation research literature and published evaluations in the criminal justice field. The student will learn and apply principles of organizational development, participant observation, and evaluative research methods. It is
important that students develop the ability to write a coherent report of their experience, to test hypotheses, and to develop recommendations for reform.

The student must attend a seminar class once a week for three credit hours per semester. This is a year-long sequence for a total of six credit hours. CJBA 401 is the second-part of a year-long experience, beginning with CJBA 400. The spring semester of the course will be a colloquium with students examines the important role that evaluation plays in furthering knowledge about criminal justice phenomena, presenting drafts of their report and recommendations with feedback from fellow students and the instructor, with the final outcome of turning their internship experience into a written report with recommendations for reform, as appropriate.

9. Course learning objectives:
(What do you expect students to know after taking this course?)

a. Knowledge objectives:

1. Integrate and apply the internship experience to evaluation research skills derived from the student’s academic experience.
2. Understand the importance of routine assessment and evaluation at the agency and programmatic level.
3. Identify the difference between process, outcome, and cost-benefit evaluations.
4. Improve the student’s communication skills.
5. Document, analyze, and evaluate the mission, vision, organizational structure, programs, and services of the agency in relation to the needs of its client population.

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 ...)

1. Identify the appropriate format for an agency analysis report.
2. Integrate information from CJBA 400 and previous college-level courses to support agency analysis observations and findings.
3. Present information effectively and professionally in accordance with standard social science report writing.

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 required to use Blackboard, electronic databases, and websites to retrieve reports, policy papers, journal articles and videos. The information they retrieve will be incorporated into class discussions and their assignments.
i. 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 download and read reports obtained from different government agencies and non-partisan think tanks and justice policy institutes (e.g., Abt Associates, The Urban Institute, Vera Institute of Justice, The Council of State Governments, The Sentencing Project, OJJDP, National Institute of Corrections, and the Bureau of Justice Statistics).

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

Students will be taught the first day of class how to access information, identify the source of the information, evaluate the validity of the information, and the appropriate way to reference the information.

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

The learning objectives were developed based on the Criminal Justice major’s mission statement which specifically emphasizes understanding how institutions achieve social goals, how to effectuate change within institutions, the importance of developing analytical skills and a capacity for solving problems.

e. Assessment:

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

Achievement of these course objectives are based on the quality of the student’s assignments (e.g., literature review, agency analysis, and agency presentation), and in-class participation.

10. **Recommended writing assignments**

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

Writing assignments are a crucial component of this course. Students are required to submit the following writing assignment: (1) literature review (10) (2) agency analysis (20 pages). Each assignment is described in detail in the attached syllabus.
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 (eseton@jjay.cuny.edu).

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

   ___No
   ___X___Yes. If yes, please give some examples.


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

   ___No
   ___X___Yes. If yes, please name them.

Lexis-Nexis (for the New York Times), Criminal Justice Abstracts, Criminal Justice Periodical Index, Public Administration Abstracts, Academic Search Complete (from EbscoHOST) are databases available online at the John Jay College library website.

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

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


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

   ___X___ No
   ____Yes. If yes, please name them.
Name of library faculty member consulted: Ellen Sexton, December 2, 2009

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

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

___x___Yes

13. Syllabus

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

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

14. Date of Department curriculum committee approval:

15. Course offerings

a. When will this course be taught?

Xx Every spring semester, starting spring 2015

b. How many sections of this course will be offered? 1

c. Who will be assigned to teach this course?

Faculty members in the Department of Criminal Justice, including, but not limited to, Jeff Mellow, Frank Pezzella, Marcia Esparza, and Barry Latzer.

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

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

The Career Development Center works with faculty to offer a 3-credit internship/fieldwork course whereby students can work at an agency in their field of interest for a semester. The student must first pre-register for an internship course with the Office before registering for the internship course during regular registration. See http://www.jjay.cuny.edu/1630.php

Internships are also a requirement or an elective in many majors at John Jay. For example, the Correction major offers a 3-credit internship (i.e., COR 310 Fieldwork in Corrections) with biweekly workshops with correction faculty.

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

_____Not applicable
_ _ _No
__x__ Yes. If yes, give a short summary of the consultation process and results.

I read the 2009 internship course syllabi of three professors (i.e., Z. Henriques, J. Pollini, & C. Morse) in the Department of Law, Police Science and Criminal Justice Administration. Other departments offer courses in evaluation, but this course is unique since this course is designed as a capstone course for Criminal Justice majors. The students will have a year with the same professor, first in CJBA 400 and then in CJBA 401. CJBA 401 is structured in a way where students can incorporate there experiences in CJBA in their CJBA 401 work.

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

__X__ No

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

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

Name(s): Evan J. Mandery

Date of approval: December 10, 2009

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)

4xx: Agency Analysis: Connecting Practice to Research (CJBA 401) would be part of the CJBA major. Students in their junior year can select three separate research tracks to complete their final 9 credits, which includes a capstone course. The course Agency Analysis: Connecting Practice to Research is part of Track A: Internship and Institutional Analysis.

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

Agency Analysis: Connecting Practice to Research *

John Jay College of Criminal Justice

CJBA 401: Agency Analysis: Connecting Practice to Research

Day: Time

Room:

_____ Semester 2010

Professor: Jeff Mellow, Ph.D.
Office: 899 Tenth Avenue, Suite 636.10T
Office Phone: 212-237-8035
Email: jmellow@jjay.cuny.edu
Office Hours: Monday 12:30-1:30 p.m., Wednesday 3:00 - 4:00 p.m. and by appointment

Course Description

This course provides students with sufficient knowledge and skills to conduct an agency analysis of their internship site in CJBA 400: Criminal Justice Internship Experience I, and to inspire the students to improve the quality of criminal justice program and policy through the application of more systematic evaluation procedures.

Students will attend a weekly seminar to integrate their experience interning in a criminal justice setting with their academic studies. The benefit of coupling their previous semester's experiential learning with this course is that it allows the student to apply their field experience with the evaluation research literature and published evaluations in the criminal justice field. The student will learn and apply principles of organizational development, participant observation, and evaluative research methods
**Syllabus adapted from Richard Culp (2006) Program and Policy Evaluation**

The student must attend a seminar class once a week for three credit hours per semester. Students will examine the important role that evaluation plays in furthering knowledge about criminal justice phenomena, presenting drafts of their report and recommendations with feedback from fellow students and the instructor.

**CJBA 401: Agency Analysis: Connecting Practice to Research Objectives**

The objective of *CJBA 401: Agency Analysis: Connecting Practice to Research* is for the student to apply his/her criminal justice related work experience to academic knowledge. Specifically, the objectives are:

- Understanding the formal and informal organizational culture of an agency and how it affects individual outcomes of the client population.
- Understand and assess one’s own professionalism and how to continually improve one’s professional skills, including interpersonal skills, self-discipline and the ability to work with others.
- Integrate and apply the internship experience theory to evaluation research skills derived from the student’s academic experience.
- Understand the importance of routine assessment and evaluation at the agency and programmatic level.
- Identify the difference between process, outcome, and cost-benefit evaluations.
- Improve the student’s communication skills.
- Document, analyze, and evaluate the mission, vision, organizational structure, programs, and services of the agency in relation to the needs of its client population.
- Document, analyze, and evaluate the mission, vision, organizational structure, programs, and services of the agency in relation to the needs of the client population.
- Gain confidence in their ability as a criminal justice professional.

**Required Readings/Texts**


Other readings will be posted on Blackboard throughout the semester.

**Course Requirements**

Each student will be evaluated based upon the following assignments:

Approved by UCASC, September 21, prepared for College Council, October 18, 2012
Portfolio (100 %): The portfolio has four components:

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<th>Components</th>
<th>Grade Percent</th>
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<tr>
<td>1. Literature Review</td>
<td>30%</td>
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<tr>
<td>2. Agency Analysis</td>
<td>35%</td>
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<tr>
<td>3. Agency Analysis Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>4. Oral Examination</td>
<td>20%</td>
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1. **Literature Review:** You will be required to write a 10 page literature review about the topic of your choice relating to the evaluations of a given criminal justice issues. You must have your paper topic approved by the professor no later than ______. Topics, depending on your internship site, you may want to consider: substance abuse outpatient programs; substance abuse residential programs; adolescent programs; victimization; family dysfunction; drug education groups; mental/behavioral health issues; individual, group, or family therapy; life skills; screening and assessment; case management; chemical dependency treatment; criminality/behavior modification; restitution and child support; drug testing; education and employment readiness; and fatherhood initiatives.

2. **Agency Analysis:** Throughout the course of your internship, be sure to observe the structure of interactions and work processes at the agency or organization where you are interning and incorporate your observations as you have noted in your journal entries. Keep in mind that as you become more familiar with your agency, the community it serves, the kinds of needs it addresses and meets or fails to meet, and the relationships and interactions within and outside of your agency, your initial impressions may change.

   An agency analysis depends on constant observation, keeping substantive and detailed journal notes, conducting solid research, and “interviewing” (that is to say, posing thoughtful questions to) key individuals throughout your internship experience. The agency analysis paper incorporates all of the above into a theoretical framework. Be sure to accurately cite/reference all of your sources of information whether they are in written form from the library portion of your research (from books, pamphlets, the www) or verbal (interviews and conversations with staff, clients, other interns or volunteers). You must protect the privacy of the clients—that is, be sure to keep all of the clients’ names anonymous and confidential in your paper. The written paper should be a formal, structured document (20 pages in length, typed, double-spaced with one-inch margins all around, in standard New Times Roman 12-point type), due on or before __________, and as follows:

Approved by UCASC, September 21, prepared for College Council, October 18, 2012
1. **Introduction**: Introduce your agency. **Briefly describe** the organization/agency and what it does. Describe how you got interested in the agency and why you chose to be an intern there. Is the agency a public or private institution? If it is a private institution, is it a “for profit” or “not-for-profit” organization? **Briefly describe** its history, when it began, who started it, for what purpose or to meet what need. How is it funded or supported financially? What is its mission? Has its mission changed over time? What population does it serve? Are there branch offices of this organization or is this the only office or place of operation?

- **Name, location, and physical description of the agency**
- **Official mission and purpose of the agency**
- **Agency history**
- **Intended target population**
- **Services provided**
- **Major funding sources.**

2. **The population/community served and the primary problem(s) addressed**: **Discuss in detail** the kind of population served by your agency. **Research** the nature and extent of the problems themselves (see below) that your agency addresses and the kinds of needs it tries to meet. Does your agency deal primarily with the clients’ crimogenic, educational, medical, psychological, substance abuse, legal, housing, employment needs, etc.? What kinds of services does the agency provide? That is, how does it attempt to meet its clients’ needs? To what extent is your agency able to solve the problems it addresses?

So, let’s suppose your agency is an outpatient mental health agency working with the formerly incarcerated in NYC. In this section, you will need to conduct research on the problem of mental illness in the criminal justice population in the New York City area. How many of the criminal justice population are severely mentally ill in NYC? How is mental illness defined? What are the potential criminal justice consequences of mental illness? How many other agencies address or attend to this problem are there in the area? To what extent do these services help stabilize the mentally ill?

Once you have a handle on the nature and extent of the social problems themselves, then you can more critically assess the ways in which your agency deals with them and the clients whose needs it serves.

3. **Staff, Organizational Structure and Group Dynamics**: How many staff members work at your site? What are their qualifications? Describe the administrative/organizational structure? Are their other interns or volunteers at the agency? Describe the working relationships within your agency and the group dynamics among staff and between staff and clients. Develop an organization chart for the agency.
• Provide an organizational chart
• How is the agency governed and organized.
• Informal organization culture: How do things really get done?
• Formal organizational culture: Mission and vision of the organization? What are the policies, procedures, and directives of the organization?
• Data gathering/evaluation in the agency: What kinds of data is your agency sing?
• How is this data being used for improving the welfare of its client population? What type of support is available to help in developing, collecting, maintaining, and analyzing the data? What factors influence if/how data are used in decision-making?

4. Relations with Other Organizations and Agencies: Explain the external relations of the agency in which you are working. What kinds of connections and collaborations does the agency staff have with other organizations in the area? What impedes connectivity between the agencies?

5. Evaluation: Assess your agency in relation to the evidence-based practices used when working with this population. Which principles does the agency try to embody? Which principles are absent from its daily practice? To what extent does the agency (as represented by its staff) adhere to the evidence-based principles discussed in class?
   • How well does it seem to fulfill its mission and purpose?
   • Does the agency have written policies, procedures, and directives?
   • Does they have routine assessment and self-evaluation?
   • What performance measures do they use?

6. Change: Discuss if and how your impressions and perceptions of the organization have changed over time, and to what can you attribute the change.

3. Agency Analysis Presentation:

An oral, agency analysis presentation is designed for you to learn how to articulate your findings to a wider audience.

1. Typed handouts must be made for all members of the class. The length of these handouts should not exceed two pages. They should include a general outline of your presentation and any graphs, charts, or pictures that you want the audience to analyze. You must also prepare a PowerPoint presentation.

2. Your presentation will be approximately 10 to 20 minutes in length depending on the size of the class.

The presentation should be of the quality necessary for a major professional meeting. Although you are encouraged to use your own style of presentation, you will not be allowed to just read
from a manuscript. You might want to assume that you are teaching the class as a guest lecturer and you want to make a good impression. The following are some steps to make your presentation a professional one.

Stand up.

- Introduce yourself and affiliation.
- Use handouts.
- Speak slowly, clearly, and loudly.
- Maintain eye contact.
- Practice.
- Professional attire
- Observe the time limit.

4. **Oral Examination.** As part of the capstone, students must show they are critical thinkers with effective oral and written communication skills and demonstrate their familiarity with criminal justice facts and concepts. This is accomplished, in part, through the Agency Analysis paper and an oral examination on the subject. The oral examination requires the student to integrate the theoretical issues and criminal justice research learned during their undergraduate education. It allows the students to articulate their substantive knowledge of the field and specifically their analysis of the agency.

**Statement of John Jay College Policy on Plagiarism**

Plagiarism is a serious matter. Using another person’s words or ideas without giving them credit is plagiarism. Plagiarism can include, but is not limited to, cutting and pasting from websites, failing to put quotation marks around a quotation, and failing to include a citation when referencing the ideas of others. Plagiarism will not be tolerated. Those guilty of plagiarism will receive a grade of F for the assignment and the class. John Jay’s policy on plagiarism can be found at: http://www.jjay.cuny.edu/disclaimer/academicintegrity.pdf

John Jay College subscribes to Turnitin, an on-line plagiarism prevention service. Assignments may be submitted to Turnitin and included in Turnitin’s restricted access database solely for the purpose of detecting plagiarism. Students may not submit material that has been or is being used for written assignments in other courses without prior approval from the professor. More information about Turnitin is available at www.turnitin.com.

**Office Hours**

My office hours are available to you to come in and discuss any aspect of the course. I hope you will feel welcome to come and discuss interests or course problems with me. Students who cannot make my
office hours are encouraged to make an appointment. However, please make sure to give me ample
time to schedule you.

E-mail is the quickest way to reach me. Always write "CRJ 4XX" in the subject line so I know the e-mail is
from a student.

If problems or questions arise during the semester, it is your responsibility, and to your benefit, to meet
with me.

**Note:** Although unlikely, the contents of this syllabus are subject to change at the discretion of the
professor.
# Course Schedule

Read the chapter(s) and articles assigned for the day before coming to class.

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topic</th>
<th>Assignments: Required and recommended readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Overview of Evaluation</td>
<td>Maxfield, Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rossi, Lipsey, &amp; Freeman (Hereafter, RLF) – Chapters 1 &amp; 12</td>
</tr>
<tr>
<td>2</td>
<td>Purposes of evaluation</td>
<td>RLF – Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Design of the evaluation I</td>
<td>RLF – Chapter 2 &amp; 3</td>
</tr>
<tr>
<td>4</td>
<td>Design of the evaluation and measurement</td>
<td>RLF – Chapter 2 &amp; 3</td>
</tr>
<tr>
<td>5</td>
<td>“Action research” and evaluation</td>
<td>RLF – Chapters 3, &amp; 4</td>
</tr>
<tr>
<td>6</td>
<td>Program Theory: Evaluability Assessment and Logic Models</td>
<td>Maxfield, Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RLF – Chapters 2, 3, &amp; 4</td>
</tr>
<tr>
<td>7</td>
<td>Process, outcome, and impact evaluations</td>
<td>RLF – Chapters 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maxfield – Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>8</td>
<td>Outcome evaluations</td>
<td>RLF – Chapters 7, &amp; 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maxfield – Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>9</td>
<td>Impact evaluations</td>
<td>RLF – Chapters 7, &amp; 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maxfield – Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>10</td>
<td>Comparative performance measurement, efficiency analysis, best practices and benchmarks</td>
<td>RLF – Chapter 11</td>
</tr>
<tr>
<td>11</td>
<td>Policy and program effects &amp; Student Presentations</td>
<td>RLF – Chapter 9 &amp; 10</td>
</tr>
<tr>
<td>13</td>
<td>In the end, it’s all about implementation &amp; Student Presentations</td>
<td>Mitchell, O., &amp; Harrell, A. (2006). Evaluation of the Breaking the Cycle demonstration project: Jacksonville, FL and Tacoma,</td>
</tr>
</tbody>
</table>
|---|----------------------|--------------------------------------------------
| 15 | Student Presentations |                                                  |

\(^{i}\) Course requirements and descriptions adapted from Polakoff, E.G. (2008). *Fall Internship in Sociology*, Bloomfield College, NJ.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Date Submitted ________ August 6, 2012 ____________

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

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

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

      Email address(es) ___cmulder@jjay.cuny.edu
      Phone number(s) ______212-484-1309____

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

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

   c. **Level** of this course ___100 Level ___x___200 Level ___300 Level ___400 Level

   This course gives students alternative economic theories other than of the mainstream economics. Building on its prerequisite, ECO 1010, this course gives students a richer understanding of competing economic theories and where they came from. The course provides a contextual background for classes taken at the 300 and 400 levels. While there will be other economic thinkers addressed, the basic focus of this course will be on the works of Karl Marx, as the quintessential critic of capitalism and its apologists. The class will be required with the other two 200 level economics classes, Intermediate Microeconomics and Intermediate Macroeconomics for majors in concentration A and as an elective for majors in concentration B.

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

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

   The course is vital for students to understand capitalism and both its opponents and proponents. Additionally, alternatives to capitalism, which are often overlooked in traditional economics courses, are critically analyzed from varying perspectives. This course will round out the economics required curriculum, which has not been the case in the past.

   With this course, John Jay students will be able to articulate, analyze, and critique in a sophisticated manner, economic policies and their subsequent debates. Furthermore, our students will be able to understand the genesis of controversial issues and will be better equipped to challenge the mainstream approaches to policy decisions, including the exclusion of such a course in other institutions.

   The course will also provide a solid footing for our John Jay students who wish to pursue a graduate education in economics. It may even give our students an advantage in graduate school.
because of the diversity of their undergraduate economics education. And finally, this course will address our deficiency within the department as to introducing students to alternative economic theories, which was a result of our internal assessment.

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 critically evaluates the capitalist economic system from contrasting theoretical perspectives. The successes and failures of capitalism will be critiqued and analyzed with emphasis on capitalism’s effects on class, gender, race and the environment. The course explores topics such as economic crises, unemployment, poverty, exploitation, alienation, and economic democracy. Particular attention will be given to the works of Adam Smith, Karl Marx, Thorstein Veblen, and modern political economists.

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

6. Number of:
   a. Class hours __3___
   b. Lab hours ___0___
   c. Credits ___3___

7. Has this course been taught on an experimental basis?
   
   _x___ No
   ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   **Upon completion of this course students are expected to be able to:**
   - Identify and evaluate economic policies from alternative economic theoretical perspectives.
   - Demonstrate an understanding of various economic theoretical approaches to capitalism by producing written and/or oral arguments based on the material presented in class.
   - Identify and apply the fundamental concepts and methods of the economics discipline as an interdisciplinary field in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
Analyze and discuss how Marxian and other political economists explore capitalism and how it influences, or is influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

9. Will this course be part of any major(s), minor(s) or program(s)?
   ___ No
   _X_ Yes

In the proposed revision of the Economics major this course will be required for students in Specialization A: Economic Analysis and an elective in Specialization B: Investigation of Economic Crimes.

10. How will you assess student learning?
   - 2 exams (1 midterm and 1 final)
   - Weekly writing assignments (Homework)
   - Class Participation and current events. Students will be expected to come to class ready to apply what they learn in class to a “real world” event/issue.

11. Did you meet with a librarian to discuss library resources for the course?
   Yes via email
   - 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.
     X The library catalog, CUNY+
     X EBSCOhost Academic Search Complete
     X Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     X LexisNexis Universe
       - Criminal Justice Abstracts
       - PsycINFO
       - Sociological Abstracts
     X JSTOR
     - SCOPUS
     - Other (please name) _____Econlit _____________________

12. Syllabus (Attached)

13. Date of Department curriculum committee approval ___May 14, 2012___

14. Faculty - Who will be assigned to teach this course? _______ Catherine P. Mulder, Mathieu DuFour, and Geert Dhondt.
15. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
   
   ___No, but Professor Hamilton spoke with Professor Susan Kang in the Political Science department regarding this class.
   
   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

16. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   
   ___Not applicable
   
   ____No
   
   ____Yes. If yes, give a short summary of the consultation process and results.

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

18. **Signature/s of Endorsement**

   **Jay P. Hamilton**
   
   Chair, Proposer’s Department

   Major or Minor Coordinator

   Chair or Major Coordinator, Affiliated Department
POLITICAL ECONOMY
SYLLABUS
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019

Professor: Catherine P. Mulder
Semester: Fall/Spring 0000
Course Code: 222
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office: 0000
Office Hours: M/W or T/Th @ 00.00-00.00
Professor’s phone and e-mail: (212) 484-1309: cmulder@jjay.cuny.edu

Course Prerequisite: ECO 101 and ENG 101

This course takes a critical look at our economy, both its successes and failures from contrasting theoretical perspectives. US capitalism as the dominant economic system will be critiqued and analyzed with special investigations capitalism’s affects on class, gender, race and ecological concerns. Some topics explored are economic crises, unemployment, poverty, exploitation, alienation, and economic democracy. Particular attention will be given to the works of Adam Smith, Karl Marx, Thorstein Veblen, and modern political economists.

Learning Objectives:
Upon completion of this course students are expected to be able to:
- Identify and evaluate economic policies from alternative economic theoretical perspectives.
- Demonstrate an understanding of various economic theoretical approaches to capitalism by producing written and/or oral arguments based on the material presented in class.
- Identify and apply the fundamental concepts and methods of the economics discipline as an interdisciplinary field in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and discuss how Marxian and other political economists explore capitalism and how it influences, or is influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Required Texts:
1. A Contribution to the Critique of Political Economy, by Karl Marx. ISBN 0717800415 (COPE)

There will also be various readings posted on Blackboard.

There are also other links in the Agenda below.
ATTENDANCE POLICY:
The attendance regulations of the college as stated in the John Jay College of Criminal Justice Undergraduate Bulletin are as follows:
Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitutes excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.

EXAMS:
1. The first midterm exam will be held in class in week 7. This is subject to change, however I will make every attempt to keep this exam as scheduled.
2. The final exam will be held at the scheduled time given by the Registrar’s office. The exam will be held in our regular classroom.
Please note that there will be NO MAKE-UPS WILL BE GIVEN FOR UNEXCUSED, MISSED EXAMS, UNLESS APPROVED BY THE PROFESSOR.

CLASS PREPARATION AND PARTICIPATION: Students must complete all of the assigned readings PRIOR to the class in which they are scheduled. To facilitate class 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. You must post this on Blackboard prior to class. One paragraph is all that is required. Please be sure to type and print out each assignment. Observations will be due each Tuesday in class, except the first week and the week of the midterm. The lowest 2 grades will be dropped. No late observations will be accepted, unless 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 and film for your presentation. This means that you might look to current events or other films that give an additional breadth to the presentation. You may make your presentation individually or in a group.

ASSESSMENT:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDTERM EXAM</td>
<td>25%</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>30%</td>
</tr>
<tr>
<td>OBSERVATIONS</td>
<td>30%</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>15%</td>
</tr>
</tbody>
</table>

GRADING:
- A 93.0-100.0
- A– 90.0-92.9
- B+ 87.1-89.9
- B 83.0-87.0
- B– 80.0-82.9
- C+ 77.1-79.9
- C 73.0-77.0
- C– 70.0-72.9
- D+ 67.1-69.9
- D 63.0-67.0
- D– 60.0-62.9
- F BELOW 60.

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
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 positively correlated with 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.

- 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.

- 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.
Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to PE and review of the syllabus</td>
<td>IPE: Chapter 1: Pages 1-4</td>
</tr>
<tr>
<td>Week 2</td>
<td>The PE Challenge to Mainstream Economics</td>
<td>IPE: Chapter 1: Pages 5-24</td>
</tr>
<tr>
<td>Week 3</td>
<td>Adam Smith and the Philosophy of <em>Laissez-Faire</em></td>
<td>IPE: Chapter 2 Pages 25-49</td>
</tr>
<tr>
<td>Week 5</td>
<td>Karl Marx and the Contradictions of Capitalism: Historical Materialism and How Capitalism Functions</td>
<td>IPE: Chapter 3: Pages 51-81</td>
</tr>
<tr>
<td>Week 6</td>
<td>Marx Part 2: Commodity Production, surplus value, and Exploitation</td>
<td>COPE: Pages 19-63</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mark Part 3: Money or Simple Circulation The Circuit of Capital</td>
<td>COPE: Pages 64-187</td>
</tr>
<tr>
<td>Week 8 (day 2)</td>
<td>Midterm Exam</td>
<td>In Class</td>
</tr>
<tr>
<td>Week 9</td>
<td>Thorstein Veblen and the Predatory Nature of Contemporary Capitalism</td>
<td>IPE: Chapter 4: Pages 83-104 Conspicuous Consumption (Veblen) <a href="http://media.pfeiffer.edu/lridener/dss/Veblen/CONSPIC.HTML">http://media.pfeiffer.edu/lridener/dss/Veblen/CONSPIC.HTML</a>.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Social Class in American Capitalism Smith, Weber, and Marx</td>
<td>IPE: Chapter 10: Pages 133-160 <strong>STUDENT PRESENTATIONS</strong></td>
</tr>
</tbody>
</table>
| Week 12 | US Monopoly Capitalism: An Irrational System | IPE: Chapter 8: Pages 185-212  
Baran, Paul and Paul Sweezy: *Monopoly Capital: An Essay on the American Economic and Social Order*  
|---|---|---|
| Week 13 | The Mondragon Cooperative: A Path to Worker Democracy | IPE: Chapter 10  
Wolff, Richard: *Why are we told a broken system that creates vast inequality is the only choice? Spain's amazing co-op is living proof otherwise.*  
| Week 14 | Where Do We Go From Here? Economic Crises and Their Alternatives. | Mulder, Catherine: *The London Symphony Orchestra: an Alternative to Capitalism.*  
On BlackBoard  
Levin, Kenneth: *Silicon Valley and Collective Enterprises.*  
On BlackBoard |
| Week 15 | Final Exam Review | |
| | **FINAL EXAM** | **In Class, 2 hours, per the official John Jay College Final Exam Schedule.** |
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: Department of Foreign Languages and Literatures
   
   b. Name and contact information of proposer(s) Silvia G. Dapia

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

   Phone number(s) 646-557-4415

2. a. Title of the course: Interpreting II

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

   Interpreting II

   c. Level of this course  ____100 Level  ____200 Level  ____X__300 Level  ____400 Level

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

   It’s an advanced-level course with pre-requisites.

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

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

   This course is required for a new certificate program in interpretation, a certificate program in translation and will be required also for a joint certificate in interpretation and translation. Legal interpreting skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this course is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.
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.)

FL INT 3XX - This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis.

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):

FL INT 231, FL TRN 230 and SPA 250

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

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

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

8. **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?

   Upon completion of the course students will be able to: (1) apply interpreting strategies such as prediction, chunking, memory, and note taking; (2) apply protocols and vocabularies of various interpreting settings (educational, medical, law enforcement, immigration); (3) assess interpreting work in terms of identifying errors, analyzing the interpreting process and noticing error patterns in their interpreting work; (4) apply the code of ethics and a decision-making model to interpreting situations; (5) interpret
extemporaneous passages of moderate difficulty that are between eight and ten minutes in length.

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)

Required for proposed certificate program in interpretation, a certificate program in translation and will be required also for a joint certificate in interpretation and translation.

10. How will you assess student learning?

For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see syllabus p. 6-7.

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 Maria Kiriakova
• Are there adequate resources in the library to support students’ work in the course
  Yes__X____ No________

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

  – The library catalog, CUNY+
  – EBSCOhost Academic Search Complete
  – Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  X LexisNexis Universe
  X Criminal Justice Abstracts
  – PsycINFO
  – Sociological Abstracts
  – 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 _____Jan 30, 2012_____

14. **Faculty** - Who will be assigned to teach this course? _____New Hire_________

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**

   **Silvia Dapia**

   Chair, Proposer’s Department

   __________________________________________________________________________________

   **Major or Minor Coordinator**

   __________________________________________________________________________________

   Chair or Major Coordinator, Affiliated Department

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
FL INT 3XX—Interpreting II

Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course Description:
This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis.

Prerequisites: FL TRN 230, FL INT 231 and SPA 250

Course Objectives:
Upon completion of the course students will be able to:

- apply interpreting strategies such as prediction, chunking, memory, and note taking
- apply protocols and vocabularies of various interpreting settings (educational, medical, law enforcement, immigration)
- assess interpreting work in terms of identifying errors, analyzing the interpreting process and noticing error patterns in their interpreting work
- apply the code of ethics and a decision-making model to interpreting situations
- interpret extemporaneous passages of moderate difficulty that are between eight and ten minutes in length.

Resources and Materials:
- On Blackboard, you will find a series of materials and assignments (readings, exercises and practice recordings) for this course.

Technology Requirements
The course content requires all students to have access to some means of recording sound. Individual tape recorders, dictation machines, mp3 recorders and laptops all work...
very well for this purpose. Students at John Jay College are able to use the Modern Languages Lab, subject to availability.

**IMPORTANT WEBSITES AND ORGANIZATIONS**

**NAJIT** – National Association of Judiciary Interpreters and Translators (www.najit.org)

**ATA** – American Translator’s Association (www.atanet.org)

**COURSE REQUIREMENTS**

**LAB ASSIGNMENTS**
6 lab assignments during the semester. They will vary in content, but will focus on vocabulary, assessment of your skills and interpreting situations. Each assignment: 15 points.

90

**ERROR ANALYSIS**
During class, you will interpret a text from English to Spanish. You will transcribe a section of that text. After you complete your transcription, you will examine your interpretation and look for errors. You will identify your errors and make the necessary corrections. You will also write a paper that analyzes the errors that you made and patterns that you see in your interpreting.
Transcription: 40 points, Analysis paper: 60 points

100

**TWO OF THE FOLLOWING PROJECTS:**

**Presentation AND/OR Interview in the community AND/OR Case Studies**
You will give a 5-minute presentation on interpreting. You will give the speech in your B language (or weaker working language). You will identify the target audience for your speech. Your speech should be well organized, informative and appropriate for your audience. You will also respond to audience questions on the topic.

AND/OR
You will interview a working interpreter. If possible, you will try to interview an interpreter who has a dual role. You will prepare questions for your interview and turn them in to your instructor. You will also present a summary of your experience to the class in your B language (or weaker working language) and answer audience questions about the experience.

AND/OR
You will be given two different interpreting situations. For each one, you will use the decision making model to identify the problem and your options. During class, you will discuss your decision with other students. After the discussion, you will review your decision and make any changes that you would want to make. Each assignment will be worth 25 points each (15 for the initial decision and 10 points for the follow-up).

100 (50 per project)

**GRADED SIGHT TRANSLATIONS**
You will do two sight translations, as part of the Midterm and Final that will be graded for accuracy and fluency. Each translation will be worth 30 points.
MIDTERM DIALOGUE INTERPRETATION
For your mid-term, you will consecutively interpret a dialogue in a role-play situation. The setting will be an early childhood screening.
100

FINAL INTERPRETED DIALOGUE
You will consecutively interpret a dialogue lasting at least 10 minutes for your final.
150

FINAL WRITTEN EXAM
A written exam will be given that will cover the readings and information discussed during the lecture/discussion portion of the class.
100

ASSESSMENT OF FINAL INTERPRETATION
After your final interpretation, you will complete and turn in an error analysis of your work.
50

GRADING:
Students will be graded based on assignments and exams. Grades will be determined as follows:
Total Points: 800

A = 720 – 800
B = 640 – 719
C = 560 – 639
D = 480 – 559
F = Below 480

PARTICIPATION AND PRACTICE:
You will gain more from this class if you actively participate in both the lecture/discussion component. This is a practical interpreting course and those who work closely with their instructors and fellow students maximize their achievement. You will also find it easier and more productive to practice “little and often”; that is, 10-20 minutes every day is more effective for interpreting exercises than 2 hours on any given day.

ABSENCES AND TARDINESS:
Students are expected to come to class prepared. We have only a short time together so make every effort to be on time to class. Arriving late disrupts the learning process not just for you but also for all the students. Make-up exams will not be scheduled except for emergencies or business that requires the student to be out of town. Any make-up exam must be arranged beforehand, and will be scheduled by the lead instructor.

CONTACT INFORMATION:

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
Class announcements and activities will be posted in Blackboard. Students should access their John Jay e-mail account and regularly check their email.

**RUBRICS**

Assignments (sight translations, consecutive interpretations) are graded on the following criteria:

I. Language Use:

A. Pronunciation, Articulation and Fluency (10 %)
   5 = Pronunciation approximate that of a native speaker. Articulates clearly. Speech is fluent and effortless.
   4 =  
   3 = Pronunciation or articulation problems require concentration on the part of the listener and occasionally lead to misunderstanding. Interpreter pauses to search for the correct word or phrase.
   2 =  
   1 = Pronunciation is difficult to understand; listener must ask for repetition. Interpreter is hesitant; often at a loss for the appropriate word or phrase.

B. Grammar and Naturalness of expressions (10 %)
   5 = Uses gender, verb tense, and pronouns correctly. Uses correct prepositions. No grammar errors.
   Appropriate use of synonyms and linking words. Target language is not literal translation of source language where appropriate.
   4 =  
   3 = Makes only minor grammatical errors.
   2 =  
   1 = Makes major grammatical errors, that affect and distort the message. Use of literal interpretation, including the use of false cognates.

C. Vocabulary (10 %)
   5 = vocabulary that of a native speaker, and uses medical, educational, legal, etc. terminology correctly. Does not use false cognates. Rich vocabulary.
   4 =  
   3 = Sometimes uses incorrect words; vocabulary seems somewhat limited.
   2 =  
   1 = Incorrect words that significantly alter the meaning of the message; poor vocabulary, inadequate for conveying correct idea.

D. Accuracy of Interpretation (50 %)
   5 = Very accurate; the entire message was interpreted successfully. No omissions
   4 = Mostly accurate; although errors were made, the important information was conveyed accurately. Minor distortions of meaning or omissions.
   3 = 2 to 4 major omissions and additions.
   2 =
1 = Message was inaccurate; many errors made in the interpretation; jury would have left with incorrect and/or incomplete information.

II. Professionalism (20 %)

General guidelines for evaluation of different skill and presentation aspects

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Inadequate</th>
</tr>
</thead>
</table>


4 3 2 1 0


4 3 2 1 0

C. Memory skills. Length of sections that interp. can retain. Number of times interp. pauses speaker.

4 3 2 1 0


4 3 2 1 0

E. Maintains register. Imitates emotive aspect of speaker. Paralinguistic elements. Adequate body language, gestures, eye contact, facial expressions, if relevant.

4 3 2 1 0

TOTAL = ____________

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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

PLAGIARISM

Statement of the College Policy on Plagiarism

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

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

**TENTATIVE SCHEDULE**

**WEEK ONE**
Topic: Introduction to course and syllabus
Materials:
- Syllabus

Skills: Main idea, prediction, chunking (some revision of skills taught in *Introduction to Interpreting*)
- Assignment #1: Role play
- Assignments at a glance

**WEEK TWO**
Topic: Skills development
Materials:
- Process for change model handout
- Skill development instructor notes
- Sample skill development plan for critique
- Log-book/journal-keeping student handout
- Glossary-creation handout.
- Supplementary exercise: Student presentations on the role of the interpreter

Skills: Visualization and memory exercises
- Materials:
  - Exercise 2-1: Visualization and memory exercises
  - Exercise 2-2: Work on student role plays assigned for Assignment #1

**WEEK THREE**
Topic: Interpreting in social services setting
Materials:
- Sample list of social services vocabulary

Skills: Note taking, consecutive interpreting and sight translation in social services settings
Materials:
- Exercise 3-1: Note-taking handout
- Exercise 3-2: Social services dialogue
- Exercise 3-3: Social services questionnaire on daily living skills
- Exercises 3-4: Chemical health evaluation sight translation
- Assignment #2: Sight translation

**WEEK FOUR**

Topic: Codes of ethics and dual roles

Materials:
- Ethical dilemma interpreting situation #1
- Ethical dilemma interpreting situation #2

Skills: Sight translation

Materials:
- Ten tips for tackling sight translation
- Optional extra sight translation exercises

**WEEK FIVE**

Topic: Interpreting in education and early childhood settings

Materials:
- Sample list of education terminology

Skills: Analyzing recordings of consecutive interpreting

Materials:
- Exercise 5-1: Interpreting self-assessment student handout, Instructor notes.
- At an elementary school role-play
- Exercise 5-2: Optional extra consecutive interpreting and sight translation exercises
- Assignment #3: Idiomatic phrases

**WEEK SIX**

Topic: Error analysis and transcription

Materials:
- Categories of interpreter error instructor notes
- Transcription and error analysis student handout

Skills: Error analysis and transcription
- Error analysis assignment.
- Screening text

**WEEK SEVEN**

Topic: Discourse

Materials:
- Student study guide for *Little Bit Know Something, The Problem of Discourse*

**MIDTERM:**
- Graded sight translation
- Midterm dialogue Interpretation

Skills: Note taking review

Materials:
- Advantages of note-taking student handout
- Exercise 7-1: Note-taking review: questions from a social services setting
- Assignment #4: Sight translation

**WEEK EIGHT**

**Topic:** Interpreting in medical settings  
**Materials:**  
- Instructor notes and resources ideas  

**Skills:** Consecutive interpreting and sight translation in medical settings  
**Materials:**  
- Exercise 8-1: Pregnancy check-up dialogue  
- Exercise 8-2: Pediatric clinic dialogue  
- Exercise 8-3: Sample list of primary care documents for translation and sight translation

**WEEK NINE**

**Topic:** Student presentations and/or guest speaker from local language services agency or local hospital interpreting service  
**Materials:**  
- Instructor notes  
- Student handout with instructions for their presentation and/or community interview  

**Skills:** Process management for fast or difficult speakers  
**Materials:**  
- Exercise 9-1: Domestic violence testimony  
- Exercise 9-2: Difficult speakers practice

**WEEK TEN**

**Topic:** Privileged communication  
**Materials:**  
- Instructor notes on discussion of privileged communication  

**Skills:** Interpreting for multiple parties  
**Materials:**  
- Exercise 10-1: Interpreting for multiple parties  
- Exercise 10-2: Practice interpreting for multiple parties  
- Assignment #5: Sight translation

**WEEK ELEVEN**

**Topic:** Interpreting in law enforcement settings  
**Materials:**  
- Instructor notes  
- Sample list of law enforcement-related terminology  

**Skills:** Consecutive interpreting and sight translation in law enforcement settings  
**Materials:**
Exercise 11-1: Miranda warning (two versions) and Vienna advisory  
Exercise 11-2: Motor vehicle implied consent advisory sight translation  
Exercise 11-3: Firearms implied consent advisory sight translation  
Exercise 11-4: Complaint of domestic violence patrol officer interview  
Exercise 11-5: Questioning in holding cell role-play

WEEK TWELVE
Topic: Interpreting in immigration and administrative hearings
Materials:
- Student handout: Overview of immigration court proceedings and terminology  
- Sample list of immigration-related terminology
Skills: Consecutive interpreting and sight translation for immigration interviews and in administrative hearings
Materials:
- Exercise 12-1: Initial questioning by immigration caseworker role-play  
- Exercise 12-2: Immigration court hearing. Questioning of asylum seeker  
- Exercise 12-3: Sight translation: sample questions from asylum application form (I-589)  
- Exercise 12-4: Disability compensation hearing role-play  
- Assignment #6: Interpreting assessment

WEEK THIRTEEN
Topic: Interpreting in legal settings
Materials:
- How the New York Judicial Branch is structured student handout  
- Discussion Questions: ‘Towards a redefinition of the role of the court interpreter,’
Skills: Consecutive interpreting and sight translation in legal settings
Materials:
- Exercise 13-1: Landlord’s and tenant’s agreement lease

WEEK FOURTEEN
Topic: Introduction to Simultaneous interpreting
Materials:
- Instructor notes  
- Beginner simultaneous interpreting exercise (instructor notes and sample text)

Final Consecutively Interpreted Dialogue

WEEK FIFTEEN
Graded sight translation
Assessment of final interpretation  
Final Written Exam
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted_Feb 6, 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: Department of Foreign Languages and Literatures

   b. Name and contact information of proposer(s) Silvia G. Dapia

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

      Phone number(s) 646-557-4415

2. a. Title of the course: Legal Interpreting II

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

   c. Level of this course _____100 Level _____200 Level _____300 Level ___X_400 Level

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

   It’s an advanced-level course with pre-requisites.

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

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

   This course is required for a new certificate program in interpretation and will be required also for a joint certificate in interpretation and translation. It integrates the knowledge and skills that students learn in previous courses. Legal interpreting skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.
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.)

FL INT 4XX - Legal Interpreting II is a course designed to further improve interpretation skills, accuracy and speed in all modes of interpretation. Modules of terminology related to Court Proceedings and Criminology will be reviewed and expanded and new advanced terminology related to Computer Forensics will be introduced. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice.

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):

FL INT 340 and FL INT 3XX

6. Number of:
   a. Class hours  __3__
   b. Lab hours  __0__
   c. Credits  __3__

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

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

8. **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?

   By the end of the course students will be able to: (1) apply protocols and terminology related to Computer Forensics; (2) use specific textual resources (dictionaries, glossaries, corpora, monographs) to solve interpretation problems that may be found in the legal genre; (3) interpret complex legal speeches, several paragraph in length, in the consecutive mode; (4) interpret, in the simultaneous mode, complex legal speeches, between fifteen and twenty minutes in length.
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)

   Required course for proposed certificate program in translation and proposed certificate program in interpretation and translation.

10. How will you assess student learning?

    For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see syllabus p. 6-7.

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 Maria Kiriakova
    • Are there adequate resources in the library to support students’ work in the course
      Yes__X___ No________

    • Will your students be expected to use any of the following library resources? Check all that apply.
      – The library catalog, CUNY+
      – EBSCOhost Academic Search Complete
      – Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
      – X LexisNexis Universe
      – X Criminal Justice Abstracts
      – PsycINFO
      – Sociological Abstracts
      – 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 - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php
13. Date of **Department curriculum committee** approval ____Jan 30, 2012____

14. **Faculty -** Who will be assigned to teach this course? _____New Hire__________

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**

   __________________________________________________________
   Chair, Proposer’s Department

   __________________________________________________________
   Major or Minor Coordinator

   __________________________________________________________
   Chair or Major Coordinator, Affiliated Department
Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

COURSE DESCRIPTION:
FL INT 4XX – Legal Interpreting II is a course designed to further improve interpretation skills, accuracy and speed in all modes of interpretation. Modules of terminology related to Court Proceedings and Criminology will be reviewed and expanded and new advanced terminology related to Computer Forensics will be introduced. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice.

Prerequisites: FL INT 340 and FL INT 3XX

COURSE LEARNING OUTCOMES:
By the end of the course students will be able to:

- apply protocols and terminology related to Computer Forensics;
- use specific textual resources (dictionaries, glossaries, corpora, monographs) to solve interpretation problems that may be found in the legal genre;
- interpret complex legal speeches, several paragraph in length, in the consecutive mode;
- interpret, in the simultaneous mode, complex legal speeches, between fifteen and twenty minutes in length.

RESOURCES AND MATERIALS:

Required Text:
- Mikkelson, Holly. Introduction to Court Interpreting.
- Mikkelson, Holly. The Interpreter’s Companion: A compilation of useful terminology which brings terms from a variety of fields together into a single volume.
Mikkelson, Holly. *Edge 21: Simultaneous Interpreting*


**Recommended Reading:**
- Dueñas Gonzalez, Vasquez, Mikkelson. *Fundamentals of Court Interpretation: Theory, Policy and Practice*
- De Jongh, Elena M. *An Introduction to Court Interpreting*

**Materials prepared by the instructor to be found in Blackboard.**

**Technology Requirements**

The course content requires all students to have access to some means of recording sound. Individual tape recorders, dictation machines, mp3 recorders and laptops all work very well for this purpose. Students at John Jay College are able to use the Modern Languages Lab, subject to availability.

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NAJIT – National Association of Judiciary Interpreters and Translators (www.najit.org)
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**COURSE REQUIREMENTS:**
- In-class written Quizzes on Terminology (4)
- Final Written Exam on Terminology
- Written homework assignments
- Final Oral Examination
- In-Class Oral Evaluations (8)

**FINAL GRADE** will be calculated as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class written Quizzes on Terminology (4)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Written Exam on Terminology</td>
<td>15%</td>
</tr>
<tr>
<td>Written homework assignments</td>
<td>10%</td>
</tr>
</tbody>
</table>

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
The John Jay Undergraduate Bulletin allows for the following grades:

A, A- Excellent
B+, B, B- Very Good
C+, C Satisfactory
C-, D+, D, D- Poor
F Failure (remains on transcript even when retaken and passed)

For more information on grades, please see The Undergraduate Bulletin.

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C. Vocabulary: Legal and Ordinary (10 %)
5 = Vocabulary that of a native speaker, and uses medical terminology correctly. Does not use false cognates. Rich vocabulary.
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4 3 2 1 0


4 3 2 1 0

E. Maintains register. Imitates emotive aspect of speaker. Paralinguistic elements. Adequate body language, gestures, eye contact, facial expressions, if relevant.

4 3 2 1 0

TOTAL = ____________

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Statement of the College Policy on Plagiarism

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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.

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TENTATIVE SYLLABUS:

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
<table>
<thead>
<tr>
<th>Week of</th>
<th>Lecture Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All materials not in Edge 21 Series will be available in electronic reserve through Blackboard.</strong></td>
<td>* Indicates material to be found in Edge 21- Sight Translation **Indicates material to be found in Edge 21-Consecutive Interpreting</td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Intro and Methodology Overview of Course Presentation: Common Oral Interpreting Exam Performance Deficiencies</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Court Proceedings: Module 1</strong> Documents for Sight Translation Practice: E&gt;S and S&gt;E Consecutive Practice: Auto Accident – Lesson 7**</td>
<td>ST: E&gt;S: Advisement of Rights Affidavit for a Complaint Traffic Court: Lesson 3* S&gt;E: Letters to the Judge: Lesson 8* Declaración Jurada: Accidente Auto Declaración Jurada: Quintana Roo</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Biometrics: Module 3 Computer Forensics</strong> Documents for Sight Translation Practice:</td>
<td>ST: E&gt;S: The Legal &amp; Scientific Evaluation of Forensic Science[Article]</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Drugs: Module 4</strong></td>
<td>Biometrics Used to Sentence Criminal [Article]</td>
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<tr>
<td></td>
<td>Consecutive Practice:</td>
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<td></td>
<td>Simultaneous Practice:</td>
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<td></td>
<td>Cross-examination of a Criminalist</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th><strong>Midterm</strong></th>
<th>ST: E&gt;S: Arrest Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consecutive Practice:</td>
<td>Indictment: Drugs</td>
</tr>
<tr>
<td></td>
<td>Simultaneous Practice:</td>
<td>ST: E&gt;S: Autopsy Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>Drugs and Criminology: Module 4</strong></th>
<th>ST: E&gt;S: Autopsy Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E&gt;S and S&gt;E: Documents for Sight Translation Practice:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simultaneous Practice:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading of a Complaint: Drug Possession</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th><strong>Assessment of midterm interpretation</strong></th>
<th>ST: E&gt;S: Autopsy Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading of a Complaint: Drug Possession</td>
<td></td>
</tr>
</tbody>
</table>

| Week 12 | **Final Terminology Examination** | |
|---------|----------------------------------| |
|         | Final Oral Evaluations | |

| Week 13 | **Review Results of Written Examination** | |
|---------|---------------------------------| |
|         | Review Results and Individual Feedback on Oral | |

| Week 14 | **Examination Performance** | |
|---------|-----------------------------| |

| Week 15 | | |
|---------| | |

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted: Feb 6, 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: Department of Foreign Languages and Literatures  
   
b. Name and contact information of proposer(s) Silvia G. Dapia  
   Email address(es) sdapia@jjay.cuny.edu  
   Phone number(s) 646-557-4415  

2. a. Title of the course: Translating II  
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS)  
   Translating II  
   
c. Level of this course  ____100 Level  ____200 Level  ____X__300 Level  ____400 Level  
   Please provide a brief rationale for why the course is at the level:  
   It’s an advanced-level course with pre-requisites.  
   
d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): FL TRN  

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)  
   This course is required for a new certificate program in translation and will be required also for a joint certificate in interpretation and translation. Legal translation skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.
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.)

**FL TRN 3ZZ Translating II** reviews and reinforces translation techniques and problem-solving strategies acquired in previous courses, which will be applied to specialized texts in the legal, medical, business and technical fields. Different types or genres of specialized texts will be covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed.

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):

FL TRN 230, FL INT 231, and SPA 250

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

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

   __X__ No
   ____ Yes. If yes, then please provide:

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

8. **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?

Upon completion of the course students will: (1) be able to identify lexical and syntactical problems such as usage, metaphors, technical terms, false cognates, slang, grammatical structures without direct equivalent; (2) be able to apply medical, legal, business and technical terminologies in accordance with the source text; (3) further develop their aptitude for logical analysis so as to be able to self-correct, critique, edit, and proofread their own translations; (4) be able to use specific terminological and textual resources (dictionaries, glossaries, corpora, monographs) to solve translation
problems that may be found in specialized genres; (5) be able to translate texts belonging
to diverse fields (legal, medical, business, technical) with particular linguistic, textual,
and discursive conventions.

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)

Required course for proposed certificate program in translation and
proposed certificate program in interpretation and translation.

10. How will you assess student learning?

For department assessment, we will assess student learning by pre- and post-tests as
well as on retention and completion rates. For course assessment see syllabus p. 7.

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 Maria Kiriakova
• Are there adequate resources in the library to support students’ work in the course
  Yes__X__ No____

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

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
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 - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

13. Date of Department curriculum committee approval ____Jan 30, 2012____

14. Faculty - Who will be assigned to teach this course? ______New Hire_______

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

    Chair, Proposer’s Department

    Major or Minor Coordinator

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th Street, 7th Floor, New York, NY 10019

FL TRN 3ZZ—Translating II

Department of Foreign Languages and Literatures

Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course Description:

FL TRN 3ZZ Translating II reviews and reinforces translation techniques and problem-solving strategies acquired in previous courses, which will be applied to specialized texts in the legal, medical, business and technical fields. Different types or genres of specialized texts will be covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed.

Prerequisites: FL TRN 230, FL INT 231, and SPA 250

Course Objectives:
Upon completion of the course students will:

(1) be able to identify lexical and syntactical problems such as usage, metaphors, technical terms, false cognates, slang, grammatical structures without direct equivalent;

(2) be able to apply medical, legal, business and technical terminologies in accordance with the source text;

(3) further develop their aptitude for logical analysis so as to be able to self-correct, critique, edit, and proofread their own translations;

(4) be able to use specific terminological and textual resources (dictionaries, glossaries, corpora, monographs) to solve translation problems that may be found in specialized genres.

(5) be able to translate texts belonging to diverse fields (legal, medical, business, technical) with particular linguistic, textual, and discursive conventions.
Textbook and Required Materials:
No textbook will be used for this course. Relevant readings and the texts for actual translation practice will be made available on Blackboard.
*Good Spanish, English, and Spanish-English Dictionaries.

Sources for readings (excerpts):
Chabás, José; Madeleine Cases & Rolf Gaser (eds.) 2001. Proceedings. First International Conference on Specialized Translation, Barcelona, March 2-4, 2000

Course Requirements:
This course will have quizzes on content from readings and lectures, and practical exams on translation fragments. Class participation and homework will also be evaluated. Attendance is mandatory. Absences will severely affect your participation grade, as will tardiness. Be on time. If absent, it is the student’s responsibility to secure from a classmate a copy of the weekly homework, notes, and other materials distributed.

In order to participate actively in class you must always do the assigned translation homework, which will be discussed in class. All homework translations should be word-processed and double-spaced. Never turn in a rough draft.

A portfolio of all the texts translated for class, with an expandable glossary of problematic vocabulary, phrases, and expressions, with their translations, will be maintained by each student and turned in for a grade toward the end of the semester. Keep class notes on a separate notebook.

Final Grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; homework</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

The John Jay Undergraduate Bulletin allows for the following grades:
A, A- Excellent
B+, B, B- Very Good
C+, C Satisfactory
C-, D+, D, D- Poor
F Failure (remains on transcript even when retaken and passed)

For more information on grades, please see The Undergraduate Bulletin.

Class Procedure:

- Translation homework will be distributed for every class meeting. All students should do all assigned texts and observe the “Suggested Stages for Translations” outlined below.

- Each day one person will make a model translation and bring photocopies for his/her classmates and instructor in order to facilitate its discussion and correction in class. All other students must also do the same translation at home so as to compare it with the model translation.

- Each day we will discuss one or more model translations. We will also discuss an additional homework text for which no model translation has been assigned, thereby requiring the participation of all students. Occasionally, the instructor will bring fresh texts which students will translate as a team in class by working in small groups against the clock.

- The instructor will announce, without notice, which homework translation texts are to be turned in for a grade on any particular day.

- The instructor will return the marked translations on the following class meeting. The instructor will not “correct” the translations, but mark the perceived errors according to the “code” below.

- The students will correct those translations and include a final, polished copy in their portfolio which will be turned in and finally graded towards the end of the semester.

Suggested Stages for Translations:

- Carefully reread the original fragment. What does it mean? What are the main ideas?

- Analyze the style. Is it formal, colloquial, technical, etc.? Is the tone serious, ironic, humorous, etc.? What type of readership is it aimed at?

- Identify lexical and syntactical problems: usage, metaphors, technical terms, false cognates, slang, grammatical structures without direct equivalent, etc.

- Write a first draft of the translation. Are there still unresolved lexical problems?

- Reread the draft while comparing it to the original. Has the meaning or “spirit” of the original been lost or distorted? What can be done to correct this?
• Proofread the revised draft for grammar and spelling. Correct any error.
• Reread the corrected draft from the point of view of a reader who does not know the original text. Does it sound good or does it sound like a translation (awkward, not smooth or natural)? Make the necessary changes.
• Read the translation once again, paying attention to the style. Will the translation produce a similar effect upon the reader as the original would have?

Code for Corrections:

G = Serious grammatical mistake
g = Grammatical mistake
o = spelling (ortografía)
v = Vocabulary
s = Meaning has changed (significado)
a = Capitalize
A = Use lower case
~ = Change the order
e = A problem of style (estilo). Awkward, lacks clarity, or does not sound good
T = Sounds like a translation
    Lexical or syntactic influence (Tl, Ts)
/ = Strike, eliminate
( ) = Unnecessary, could be eliminated

RUBRICS FOR GRADING TRANSLATIONS
(adopted from the American Translator’s Association (ATA): http://www.atanet.org)

In each column, the grader marks the box that best reflects performance in that dimension, measured against the ideal performance defined for that dimension in the “Standard” row.

Note: A passage may show uneven performance across the dimensions. For example, a candidate with excellent command of the target language but limited knowledge of the source language might show Strong performance for Target mechanics but Minimal performance for Usefulness / transfer. See also the Explanation above.

<table>
<thead>
<tr>
<th>Usefulness</th>
<th>Terminology/style</th>
<th>Idiomatic writing</th>
<th>Target mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD</td>
<td>The translated text is fully usable for the purpose specified in the Translation. Terminology is appropriate in context. Style and register are appropriate for the Translated text. Wording is idiomatic and appropriate for the target language.</td>
<td>Terminology is appropriate in context. Style and register are appropriate for the Translated text. Wording is idiomatic and appropriate for the target language.</td>
<td>Translated text fully follows the rules and conventions of target language.</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td>Instructions</td>
<td>Mechanics</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Strong**       | Translated text transfers meaning in a manner fully consistent with the Translation Instructions.  
                   | Translated text contains few or no inappropriate term or style/register choices. Any errors have a minor effect on meaning.  
                   | Translated text is almost entirely idiomatic and appropriate in context. Any errors have a minor effect on meaning.  
                   | Translated text contains few or no errors in target language mechanics.                                               |
| **Acceptable**   | Translated text transfers meaning in a manner sufficiently consistent with the Translation Instructions.  
                   | Translated text contains occasional and/or minor inappropriate term or style/register choices. Such errors may slightly obscure meaning.  
                   | Translated text contains occasional unidiomatic or inappropriate wording. Such errors may slightly obscure meaning.  
                   | Translated text contains occasional errors in target language mechanics.                                               |
| **Deficient**    | Translated text transfers meaning in a manner somewhat consistent with the Translation Instructions.  
                   | Translated text contains frequent inappropriate and/or incorrect terms or style/register choices. Such errors may obscure or change meaning.  
                   | Translated text contains frequent and/or obvious unidiomatic or inappropriate wording. Such errors may obscure or change meaning.  
                   | Translated text contains frequent and/or obvious errors in target language mechanics.                                   |
errors that obscure
or change
meaning.

Minimal

Translated text
transfers meaning
in a manner
inconsistent with
the Translation
Instructions.
Translation
contains frequent
and/or serious
transfer errors that
obscure or change
meaning.

Translated text
contains excessive
inappropriate
and/or incorrect
terms or
style/register
choices. Such
errors obscure or
change meaning.

Translated text
contains excessive
and/or disruptive
unidiomatic or
inappropriate
wording. Such
errors obscure or
change meaning.

Translated text
contains excessive
and/or disruptive
errors in target
language
mechanics.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). 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)

PLAGIARISM

Statement of the College Policy on Plagiarism

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**TENTATIVE SCHEDULE**

The instructor reserves the right to modify the syllabus. Students will be given ample notice of any modifications.

**WEEK 1 – Introduction**
- Introduction to the course
- Specialized translation: definition, fields, translation resources (general)
- Reading: Gonzalo & García, chapter 2 (La necesaria especialización del traductor técnico)

**WEEK 2 – Legal (I)**
- Terminological resources for legal translation
- Reading: Gonzalo & García, chapter 2 (Lenguajes de especialidad y traducción especializada. La traducción jurídica)

**WEEK 3 – Legal (II)**
- Legal genres
- Textual resources for legal translation.
- Corpora (I): using already existing corpora.
- Reading: Alcaraz & Hughes, chapter 5 & 6 (Genres in the Translation of Legal English I & II)

**WEEK 4 – Legal (III)**
- Legal anysomorphisms and translation strategies
- Read: Alcaraz & Hughes, chapter 2 (Equivalence and Interpretation)

**WEEK 5 – Business (I)**
- Business genres
• Reading: Chabás et al, chapter 1 (Problemas metodológicos de la traducción del inglés de los negocios)

WEEK 6 – Business (II)
• Terminological and textual resources for legal translation.
• Critical assessing of online resources for specialized translation.
• Reading: Gonzalo & García, chapter 13 (Selección y evaluación de recursos lingüísticos en Internet para el traductor especializado)

WEEK 7 – Medical (I)
• Particularities of medical communication. Variety of genres
• Informative medical texts
• Reading: Montalt & González, chapter 2 (Understanding medical communication)

WEEK 8 – Medical (II)
• Terminological challenges of medical translation: technical terminology, anglicisms, neologisms…
• Creating ad hoc glossaries and terminological databases
• Reading: Montalt & González, chapter 7 (Dealing with terms and other units of specialized knowledge)

WEEK 9 – Medical (III)
• Textual conventions of medical genres
• Corpora (II): Creating an ad hoc corpus
• Gonzalo & García, chapter 2 (Localización de recursos y compilación de corpus vía internet)

WEEK 10 – Technical (I)
• Technical texts: text-types and their characteristics. Similarities in English and Spanish.
• Terminological and textual resources for technical translation.
• Reading: Jiménez, chapter 3 (El lenguaje técnico)

WEEK 11 – Technical (II)
• Technical instructive texts
• Corpora (III): Combined use of existing and ad hoc corpora
• Reading: Jiménez, chapter 4 (La traducción de textos técnicos al español)
WEEK 12 – Technical (III)
- Technical expositive texts and technical texts with a combined function
- Reading: Jiménez, chapter 5 (El traductor como mediador en la comunicación técnica actual)

WEEK 13 – Editing and revising (I)
- Basics of editing, revising and proofreading for translators
  - Content editing
  - Reading: Mossop, chapter 1 (Why Editing and Revising Are Needed).

WEEK 13 – Editing and revising (II)
- Checking for consistency
- Degrees of revision
- Reading: Mossop, chapter 13 (Self-Revision).

WEEK 15 –
• Portfolios & Projects due.
New Course Proposal Form

Date Submitted: Feb 6, 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: Department of Foreign Languages and Literatures

   b. Name and contact information of proposer(s) Silvia G. Dapia

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

      Phone number(s) 646-557-4415

2. a. Title of the course: Legal Translation

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

   c. Level of this course  ____100 Level  ____200 Level  ____300 Level  ____X_400 Level

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

   It’s an advanced-level course with pre-requisites. It integrates the knowledge and skills that students learn in previous courses.

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

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

   This course is required for a new certificate program in translation and will be required also for a joint certificate in interpretation and translation. It integrates the knowledge and skills that students learn in previous courses. Legal translation skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.
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.)

FL TRN 4XX - Legal Translation: The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), inheritance law (wills).

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):

FL INT 3XX and FL TRN 3ZZ

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

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

   ___ X ___ No
   ____ Yes. If yes, then please provide:

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

8. **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?

   Upon completion of the course students will be able to: (1) use specific terminological and textual resources (dictionaries, glossaries, corpora, monographs) to solve translation problems that may be found in legal genres; (2) compare and contrast Common Law vs Civil Law systems (the Judiciary, judicial procedures, legislation); (3) apply translation procedures and techniques such as transposition, modulation, modification, to capture and convey the particular syntax and discursive conventions of legal and administrative documents; (4) apply the vocabulary, tone, and register of the main text genres in civil and criminal law; (5) translate official documents, court documents, normative texts, legal texts from international organizations, academic/informative texts of a legal nature.
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)
   Required course for proposed certificate program in translation and proposed certificate program in interpretation and translation.

10. How will you assess student learning?

   We will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment, please see syllabus.

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 Maria Kiriakova
   • Are there adequate resources in the library to support students’ work in the course
     Yes__X___    No________

   • Will your students be expected to use any of the following library resources? Check all that apply.
     − The library catalog, CUNY+
     − EBSCOhost Academic Search Complete
     − Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     __X_ LexisNexis Universe
     __X_ Criminal Justice Abstracts
     − PsycINFO
     − Sociological Abstracts
     − 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 - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php
13. Date of **Department curriculum committee** approval ____Jan 30, 2012____

14. **Faculty** - Who will be assigned to teach this course? _____New Hire_____

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
   
   Chair, Proposer’s Department
   
   Major or Minor Coordinator
   
   Chair or Major Coordinator, Affiliated Department
FL TRN 4XX—Legal Translation

Department of Foreign Languages and Literatures

Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course Description:

**FL TRN 4XX – Legal Translation:** The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), inheritance law (wills).

**Prerequisites:** FL IN 3XX and FL TRN 3ZZ

**Course Objectives:**

Upon completion of the course students will be able to:

- use specific terminological and textual resources (dictionaries, glossaries, corpora, monographs) to solve translation problems that may be found in legal genres;
- compare and contrast Common Law vs Civil Law systems (the Judiciary, judicial procedures, legislation);
- apply translation procedures and techniques such as transposition, modulation, modification, to capture and convey the particular syntax and discursive conventions of legal and administrative documents;
- apply the vocabulary, tone, and register of the main text genres in civil and criminal law;
- translate official documents, court documents, normative texts, legal texts from international organizations, academic/informative texts of a legal nature.\(^1\)

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\(^1\) At the Advanced Professional Performance Level 4 of the *ILR (Interagency Level Roundtable) Skill Level Descriptions for Translation Performance* (“Can successfully apply a translation methodology to translate a wide variety of complex texts that contain difficult, abstract, idiomatic, highly technical, and colloquial writing…” [http://www.govtir.org/skills/AdoptedILRTranslationGuidelines.htm#l4]).
Textbook and Materials:

Recommended Reading:
- Practice texts will be posted in Blackboard.
- Good Spanish, English, and Spanish-English Dictionaries.
- Access to: a good legal dictionary (*Black's Law Dictionary*), a *Diccionario jurídico* or *Diccionario de derecho*, an English-Spanish law dictionary (*Butterworth's*), and María Moliner's *Diccionario del uso*. Most are available at the library and/or the Spanish Resource Center

Materials prepared by the instructor to be found in Blackboard.

Technology Requirements
The course content requires all students to have access to some means of recording sound. Individual tape recorders, dictation machines, mp3 recorders and laptops all work very well for this purpose. Students at John Jay College are able to use the Modern Languages Lab, subject to availability.

Course Requirements:
In order to participate actively in class you must always do the assigned translation homework, which will be discussed in class. All homework translations should be word-processed and double-spaced. Never turn in a rough draft.

A *portfolio* of all the texts translated for class, with an expandable glossary of problematic vocabulary, phrases, and expressions, with their translations, will be maintained by each student and turned in for a grade toward the end of the semester. Keep class notes on a separate notebook.
Final Grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Participation</td>
<td>You are expected to participate actively in class. Expectations include leading one week of discussion individually (assigned in advance of discussion date).</td>
</tr>
<tr>
<td>15%</td>
<td>Homework</td>
<td>Grades are assessed based on all assignment components. See Error Marking Code below</td>
</tr>
<tr>
<td>25%</td>
<td>Portfolio</td>
<td>You re-work every translation, accepting or rejecting suggestions or corrections. If you reject a suggestion, you must explain why and support your choice in the portfolio. All translations must be gathered in portfolio form and presented as a final project at the end of the term.</td>
</tr>
<tr>
<td>30%</td>
<td>Project</td>
<td>The portfolio includes a 5-7-page final translation project. Projects must be in one of the fields studied in class. If you hand your project into me in time, I will highlight mistranslations, awkward passages, etc., and return it to you in a week.</td>
</tr>
<tr>
<td>20%</td>
<td>Midterm</td>
<td>You translate three of five texts similar to those worked on in class, with the aid of a dictionary. This is a timed exam and detailed instructions will be provided.</td>
</tr>
</tbody>
</table>

The John Jay Undergraduate Bulletin allows for the following grades:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure (remains on transcript even when retaken and passed)

For more information on grades, please see The Undergraduate Bulletin.

Class Procedure:

- Translation homework will be distributed for every class meeting. All students should do all assigned texts and observe the “Suggested Stages for Translations” outlined below.
- Each day one person will make a model translation and bring photocopies for his/her classmates and instructor in order to facilitate its discussion and correction in class. All other students must also do the same translation at home so as to compare it with the model translation.
- Each day we will discuss one or more model translations. We will also discuss an additional homework text for which no model translation has been assigned, thereby requiring the participation of all students. Occasionally, the instructor will bring fresh texts which students will translate as a team in class by working in small groups against the clock.
- The instructor will announce, without notice, which homework translation texts are to be
turned in for a grade on any particular day.

- The instructor will return the marked translations on the following class meeting. The instructor will not “correct” the translations, but mark the perceived errors according to the “code” below.

- The students will correct those translations and include a final, polished copy in their portfolio which will be turned in and finally graded towards the end of the semester.

**Suggested Stages for Translations:**

- Carefully reread the original fragment. What does it mean? What are the main ideas?
- Analyze the style. Is it formal, colloquial, technical, etc.? Is the tone serious, ironic, humorous, etc.? What type of readership is it aimed at?
- Identify lexical and syntactical problems: usage, metaphors, technical terms, false cognates, slang, grammatical structures without direct equivalent, etc.
- Write a first draft of the translation. Are there still unresolved lexical problems?
- Reread the draft while comparing it to the original. Has the meaning or “spirit” of the original been lost or distorted? What can be done to correct this?
- Proofread the revised draft for grammar and spelling. Correct any error.
- Reread the corrected draft from the point of view of a reader who does not know the original text. Does it sound good or does it sound like a translation (awkward, not smooth or natural)? Make the necessary changes.
- Read the translation once again, paying attention to the style. Will the translation produce a similar effect upon the reader as the original would have?

**Code for Corrections:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Serious grammatical mistake</td>
</tr>
<tr>
<td>g</td>
<td>Grammatical mistake</td>
</tr>
<tr>
<td>o</td>
<td>spelling (ortografía)</td>
</tr>
<tr>
<td>v</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>s</td>
<td>Meaning has changed (significado)</td>
</tr>
<tr>
<td>a</td>
<td>Capitalize</td>
</tr>
<tr>
<td>A</td>
<td>Use lower case</td>
</tr>
<tr>
<td>~</td>
<td>Change the order</td>
</tr>
<tr>
<td>e</td>
<td>A problem of style (estilo). Awkward, lacks clarity, or does not sound good</td>
</tr>
<tr>
<td>T</td>
<td>Sounds like a translation</td>
</tr>
<tr>
<td>/</td>
<td>Strike, eliminate</td>
</tr>
<tr>
<td>()</td>
<td>Unnecessary, could be eliminated</td>
</tr>
</tbody>
</table>

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
RUBRICS FOR GRADING TRANSLATIONS
(adopted from the American Translator’s Association (ATA): http://www.atanet.org)

In each column, the grader marks the box that best reflects performance in that dimension, measured against the ideal performance defined for that dimension in the “Standard” row.

**Note:** A passage may show uneven performance across the dimensions. For example, a candidate with excellent command of the target language but limited knowledge of the source language might show **Strong** performance for **Target mechanics** but **Minimal** performance for **Usefulness / transfer**.

See also the Explanation above.

<table>
<thead>
<tr>
<th>Usefulness</th>
<th>Terminology/style</th>
<th>Idiomatic writing</th>
<th>Target mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD</strong></td>
<td>The translated text is fully usable for the purpose specified in the Translation Instructions. The meaning and sense of the source text have been fully and appropriately transferred to the translated text.</td>
<td>Terminology is appropriate in context. Style and register are appropriate for the topic in the target language and for the specified audience.</td>
<td>Translated text fully follows the rules and conventions of target language mechanics (spelling, grammar, punctuation, etc.).</td>
</tr>
<tr>
<td><strong>Strong</strong></td>
<td>Translated text transfers meaning in a manner fully consistent with the Translation Instructions. Translation contains few or no transfer errors, and those present have a minor effect on meaning.</td>
<td>Translated text contains few or no inappropriate term or style/register choices. Any errors have a minor effect on meaning.</td>
<td>Translated text contains few or no errors in target language mechanics.</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>Translated text transfers meaning in a manner sufficiently consistent with the</td>
<td>Translated text contains occasional and/or minor inappropriate term</td>
<td>Translated text contains occasional errors in target language mechanics.</td>
</tr>
</tbody>
</table>
Translation Instructions. Translation contains occasional and/or minor transfer errors that slightly obscure or change meaning.

Deficient

| Translated text transfers meaning in a manner somewhat consistent with the Translation Instructions. Translation contains more than occasional transfer errors that obscure or change meaning. |
| Translated text contains frequent inappropriate and/or incorrect terms or style/register choices. Such errors may obscure or change meaning. |
| Translated text contains frequent and/or obvious unidiomatic or inappropriate wording. Such errors may obscure or change meaning. |
| Translated text contains frequent and/or obvious errors in target language mechanics. |

Minimal

| Translated text transfers meaning in a manner inconsistent with the Translation Instructions. Translation contains frequent and/or serious transfer errors that obscure or change meaning. |
| Translated text contains excessive inappropriate and/or incorrect terms or style/register choices. Such errors obscure or change meaning. |
| Translated text contains excessive and/or disruptive unidiomatic or inappropriate wording. Such errors obscure or change meaning. |
| Translated text contains excessive and/or disruptive errors in target language mechanics. |

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). 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)

PLAGIARISM

Statement of the College Policy on Plagiarism

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

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

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

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

TENTATIVE SCHEDULE

Week 1

- Introduccion to the course
- Review of translation techniques
- Legal Language Discourse Features
  - Ordinary Meaning vs. Legal Meaning
  - False cognates
  - Legal terminology
  - Translating Legal Terms or Legal Concepts?
  - Ideological issues
  - Translating as intercultural transfer
- Reading: Alcaraz et al., chapter 4 (El inglés jurídico norteamericano)

Week 2:

- Conceptual vs textual nature of legal text
- SLT or TLT oriented text
- Translation procedures and techniques: transposition, modulation, modification
- Syntax of legal texts
- Textual coherence
- Text connectors, cohesion
- Professional translator or legal experts?
Week 3
- Terminological and textual resources for legal translation
- Definition of Legal System. Judicial, Social, Moral, and Religious norms
- Translating Birth and Death Certificates.
- Reading: Alcaraz et al., chapter 2 (El lenguaje de los poderes legislativo, ejecutivo y judicial)

Week 4
- Terminological and textual resources for legal translation
- The Concept of the Modern State and the Rule of Law.
- Translating Marriage and Divorce Certificates.
- Reading: Alcaraz et al., chapter 3 (El lenguaje de los jueces, los fiscales y los abogados)

Week 5
- Different Branches of Law. Public Law.
- Translating Personal Legal Documents: Wills and Trusts
- Reading: Alcaraz et al., chapter 5 (La traducción del inglés jurídico norteamericano)

Week 6
- Private Law
- Defining Contracts. Civil Contracts.
- Purchase and Sale Agreements.
- Reading: Alcaraz et al., chapter 10 (El lenguaje de los contratos (I). El contrato de compraventa. Las marcas)

Week 7
- “Civil” Contracts.
- Rental and Lease Contracts.
- Reading: Alcaraz et al., chapter 11 (El lenguaje de los contratos de arrendamiento y de trabajo)

Week 8
- "Mercantile" Contracts.
- Reading: Alcaraz et al., chapter 12 (El lenguaje del comercio)

Week 9
- MIDTERM

Week 10
- Concept, Characteristics, and Classification of Civil Society.
- Civil Litigation.
- Reading: Alcaraz et al., chapter 7 (El lenguaje de los procesos civiles)

Week 11
- Concepts of Crime and Punishment.
- Criminal Law Documents.
- Reading: Alcaraz et al., chapter 6 (El lenguaje de los procesos penales)

**Week 12**
- Translating Legal Correspondance.

**Week 13**
- Public and Constitutional Law.
- Administrative Law Documents.

**Week 14**
- Translating Immigration Documents.

**Week 15**
- *Portfolios are due*
- Final Exam
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 2/10/2012

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

• a. Department(s) or program(s) proposing this course: History

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

   Email address(es): smcdougall@jjay.cuny.edu

   Phone number(s): (203) 915-3961

• a. Title of the course: Marriage in Medieval Europe

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

c. Level of this course: 100 Level X 200 Level 300 Level 400 Level

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

   This course offers an introduction to the history of marriage in premodern, western Europe. We will work slowly and carefully towards the goal of understanding how to analyze both primary and secondary sources, in class discussion and in written exercises.

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

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

   The History Department currently offers no courses on Medieval Europe. Additionally, while we have various courses on gender and sexuality, we have no courses on the history of marriage.

Approved by UCASC, Sept 21, prepared for College Council, Oct 18, 2012
This course offers an introduction to the ideas and practices of marriage as they emerged in Western Europe from antiquity to 1500. Drawing upon primary and secondary sources, the course will examine how early European societies conceived of, practiced, and regulated marriage. Topics will include monogamy and polygyny, the role of sex and gender in marriage, adultery, incest rules, divorce, spousal homicide, and remarriage. Marriage customs at all levels of society will be considered.

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

ENG 101

- Number of:
  - Class hours _3____
  - Lab hours ______
  - Credits _3____

- Has this course been taught on an experimental basis?
  - _____ No
  - _____ Yes. If yes, then please provide:
    - Semester(s) and year(s):
    - Teacher(s):
    - Enrollment(s):
    - Prerequisites(s):

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

Students will:
1. Be able to construct an argument related to the history of marriage in Medieval Europe based upon evidence from both primary and secondary sources.
2. Students will be able to recognize change over time in the rules and practices of medieval marriage.
3. Students will be able to identify the place of gender, religion, social class, and geography in the different ways in which marriage was regulated and practiced.

4. Students will be able to compare differences between rules and actual practice.

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

___ No
_ _ Yes

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

Track A/B of the Global History major, History minor, an elective in Gender Studies. (See email from Prof. Katie Gentile approving addition to Gender Studies at end of this proposal form)

10. How will you assess student learning?

Students’ participation in discussion will be assessed and graded according to their preparedness, and quality of questions they learn to ask in the course of the semester. They will have short in-class writing assignments in response to every reading, in order to assess how well they understand the assigned texts. They will also have a number of writing assignments. The three response papers will assess their ability to critically assess readings, and also improve their writing in the course of the semester, with expectations that they apply critiques of the earlier papers. The midterm essay and final exam will provide an opportunity to analyze how students succeed at in-depth analysis of central questions raised by the course.

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

Yes_ ___ No____

• If yes, please state the librarian’s name____________________________

• Are there adequate resources in the library to support students’ work in the course Yes___ ____ No_______

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

  • The library catalog, CUNY+
  • EBSCOhost Academic Search Complete
• Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
• LexisNexis Universe
• Criminal Justice Abstracts
• PsycINFO
• Sociological Abstracts
• JSTOR
• SCOPUS
• Other (please name) __________________________

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 - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

13. Date of Department curriculum committee approval
_____________2/10/2012_____________

14. Faculty - Who will be assigned to teach this course? __Sara McDougall_____

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

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

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

__ _Not applicable
____No
____Yes. If yes, give a short summary of the consultation process and results.

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

18. Signature/s of Endorsement

Chair, Proposer’s Department

__________________________________________
Major or Minor Coordinator

From: Katie Gentile
Sent: Tuesday, May 15, 2012 1:45 PM
To: Sara McDougall
Subject: RE: new course on marriage

sure. gender and sexuality would seem to feature prominently in such a fascinating course.

Katie Gentile
Associate Professor, Counseling Director, Gender Studies Program
524 W. 59th Street, Rm. 68.15L
New York City, NY 10019
Tel. 212.237.8110
Fax. 212.484.1319
Co-Editor, Studies in Gender & Sexuality:

From: Sara McDougall
Sent: Tuesday, May 15, 2012 1:40 PM
To: Katie Gentile
Subject: new course on marriage

Dear Katie,

Happy almost over!

Would Gender Studies be interested in an elective on the history of marriage? I planned it as a course on marriage in medieval Europe, but I am being encouraged to broaden the course to include antiquity, which I’m perfectly willing to do. In any case, can I interest you in the course? It will be stocked full with gender, I can’t imagine teaching it any other way.

best, Sara McDougall
John Jay College of Criminal Justice  
HIS 2XX: Marriage in Medieval Europe (0-1500)  
Professor Sara McDougall  
smcdougall@jjay.cuny.edu  
Office: 8th Floor of the New Building, 8.65.04.  
Office phone: 212-237-8817  
Office Hours: Tuesday 3-4, Thursday 2-3 and by appointment.  

Course Description  
This course offers an introduction to the ideas and practices of marriage as they emerged in Western Europe. Drawing upon primary and secondary sources, we will examine how premodern European societies conceived of, practiced, and regulated marriage. Topics will include monogamy and polygyny, the role of sex and gender in marriage, adultery, incest rules, divorce, spousal homicide, and remarriage. Marriage customs at all levels of society will be considered.  

Learning Outcomes:  
By the end of the course students will:  

1. Be able to construct an argument related to the history of marriage in Medieval Europe based upon evidence from both primary and secondary sources.  
2. Be able to recognize change over time in the rules and practices of medieval marriage.  
3. Be able to identify the place of gender, religion, social class, and geography in the different ways in which marriage was regulated and practiced.  
4. Be able to compare differences between rules and actual practice.  

Required Reading:  
All assignments will be posted on the course website. You must print these out and bring them to class with you.  

Assignments:  
Participation: 20%.  
In-class writing assignments: 15%  
Three reading response papers (500 words, the first paper worth 5%, second and third worth 10% each): 25%. Write on any three of the readings, but the first two must be completed before midterm and the last before the final two weeks of the course.  
Mid-term paper (1,000 words): 20%.  
Final exam: 20%  

Statement of the College Policy on Plagiarism  
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php , see Chapter IV Academic Standards)

Course Outline:

Week 1a: Introduction.

Week 1b Ruth Mazo Karras, “Marriage: medieval couples and the uses of tradition” in Why the Middle Ages Matter: Medieval Light on Modern Injustice (Routledge, 2011)

Week 2a: Jewish traditions

Week2b: Marriage in the Gospels
Matthew 19.8-9 with Mark 10.1-12; Romans 7; 1 Timothy 3.2 with Titus 1.6; I Timothy 5.9.; 1 Timothy 4.12 with Titus 2.7; 1 Peter 5.3 with 1 Corinthians 4.6 and 1 Cor. 11.1

Week 3a: Marriage in the Early Church
Selections from David Hunter, Marriage in the Early Church reader.

Week 3b: Early Medieval Marriage: Christians and Pagans
Selections from Gregory of Tours and the Liber Francorum.

Week 4a: Women and Early Medieval Marriage

Week 4b: The Incest Taboo
Selections from penitentials, Carolingian marriage legislation, and early church councils.

Week 5a: Marriage and Politics

Week 5b: The Triumph of Monogamy
David Herlihy, “The Triumph of Monogamy” (JSTOR)

Week 6a: Film: “The Lion in Winter”

Approved by UCASC, Sept 21, prepared for College Council, Oct 18, 2012
Week 7a: Mid-term paper due.

Week 7b: Defining the Limits of Christian Marriage
Letters of Ivo of Chartres and Fulbert of Chartres on marriage

Week 8a Fear of Adultery

Week 8b Marriage in Medieval Romance
Marie de France, "Elidue"

Week 9a Resistance to Marriage
"The Life of Christina of Markyate”

Week 9b: Sex in Marriage
Elizabeth Makowski, “The Conjugal Debt and Medieval Canon Law,” in Julia Bolton Holloway, Constance S. Wright, and John Bechtold, eds., *Equally in God's Image: Women in the Middle Ages* (New York: Peter Lang, 1990), 129-143

Week 10a Marriage and Class

Week 10b Noble marriage and divorce
Select chapters from Charles Smith, *Papal Enforcement of Some Medieval Marriage Laws* (Louisiana University Press, 1940)

Week 11a: Unequal unions
Selections from Ruth Karras, *Unmarriages.*

Week 11b Mixed marriage

Week 12a Jewish and Muslim Marriage I
Manuela Marin “Marriage and Sexuality in Al-Andalus” in *Marriage and Sexuality in Medieval and Early Modern Iberia*, Eukene Lacarra Lanz, ed. (Routledge, 2002) 3-20

Week 12b Jewish and Muslim Marriage II
Avraham Grossman, *Pious and Rebellious: Jewish Women in Medieval Europe* Chapter 4 “Monogamy and Polygamy” 68-101

Week 13a Marriage Practice and Litigation in Medieval England

Week 13b Marital Breakdown
Impotence cases from fifteenth-century England and France

Week 14a Domestic Violence

Week 14b Spousal Homicide

Week 15a Remarriage
Chaucer’s Wife of Bath

Week 15b: Conclusions and review for final exam

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

New Course Proposal Form

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

1. a. Department(s) or program(s) proposing this course:
   Joint Minor between 1) English Department; and 2) Latin American and Latino Studies Department

   b. Date submitted to Office of Undergraduate Studies: March 13, 2012

   c. Name and contact information of proposer(s):
      Professors Richard Perez & Belinda Rincon

      Email address(es): rperez@jjay.cuny.edu, brincon@jjay.cuny.edu

      Phone number(s): 646-557-4408; 212-237-8750

2. a. Title of the course: Gender and Sexuality in U.S. Latino/a Literature

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Gender Latino/a Lit

3. a. Level of this course: ___100 Level ___200 Level ___X__300 Level ___400 Level

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

   In this course students will continue their mastery of the literary skills developed in the LIT 2XX Foundations in U.S. Latina/o Literature Survey. The course also continues the focus on thematic and aesthetic aspects of Latino literature discussed in the minor’s other 300-level courses and prepares students to handle the upper-level work of the minor’s 4XX seminar. As part of a minor program that focuses on social, cultural, and critical inquiry, this course includes readings in a variety of fields and literary criticism that will expose students to a host of theoretical constructs and approaches. In addition to requiring a demanding reading list, the course requires 25 pages worth of writing that constitutes a majority of the final course grade.

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

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 study the representations of gender and sexuality in Latina/o literature, poetry, drama, and essays. Students will examine the social construction of gender and sexuality, their variations within different Latina/o communities, and their relationship to race and class. We will also examine Latina feminism as a critical approach to the study of power and justice in American society. Authors may include Sandra Cisneros, Manuel Muñoz, Esmeralda Santiago, Junot Diaz, Julia Alvarez, Silvio Sirias, Cristina Garcia, and Reinaldo Arenas among others.

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

Eng 101 and 201

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

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

   Any serious examination of literature, justice and society necessitates a study of sex, gender, and sexuality. Latina/o literature, like other literatures, shapes and is shaped by cultural conceptions of these categories and their interrelationship. LIT 3XX: Gender and Sexuality in U.S. Latina/o Literature provides students with the critical vocabularies, close readings skills, and in-depth understanding of their social environments by focusing on literary representations of sex, gender, and sexuality. The course will use Latina/o literature to examine common assumptions, categories, and behaviors that relate to gender and sexual difference. We will study how femininities and masculinities are socially conceived, their cultural variations, and their political implications. By engaging with literary and visual texts such as film, students will be exposed to historically contingent constructions of identity categories and to their constantly shifting
Students will emerge from the course with a deeper understanding of how gender and sexuality are implicated in power relations, how they are used to perpetuate social inequities, and how Latina/o writers, poets, and dramatists attempt to expose these operations in their writing. The course will introduce students to a set of terms that are critical to the study of gender and power including performativity, subjectivity, intersectionality, and normativity among others. Topics will vary widely from depictions of domesticity and sex roles to the study of social institutions such as the family and marriage.

9. Course learning outcomes:
(What do you expect students to know after taking this course?)

1. Learn key terms and concepts related to the study of gender, sexuality, and feminist studies.
2. Evaluate the role of literature in the formation of gender, sexuality, and feminist inquiry.
3. Read and analyze theoretical literature related to the subject and incorporate these insights into their own literary analyses of Latina/o literature.
4. Study the social, political, and historical contexts of Latina/o literature’s production and circulation in order to situate each text and author within literary or social movements and fields.
5. Through written work and oral presentations, students will acquire the ability to read a text closely and critically, demonstrating analysis at both the verbal and thematic level.
6. Students will write persuasive, thesis-driven essays that synthesize U.S. Latino/a literary and theoretical texts in a cohesive manner and follow standard conventions of writing including grammatical constructions, appropriate vocabulary, and proper citation.

b. 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 required, for their final paper, to locate, retrieve, and evaluate secondary sources from scholarly online databases such as Project Muse, JSTOR, Ebscohost, Academic Search Premier, Latinostories.com, La Bloga.com, and Gale Literature Resource Center.

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


iii. How & where in the class calendar will students be taught in class how to use these information tools?
During the first two weeks of class and again at the end of the semester to prepare for final paper; students will be taught how to access databases, indexes, and be directed to pertinent websites.

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

The learning objectives are commensurate with those of the English minor as well as other U.S. Latino/a literature minors around the country.

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

Although different professors will shape assessment to their own preferences, possible means of assessment include short reading quizzes, tests, journals, several short papers, longer papers—including drafts, and a substantial research paper that demands the students situate texts within an existing critical or literary argument. Students may also be asked to do group presentations, lead discussion, or generate topics for in-class consideration.

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

All 300-level courses in the minor will assign twenty-five pages of writing. Each Professor will reach this goal differently, assigning papers, and/or tests, quizzes, journals, or reading responses. We, for instance, would require students write four formal essays. For the first three formal essays (5 pages), students will choose from a list of possible topics or develop their own (with Professor approval). Each short essay will require a clear thesis, textual support, and close analysis of selected passages with the inclusion of theoretical material to further buttress their arguments. The final essay (10 pages) will require students to compare two novels from the syllabus, develop a clear, defensible thesis, and incorporate textual evidence. They will also be required to draw from several theoretical articles from the syllabus in order to inform their analysis of the novel. Each essay will be accompanied by pre-writing assignments including a working thesis statement, outline, rough draft, and peer review.

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

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

____No
__X__Yes. If yes, please give some examples.


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

____No
__X__Yes. If yes, please name them.


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

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


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

____ No

_X__Yes. If yes, please name them.


Name of library faculty member consulted: Marta Bladek

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

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

__X__Yes

13. Syllabus

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

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

14. Date of Department curriculum committee approval:

English Department: February 16, 2012
Latin American and Latina/o Studies Department: March 13, 2012

15. Course offerings

a. When will this course be taught?

Every semester, starting __________

One semester each year, starting __________

One semester every two years, starting __Spring 2014_________

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

c. Who will be assigned to teach this course?

Richard Perez, Assistant Professor of English
Belinda Rincon, Assistant Professor of Latin American and Latina/o Studies and English
Suzanne Oboler, Professor of Latin American and Latina/o Studies

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

Similar to the English department, this course focuses on the study of literature, while borrowing from many of the interdisciplinary fields (history, politics, philosophy, psychology, sociology) prevalent in the Latin American and Latina/o Studies department.

Specifically, Lit 316 Gender and Identity in Literary Traditions

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

The respective chairs of English and Latin American and Latina/o Studies are very excited at the prospect of this course and minor. They feel it is an important curricular contribution to the college and will be deeply beneficial to our students.

Faculty member, Liza Yukins, in Gender Studies thinks this course is a serious contribution to the study of Gender in the college.

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): Allison Pease March 2, 2012
           Lisandro Perez, March 13, 2012

   b) Will this course be part of any major(s), minor(s) or program(s)?
      ____No
      ____X__Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
U.S. Latino/a Literature Minor
One of seven 300-level courses of the proposed Latina/o Literature Minor.
English and Latin American and Latina/o Studies Departments

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]. N/A
LIT 3XX: Gender and Sexuality in U.S. Latina/o Literature
Mondays & Wednesdays 12:30 – 1:45 p.m.
Class Room: ####

Course Description:
This course will study the representations of gender and sexuality in Latina/o literature, poetry, drama, essays, and film. We will examine the social construction of gender and sexuality, their variations within different Latina/o communities, and their relationship to race and class. Authors may include Sandra Cisneros, Manuel Muñoz, Esmeralda Santiago, Junot Diaz, Julia Alvarez, Silvio Sirias, Cristina Garcia, and Reinaldo Arenas among others.

Learning Outcomes:
1. Learn key terms and concepts related to the study of gender, sexuality, and feminist studies.
2. Evaluate the role of literature in the formation of gender, sexuality, and feminist inquiry.
3. Read and analyze theoretical literature related to the subject and incorporate these insights into their own literary analyses of Latina/o literature.
4. Study the social, political, and historical contexts of Latina/o literature’s production and circulation in order to situate each text and author within literary or social movements and fields.
5. Through written work and oral presentations, students will acquire the ability to read a text closely and critically, demonstrating analysis at both the verbal and thematic level.
6. Students will write persuasive, thesis-driven essays that synthesize U.S. Latino/a literary and theoretical texts in a cohesive manner and follow standard conventions of writing including grammatical constructions, appropriate vocabulary, and proper citation.

Required Readings:
Simply Maria, Or the American Dream: A One-Act Play (1996), by Josefina Lopez,
ISBN: 087129723X
Meet Me under the Ceiba (2009), by Silvio Sirias, ISBN: 1558855920
Films:
*Real Women Have Curves* (2002), dir. Patricia Cardoso
*Selena* (1997), dir. Gregory Nava
*Raising Victor Vargas* (2002), dir. Peter Sollett
*La Mission* (2009), dir. Peter Bratt
*Girlfight* (2000), dir. Karyn Kusama
*Mi Familia* (1995), dir. Gregory Nava

We will watch specific clips from films in class as a means to generate discussion and analysis of particular concepts. However, we will not watch films in their entirety during class. All films will be made available through library reserve for your independent viewing.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay 1 (5 pages)</td>
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<td>Essay 2 (5 pages)</td>
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<tr>
<td>Essay 3 (5 pages)</td>
<td>15%</td>
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<td>Essay 4 (10 pages)</td>
<td>30%</td>
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<tr>
<td>Discussion Leader</td>
<td>10%</td>
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<td>Class participation and attendance</td>
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Assignment Descriptions:

**Essays:** For the first 3 formal essays (5 pages each), students will choose from a list of possible topics or develop their own (with Professor approval). Each essay will require a clear thesis, textual support, and close analysis of selected passages. The final essay (10 pages) will require students to compare two novels from the syllabus, develop a clear, defensible thesis, and incorporate textual evidence. They will also be required to draw from one of the theoretical articles from the syllabus in order to inform their analysis of the novel. All essays will include pre-writing assignments including a working thesis statement, outline, rough draft, and peer review.

**Discussion Leader:** You will lead the class discussion at least once during the semester. A sign-up sheet will be distributed by the second week of class. You will prepare a brief statement of your opinions and interpretations of the readings. You will then lead discussion by asking three prepared questions based on the texts. Your questions should be open-ended questions (rather than questions that can be answered with a simple response or with a “yes” or “no”) that focus important or implicit themes in the reading. You will submit a written version of your presentation at the end of the class to me.

**Late Work:** Each day you are late turning in an assignment, one letter grade will be deducted. For example, an A paper will earn a B. After the third day, I will not accept the assignment and you will earn a 0 or F for that assignment.
**Attendance:** Having more than three unexcused absences will result in the automatic lowering of your final course grade by one letter, for example, an A- would drop to a B-, a B+ to a C+, etc. An excused absence is one in which you provide a notice from a doctor or provide some other form of written proof to verify any legitimate absence (i.e., notice of jury duty, etc.). Please notify me as soon as possible if you know you will be absent. Absences due to religious observances will be respected and will not affect your grade but should be cleared with me first so that we can make alternative arrangements. Habitual tardiness is just as bad as excessive absences because it causes a distraction for the whole class. Three tardies will equal one unexcused absence and may result in the lowering of your grade. Attendance will be taken each class.

**Classroom Policies**
- No texting or use of cell phones. Points will be deducted from your participation grade each time you are caught texting or using your cell phone in class.
- Laptop use is permitted during class only if you sit in the front row where I can monitor your usage
- No eating in class
- No disruptive behavior (sleeping, snoring, talking, arguing, etc.) or inappropriate comments (cursing, hate speech, insensitive or disrespectful comments about students or about the writers or texts, etc.). You will not be required to agree with your classmates (or with me), but you are expected to respond with constructive, thoughtful and thought-provoking remarks.

**Writing Policies**
- Because this is a literature course, we will use only the MLA method of documentation for all essay assignments. We will go over the formatting process in class.
- All essays must be typed, double-spaced, 12 pt. font, Times New Roman, 1-inch margins, and stapled. **Essays not following this format will be returned and considered late.**

**Academic Integrity:**
“Plagiarism is the presentation of someone's ideas, words or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students unsure of how and/or when to provide documentation are advised to consult with their instructors. The Library has free guides to help students with problems of documentation.” (Source: John Jay College of Criminal Justice Undergraduate Bulletin)
“By registering for courses offered by the College, students consent that all assignments are subject to submission for textual similarity review to www.turnitin.com.” (See http://www.jjay.cuny.edu/cunypolicies/JohnJayCollegePolicyofAcademicIntegrity.pdf for more information). This means that, as a John Jay student, you agree to have your essays submitted to turnitin.com to help determine if you have plagiarized from other sources. Please see me if you have questions about properly citing your sources.

**Possible penalties for plagiarizing include automatic failure of the course, a failing grade for the assignment, or other severe consequences that will depend on the circumstances of each incident.**

* This syllabus is subject to change. All changes will be announced in class and posted on Blackboard. It is your responsibility to check your John Jay email and the course Blackboard website for updates, information, and access to selected course readings. I will not send emails to non-John Jay email accounts. It is your responsibility to make sure that you clean out your John Jay email inbox and that you can receive email.

**Cultural Representations of Latina/o Embodiment**

**Week 1:**
**Tuesday:**
Introductions

**Thursday:**
*Simply Maria or the American Dream*, Josefina Lopez

**Week 2:**
**Tuesday:**
*Simply Maria or the American Dream*, Josefina Lopez
*Real Women Have Curves* (clips from film)

**Thursday:**
“Crossing Over: Assimilation, Utopia and the *Bildungsroman* on Stage and Screen in *Real Women Have Curves*” by Eliza Rodriguez y Gibson, *Camino Real* 1:0 (2009):135-151


**Week 3:**
**Tuesday:**
“Gendered Bodies and Borders in Contemporary Chican@ Performance and Literature” (215-228), Suzanne Chavez-Silverman in *Velvet Barrios: Popular Culture and Chicana/o Sexualities* (2003), ed. Alicia Gaspar de Alba

**Thursday:**

*Selena* (clips from film)


**Narratives of Sexuality and Identity in Latina/o Literature and Film**

**Week 4:**

**Tuesday:**

*Meet Me Under the Ceiba*, Silvio Sirias

**Thursday:**

*Meet Me Under the Ceiba*, Silvio Sirias

**Week 5:**

**Tuesday:**

*Drown*, Junot Diaz


**Thursday:**

*Drown*, Junot Diaz

*Raising Victor Vargas* (clips from film)

**Week 6:**

**Tuesday:**

*La Mission* (clips from film)

“Zigzagger” (2393-2401) by Manuel Muñoz


**Thursday:**

“Wrecks” (2207-2216) by Achy Obejas

Approved by UCASC, September 7, prepared for College Council, October 18, 2012

**Week 7:**

**Tuesday:**


**Masculinities: Constructions of Latino Manhood**

**Thursday:**

*America Libre*, Raul Ramos y Sanchez

**Week 8:**

**Tuesday:**

*America Libre*, Raul Ramos y Sanchez

**Thursday:**


**Femininities: Constructions of Latina Womanhood**

**Week 9:**

**Tuesday:**

*Girlfight* (clips from film)


**Thursday:**

“*Girlfight* the Power: Teaching Contemporary Feminism and Pop Culture,” Alyson Bardsley, *Feminist Teacher* 16.3 (June 2006): 189-204.


**Latina Femininities and the Family**

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
**Week 10:**

**Tuesday:**
*How the Garcia Girls Lost Their Accents*, Julia Alvarez

**Thursday:**
*How the Garcia Girls Lost Their Accents*, Julia Alvarez

**Week 11:**

**Tuesday:**
*How the Garcia Girls Lost Their Accents*, Julia Alvarez


**Thursday:**


**Week 12:**

**Tuesday:**
*Mi Familia* (clips from film)


**Chicana Feminism: History, Identity, and Living on la frontera**

**Thursday:**
“Traddutora, Traditora: A Paradigmatic Figure of Chicana Feminism,” Norma Alarcón, in *Perspectives on Las Américas: A Reader in Culture, History, and Representation*. Eds. Matthew Gutmann, Félix Matos Rodríguez, Lynn Stephen, Patricia Zavella.


**Week 13:**

**Tuesday:**

“I Throw Punches for My Race, But I Don’t Want to Be a Man: Writing US – Chica-Nos

“In Praise of Difficult Chicas: Feminism and Femininity” (119-132), Adriana Lopez in Colonize This!: Young Women of Color on Today’s Feminism (2002), ed. Daisy Hernandez et. al.

Thursday:
Borderlands/La Frontera, Gloria Anzaldúa

Week 14:
Tuesday:
Borderlands/La Frontera, Gloria Anzaldúa

Thursday:

Week 15:
Tuesday:


Thursday:
Wrap up.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

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

1. a. Department(s) or program(s) proposing this course:
   Joint Minor between 1) English Department; and 2) Latin American and Latina/o Studies Department

   b. Date submitted to Office of Undergraduate Studies: March 13, 2012

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

   Professors Richard Perez & Belinda Rincon
   Email address(es): rperez@jjay.cuny.edu, brincon@jjay.cuny.edu
   Phone number(s): 646-557-4408; 212-237-8750

2. a. Title of the course: Entangled Tongues: Bilingualism in U.S. Latino/a Literature

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Biling Latino/a Lit

3. a. Level of this course:
   ____100 Level  ____200 Level  ____X____300 Level  ____400 Level

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

   Bilingualism is a central theme in U.S. Latino/a literature and criticism. Many U.S. Latino/a writers (indirectly) reference what is generally termed “Spanglish” in order to highlight in-between languages, cultures, and identity. With assistance from secondary essays, students will develop a critical understanding of the literature, which they will demonstrate in detailed class discussions, presentations, and written assignments. Commensurate with the other 300 level courses in the minor, this course will require 25 pages of writing, as well as offer close readings of
representative literature and theory. In addition to deepening student knowledge of
the field and its emphasis on the melding of languages into expressive forms, it will
help students prepare for the 400 level seminar, a class which will rely, in different
capacities, on the content and concerns found in this course. As an institution with a
majority minority, working-class student body, who speak many diverse versions of
English, as well other languages, John Jay is especially suited for this course.

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

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

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

Eng 101 and 201.

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

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

   ____ No
   ____X Yes. If yes, then please provide:
   a. Semester(s) and year(s): Fall 2009
   b. Teacher(s): Richard Perez
   c. Enrollment(s): 18 students
   d. Prerequisites(s): Eng 101 or 201; One of the following: Lit 230, 231, 232, 233.

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.)

Language is a constitutive part of our identities. In a city as multi-ethnic as New York, and in a college that mirrors this diversity, a course on how English is creatively accented, reframed, and expanded takes on special importance. *Entangled Tongues: Bilingualism U.S. Latino/a Literature* analyzes the blending of languages that produce a quintessentially American mode of expression. Bilingualism is a central concern for U.S. Latino/a literature and criticism. Many U.S. Latino/a writers (in)directly reference what is generally termed “Spanglish” in order to highlight a language in-between. In this sense the mixing and matching of English/Spanish becomes a language of its own, akin to other ethnic vernaculars. As an institution with a majority minority, working-class student body, John Jay is especially suited for this course. Many of our students speak diverse versions of English. Spanglish is the result of a specialized vocabulary, at once old and new, foreign and domestic, which describes the doubled nature of Latino/a experience. U.S. Latino/a writers find in these language constructions a narrative potential that allows English and Spanish to animate one other, to insinuate novel meanings, and broaden the way language is used and understood. This course then aims to familiarize students with this Latino/a vernacular and show how writers utilize Spanglish or broken English to create a particular aesthetics. *Entangled Tongues* will study how these two languages form a dynamic mode of expression stretching the boundaries of English to create new verbal and artistic vocabularies. In this context, “vernacular” English is not something to overcome, but a complex dimension of how we speak English in the United States. For U.S. Latino/as, bilingualism is the language by which a literature is conceived.

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

1. Learn key terms, concepts, and differing literary trends at work in U.S. Latino/a Literature.
2. Employ close reading skills in order to make sense of literary language in all of its verbal and syntactical complexity and implement the key elements and terms of literature, such as tone, point of view, figurative language, and plot structure in their analysis of literature.
3. Evaluate the interconnections of race, gender, sexuality, class, and nationality and their formative impact on U.S. Latino/a bilingual aesthetics.
4. Study bilingual literature as a discipline related to the development of aesthetics, expressive vocabularies, and overlapping languages.
5. Through written work and oral presentations, students will acquire the ability to read a text closely and critically, demonstrating analysis at both the verbal and thematic level.
6. Write persuasive, thesis-driven essays that synthesize U.S. Latino/a literary and
theoretical texts in a cohesive manner and follow standard conventions of writing including grammatical constructions, appropriate vocabulary, and proper citation.

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 ... )

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 required, for their final paper, to locate, retrieve, and evaluate secondary sources from scholarly online databases such as Project Muse, JSTOR, Ebscohost, Academic Search Premier, Latinostories.com, La Bloga.com, and Gale Literature Resource Center.

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


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

During the first two weeks of class and again at the end of the semester to prepare for final paper: students will be taught how to access databases, indexes, and be directed to pertinent websites.

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

The learning objectives are commensurate with those of the English minor as well as other U.S. Latino/a literature minors around the country.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?
Although different professors will shape assessment to their own preferences, possible means of assessment include short reading quizzes, tests, journals, several short papers, longer papers—including drafts, and a substantial research paper that demands the students situate texts within an existing critical or literary argument. Students may also be asked to do group presentations, lead discussion, or generate topics for in-class consideration.

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

All 300 level courses in the minor will assign twenty-five pages of writing. Each professor will reach this goal differently, assigning papers, and/or tests, quizzes, journals, or reading responses. We, for instance, would require students write four formal essays. For the first three formal essays (5 pages), students will choose from a list of possible topics or develop their own (with professor approval). Each short essay will require a clear thesis, textual support, and close analysis of selected passages with the inclusion of theoretical material to further buttress their arguments. The final essay (10 pages) will require students to compare two novels from the syllabus, develop a clear, defensible thesis, and incorporate textual evidence. They will also be required to draw from several theoretical articles from the syllabus in order to inform their analysis of the novel. Each essay will be accompanied by pre-writing assignments including a working thesis statement, outline, rough draft, and peer review.

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

   a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)
      ____No
      ____X__Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?
   
   ____ No
   __X__ Yes. If yes, please name them.


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


d. Will students be directed to use any specific bibliographic indexes/databases?  (Please check the list of databases licensed by the library before answering this question.)
   
   ____ No
   __X__ Yes. If yes, please name them.

Name of library faculty member consulted: Marta Bladek

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/undergraduates/studies/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:

   English Department: February 16, 2012
   Latin American and Latina/o Studies Department: March 13, 2012

15. Course offerings
   a. When will this course be taught?
      Every semester, starting __________
      One semester each year, starting _Fall 2014_____
      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?

      Richard Perez, Assistant Professor of English
      Belinda Rincon, Assistant Professor of Latin American and Latino/a Studies and English
Tanya Rodriguez-Eckman, Assistant Professor of Philosophy

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

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

The respective chairs of English and Latin American and Latina/o Studies are very excited at the prospect of this course and minor. They feel it is an important curricular contribution to the college and will be deeply beneficial to our students.

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):
   Allison Pease, March 2, 2012
   Lisandro Perez, March 13, 2012

   b) Will this course be part of any major(s), minor(s) or program(s)?
      ____No
      ___X___Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

      U.S. Latino/a Literature Minor
      The second 300 level course of the Minor.
      English and Latin American and Latina/o Studies

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].

Approved by UCASC, September 21, prepared for College Council, October 18, 2012
John Jay College of Criminal Justice, CUNY

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

Fall
LLS 3XX
Professor Richard Perez
Monday & Wednesday
profperez@msn.com
Office: 732A (619 West 54th Street)
Office Hours: Tuesdays 11am-1pm and by appointment

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

Course learning outcomes:

1. Learn key terms, concepts, and differing literary at work in U.S. Latino/a Literature.
2. Employ close reading skills in order to make sense of literary language in all of its verbal and syntactical complexity and implement the key elements and terms of literature, such as tone, point of view, figurative language, and plot structure in their analysis of literature.
3. Evaluate the interconnections of race, gender, sexuality, class, and nationality and their formative impact on U.S. Latino/a bilingual aesthetics.
4. Study bilingual literature as a discipline related to the development of aesthetics, expressive vocabularies, and overlapping languages.
5. Through written work and oral presentations, students will acquire the ability to read a text closely and critically, demonstrating analysis at both the verbal and thematic level.
6. Write persuasive, thesis-driven essays that synthesize U.S. Latino/a literary and theoretical texts in a cohesive manner and follow standard conventions of writing including grammatical constructions, appropriate vocabulary, and proper citation.
**Required Texts:**


**Grading and Requirements:**

There are three basic requirements for this course – attendance, participation, and written assignments.

*Consistent attendance and timely arrival to class* is necessary in order to pass this course. Three absences will result in lowering of grade; and four or more in automatic failure. Three or more latenesses will also adversely affect your grade.

*Participation* includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Because participation is so important to the success of individual learning and the atmosphere of the class it will consist of 25% of your final grade.

*Written assignments* must be completed by the end of the semester in order to pass this course. Any late papers will automatically drop a grade. The average marks of your four papers will make up 75% of your final grade.

**Notable Due Dates:**

Week Five: Paper #1 Due – 5 pages.

Week Nine: Paper #2 Due – 5 pages.

Week Twelve: Paper #3 Due – 5 pages.

Week Fifteen: Final Paper Due – 10 pages.

**Expectations:**

- You are expected to behave in a mature, respectful manner in class. This means that you are alert and engaged, your cell phone/ipod/blackberry/camera is turned off and put away, you are not eating (drinks are okay), and you treat all members of the class politely. If you do not behave in this manner, you will be asked to leave class (which will result in a lateness on your attendance), and your grade will be affected.
➢ You write four short papers as described in the “Grading and Requirements” above.

➢ You will bring the appropriate texts to class.

➢ For reading ease, assignments should be typed and double-spaced, in 12 point font, and black ink.

➢ If you do not show up to class when a paper is due your grade will be dropped each class you fail to bring the paper in (for example, A to A-; B to B-, etc.).

➢ Your assignment is considered late if it is not turned in when I collect it in class. If you expect to be absent or late when an assignment is due, give it to me ahead of time or give it to a friend to turn in.

**COLLEGE POLICY ON PLAGIARISM:**

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

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

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (Undergraduate Bulletin p. 167).
READING SCHEDULE

Introduction: Bi-Language: Re-sorting Experience

Week One: Desire and Language

Class One: Hunger of Memory by Richard Rodriguez – pgs. 1-42.
Handout: “La Jerga Loca” by Ilan Stavans

Class Two: Hunger of Memory – pgs. 43-78.

Week Two: Secrets of Language: Race, Class, Invisibility

Class Three: Hunger of Memory – pgs. 79-150.


Week Three: Bilingual Language Games

Class Five: AmeRican – pgs. 1-25.
Handout: “‘Que assimilated, brother, yo soy asimilao’: The Structuring of Puerto Rican Identity” by Juan Flores


Week Four: Speaking in Poetic Tongues

Class Seven: AmeRican – pgs. 52-75.

Class Eight: AmeRican – pgs. 76-96.

Week Five: The Space of Language

Class Nine: House on Mango Street – pgs. 1-60.
Handout: “Bilingualism, Biculturalism, and Borders” by Coco Fusco and Guillermo Gomez-Pena

Paper #1 Due – 5pgs.

Class Ten: House on Mango Street – pgs. 61-110.

Week Six: Language Returns
Handout: “Roots of Bilingualism” by Ed Morales


**Week Seven: Longing in/of Language**


**Week Eight: Out of Many, One: Syncretic Solutions**


**Week Nine: Performance: Inhabiting Language**

**Paper #2 Due – 5pgs.**
Class Twenty: Discuss Film

**Week Ten: A Language to Dream in…**

Class Twenty-One: *Bodega Dreams* by Ernesto Quinonez – pgs. 1-82.
Handout: “Una Nacion Unida: Heroes of Another Fatherland” by Hector Tobar

**Week Eleven: Ghetto Spanglish: Violence, Language, and Renewal**

Class Twenty-Three: *Bodega Dreams* – pgs. 131-200.
Class Twenty-Four: *Bodega Dreams* – pgs. 201-223.

**Week Twelve: The Pleasure of Loss and the Agony of the New**

Handout: Excerpt “Inheriting Exile: Cuban-American Writers in the Diaspora” by Andrea O’Reilly Herrera
Paper # 3 Due – 5pgs.

Class Twenty-Six: *Losing My Espanish* – pgs. 81-127.

**Week Thirteen: Language Development: Uneven Structures of Identity**


**Week Fourteen: Hybrid Prognostications: The Future of English**


**Week Fifteen: Towards a Bilingual Aesthetics**

Class Thirty-Two: Hand Out: “Bilingual Bliss; Bilingual Blues” by Gustavo Perez-Firmat; “How to Tame a Wild Tongue” by Gloria Anzaldua

Class: Thirty-Three: Concluding Remarks

**Final Paper Due – 10 pgs.**
New Course Proposal Form

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___Psychology__________________
   
   b. Name and contact information of proposer(s)___Joshua W. Clegg____________________
      
      Email address (es) jclegg@jjay.cuny.edu____________________________________
      
      Phone number(s) __646-557-4682______________________________________

2. a. Title of the course_____History of Psychology____________________________________
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS)________________________________________
   
   c. Level of this course _____100 Level _____200 Level ____X_300 Level _____400 Level

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

   In the new undergraduate psychology curriculum, required courses are listed at the 200 level while core electives are listed at the 300 level. The department curriculum committee has decided that History of Psychology should be a core elective because it is a more advanced course and requires the preparation of some of the lower level courses.

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

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.)

   History of Psychology is a standard course offered in nearly every major psychology program in the country. The material covered in this course is important for a number of reasons. First, the psychology subject test on the GRE has traditionally included a significant number of questions dealing with the history of psychology and so all undergraduate psychology majors

Approved by UCASC, prepared for College Council, October 18, 2012
who plan on pursuing graduate education will be better prepared if they take a history of psychology course. Second, the material in a history of psychology course gives clarity and context to all other topics in psychology and so this course provides students with a foundation for advanced studies and research projects in all areas of psychology. Finally, because of the nature of its material, this course provides special opportunities for critical thinking about psychology, a skill fundamental to a substantive, complete education in the field. These particular benefits are important for any undergraduate psychology program, including the program at John Jay College.

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

In this course students will develop, integrate, and critique historical knowledge in the major psychological sub-fields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

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 or 201, PSY 101, and PSY 311

6. Number of:
   a. Class hours  __3__
   b. Lab hours  ____
   c. Credits  __3__

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

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

Approved by UCASC, prepared for College Council, October 18, 2012
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?

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

1) Construct a basic critical analysis of a particular figure, practice, school, movement, event, etc. from the history of psychology that:

   a. Considers the general social and historical context.
   b. Describes and analyzes some relevant primary source documents.
   c. Evaluates the significance and relevance of the historical materials for present-day psychology.

2) Coherently and accurately answer specific questions about the major historical events, figures, and movements in the field of psychology (for example, questions from the GRE Psychology subject test preparation booklet).

Major objectives addressed in the course include:

From area 1 (knowledge base)
   Define psychology
   Understand major psychological theories (behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural)
   Demonstrate knowledge of history of psychology

From area 3 (critical thinking skills)
   Critique primary source materials

From area 4 (application of psychology)
   Describe Major Theoretical areas of psychology (e.g. clinical, counseling, industrial/organizational, school, health),
   Critically evaluate the interpretation of psychological research and applications in the media, society, practice etc.

From area 5 (ethics and values)
   Respect for other points of view

From area 7 (communication skills)
   Demonstrate effective writing skills, including use of APA style for empirically based reports, literature reviews, and/or theoretical papers

From area 8 (awareness and respect for diversity)
   Examine sociocultural, international and other contexts that influence individual differences

9. Will this course be part of any major(s), minor(s) or program(s)?
If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Psychology major, core elective

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

Critical historical analysis (outcomes 1a-1c) will be assessed through the following graded assignments (see syllabus for full description):

- Timeline
- Profile

Knowledge of historical information (outcome 2) will be assessed using the following graded assignments (see syllabus for full description):

- Study Guides
- Quizzes

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.

  X The library catalog, CUNY+
  X EBSCOhost Academic Search Complete
  X Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  X LexisNexis Universe
  X Criminal Justice Abstracts
  X PsycINFO
  X Sociological Abstracts
  X JSTOR
  X SCOPUS
  X 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  

   ____ Fall 2009

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

   ____ Joshua W. Clegg, Ph.D.

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**

   Thomas Kucharski  

   Chair, Proposer’s Department

Approved by UCASC, prepared for College Council, October 18, 2012
Course Description

In this course students will develop, integrate, and critique historical knowledge in the major psychological sub-fields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

Learning Outcomes

Upon completion of the course, students should be able to:

3) Construct a basic critical analysis of a particular figure, practice, school, movement, event, etc. from the history of psychology that:

   a. Considers the general social and historical context.
   b. Describes and analyzes some relevant primary source documents.
   c. Evaluates the significance and relevance of the historical materials for present-day psychology.

4) Coherently and accurately answer specific questions about the major historical events, figures, and movements in the field of psychology (for example, questions from the GRE Psychology subject test preparation booklet).

Text and Materials

Pickren, W. E., & Rutherford, A. (2010). *A history of modern psychology in context*. Hoboken, NJ: Wiley. This text considers the history of psychology from a critical perspective, and so many of the events and figures discussed may be unfamiliar to you. In addition, those events and figures that are more familiar will be discussed in ways that highlight their place in particular cultures and times. This text is not simply a history of individuals or ideas; it is a history of the times, places, and everyday lives that gave those ideas their shape and significance.

Additional course materials will be available on the course website: [http://www.chronicstrangers.com/history/history.html](http://www.chronicstrangers.com/history/history.html)
Paperless Class. All materials for this course, with the exception of the text, will be available online and all assignments are expected to be turned in using the course website (listed above). Your password for the course website is your John Jay user name (ex: for the jjay email: jjay@jjay.cuny.edu, the password would be: jjaypassword). All assignments must be Word documents, with the .doc or .docx file extension (if you do not have Word, you can use Open Office, a free program that can create Word documents), and cannot exceed 5MB. Assignments can be submitted on the course website any time before the assignment due date (by clicking on the “Browse” button in the row where any given assignment is listed and navigating to file you wish to upload from your local machine), after which the assignment submission box will be disabled. Only one document per assignment can be submitted, but that document can be changed any time up until the assignment due date. All documents that you submit should use the following naming convention: 1) your last name, followed by 2) your first name, followed by 3) the name of the assignment, as listed in the course schedule; use no spaces between words and all text should be lower case (Ex: “johncleggstudyguide1.doc”). Frequent course communications will be carried out using your John Jay email address. Make sure that your jjay email is correctly listed in your Blackboard user information, that it is not over quota, and that you check it regularly. Come and talk to me if, for any reason, you have trouble fulfilling these requirements. One of the purposes of going paperless is to reduce paper consumption and so I encourage you not to print out the course materials (your choice, of course).

Attendance. There is no way to learn the material, complete the assignments, or to get a good grade without regular attendance. Some course work will be completed only in class, including quizzes and in-class writings, and this work cannot be made up.

Readings. You are expected to come to each lecture having read the materials listed on the same date as that lecture (see course outline below). Each day’s lecture and class activities will cover material relevant to the assigned reading so you will be more prepared to understand the material if you come to class having read the assignment. Chapters from the text will provide historical and critical context for the events, places, and figures we discuss in class and the additional assigned readings are all specific examples of research, scholarship, or life narratives from the eras and traditions we will be discussing that week.

Study Guides. Every other class period, you will be assigned one chapter from the Pickren and Rutherford text, and by the beginning of class that day, you are required to submit a short study guide listing what you consider to be the major figures, events, and ideas from the history of psychology covered in the chapter assigned for that day. These study guides should be in list format and should not include any explanatory text. These study guides are worth 2 points each, and will be graded in terms of how completely they cover the material from the chapter. Material from these study guides (along with my own notes on the text) will be used to make up the quizzes.

Quizzes. Five times over the course of the semester (see the schedule below), you will be required to take a short quiz based on the materials from the Pickren and Rutherford text. All quizzes will be administered at the beginning of class. Each quiz will be worth 3 points.

In-class Writings. Throughout the course of the semester, you will be required to complete 10 in-class writings. These writings will be short reflections on the reading and lecture for that day and will be graded on the basis of their relevance, clarity, and insight. All in-class writings will be unannounced. Each in-class writing will be worth 2 points (with the exception of the first writing which will be worth 1 point).

Profile. The largest project that you will be required to complete in this course will be a profile of a particular figure, practice, school, movement, event, etc. from the history of psychology. This profile will be completed throughout the semester and will consist of the following elements (see the schedule below for due dates of each portion of the profile):

1) **Timeline** – your timeline will consist of two parallel tracks. In the first track, you will list, in the order in which they occurred and including the relevant dates, all of the principle events from the story you have chosen to tell (for example, if you choose to profile a person, this track might include the major events, accomplishments, writings, etc. from that person’s life and/or career). In the second track, you will list important local or national events occurring in the same time and place as your story, also ordered along a timeline (for example, if you choose to profile Sigmund Freud, you might include important events...
occurring in Austria, in medicine, and in psychology during his lifetime). Timeline topics will be chosen in
class on September 18th and the final timeline will be due on October 21st. The timeline is worth 10 points
and will be graded on the basis of its detail and accuracy.

2) Dialogue – you will be required to choose one figure from the history of psychology (from among those
figures relevant to your chosen story) and to write a script for a roughly 10 minute staged dialogue between
that figure and some other figure from contemporary psychology – that is, someone who has written in
psychology in the last 20 years (for example, if you chose to profile the Third Force movement, you could
stage a dialogue between Wolfgang Kohler and your adolescent development professor, Maureen
Allwood). The text of the dialogue should, as much as possible, come directly from materials (articles,
books, letters, etc.) written by the figures themselves (these could include personal communications with
you). All dialogue should be consistent with the writings of the figures chosen. These dialogues will be
worth 15 points and will be graded on the basis of their insight and accuracy, on the degree to which they
are based on original texts, and on the quality of writing.

3) Essay – near the end of the semester, you will be required to write a 10-15 page essay based on the story
you have chosen to profile. In this essay, you will be expected to use both primary and secondary sources
to demonstrate an argument about some aspect of the historical context for your profile. In the weeks
preceding the due date for the assignment, we will discuss suitable essay topics based on student profiles.
You will be required to turn in a draft of the essay on December 4th and the final on December 16th. The
essay is worth 15 points and will be graded on the basis of its insight, accuracy, and on the quality of
writing.

Methods of Evaluation

There are a total of 100 points possible in the course. The study guides are worth a total of 26 points, the quizzes are
worth a total of 15 points, the in-class writings are worth a total of 19 points, and the profile is worth a total of 40
points. These 100 points will be used to calculate a percentage grade according to the standard percentage point
divisions (see table below):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59%</td>
</tr>
</tbody>
</table>

Late Work

All assignments are due (i.e., submitted on the course website) by the beginning of the class period corresponding to
the due date of the assignment (see the course schedule). No late work will be accepted.

College Policy on Plagiarism

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

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

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

Approved by UCASC, prepared for College Council, October 18, 2012
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>28 Thursday</td>
<td>Teaching Philosophies</td>
<td>Syllabus</td>
<td></td>
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</tr>
<tr>
<td>2 Tuesday</td>
<td>Origins of a science of mind</td>
<td>P&amp;R, Ch 1</td>
<td>Study Guide Ch 1</td>
<td></td>
</tr>
<tr>
<td>4 Thursday</td>
<td>Psychological science and material philosophy</td>
<td>Hobbes*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Tuesday</td>
<td>Everyday life and psychological practices</td>
<td>P&amp;R, Ch 2</td>
<td>Study Guide Ch 2</td>
<td></td>
</tr>
<tr>
<td>11 Thursday</td>
<td>Everyday life and psychological practices</td>
<td>Phrenology</td>
<td></td>
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<tr>
<td>16 Tuesday</td>
<td>Subject matter, methods, and the making of a new science</td>
<td>P&amp;R, Ch 3</td>
<td>Study Guide Ch 3</td>
<td></td>
</tr>
<tr>
<td>18 Thursday</td>
<td>Self-observation in the history of psychology</td>
<td>Ebbinghaus</td>
<td></td>
<td>Quiz 1</td>
</tr>
<tr>
<td>23 Tuesday</td>
<td>From periphery to center: creating an American psychology</td>
<td>P&amp;R, Ch 4</td>
<td>Study Guide Ch 4</td>
<td></td>
</tr>
<tr>
<td>25 Thursday</td>
<td>Applied psychology: Munsterberg and the origins of forensic psychology</td>
<td>Munsterberg</td>
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<tr>
<td><strong>October</strong></td>
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<tr>
<td>2 Tuesday</td>
<td>The practice of psychology at the interface with medicine</td>
<td>P&amp;R, Ch 5</td>
<td>Study Guide Ch 5</td>
<td></td>
</tr>
<tr>
<td>7 Thursday</td>
<td>Freud, Breuer, and the early years of psychoanalytic thought</td>
<td>Kaplan</td>
<td></td>
<td>Quiz 2</td>
</tr>
<tr>
<td>16 Tuesday</td>
<td>Psychologists as testers: applying psychology, ordering society</td>
<td>P&amp;R, Ch 6</td>
<td>Study Guide Ch 6</td>
<td></td>
</tr>
<tr>
<td>21 Tuesday</td>
<td>Early educational testing</td>
<td>Binet</td>
<td></td>
<td>Timeline</td>
</tr>
<tr>
<td>23 Thursday</td>
<td>American psychological science and practice between the World Wars</td>
<td>P&amp;R, Ch 7</td>
<td>Study Guide Ch 7</td>
<td></td>
</tr>
<tr>
<td>28 Tuesday</td>
<td>The behavioral “revolution”</td>
<td>Watson</td>
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<tr>
<td>30 Thursday</td>
<td>Psychology in Europe between the World Wars</td>
<td>P&amp;R, Ch 8</td>
<td>Study Guide Ch 8</td>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td>4 Tuesday</td>
<td>Gestalt traditions in psychology</td>
<td>Kohler</td>
<td></td>
<td>Quiz 3</td>
</tr>
<tr>
<td>6 Thursday</td>
<td>The golden age of American psychology</td>
<td>P&amp;R, Ch 9</td>
<td>Study Guide Ch 9</td>
<td></td>
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<tr>
<td>11 Tuesday</td>
<td>The golden age of social psychology</td>
<td>Milgram</td>
<td></td>
<td>Dialogue</td>
</tr>
<tr>
<td>13 Thursday</td>
<td>Internationalization and indigenization of psychology after World War II</td>
<td>P&amp;R, Ch 10</td>
<td>Study Guide Ch 10</td>
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<tr>
<td>18 Tuesday</td>
<td>Liberation psychology</td>
<td>Baro, Freire</td>
<td></td>
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<tr>
<td>20 Thursday</td>
<td>Feminism and American psychology: the science and politics of gender</td>
<td>P&amp;R, Ch 11</td>
<td>Study Guide Ch 11</td>
<td></td>
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<tr>
<td>25 Tuesday</td>
<td>Resistance and feminist psychology</td>
<td>Weissstein</td>
<td></td>
<td>Quiz 4</td>
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<tr>
<td><strong>Dec</strong></td>
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<tr>
<td>2 Tuesday</td>
<td>Inclusiveness, identity, and conflict in late 20th-Century American psychology</td>
<td>P&amp;R, Ch 12</td>
<td>Study Guide Ch 12</td>
<td></td>
</tr>
<tr>
<td>4 Tuesday</td>
<td>Race and researcher activism in psychology</td>
<td>Clark</td>
<td>Essay Draft</td>
<td></td>
</tr>
<tr>
<td>9 Tuesday</td>
<td>Brain, behavior, and cognition since 1945</td>
<td>P&amp;R, Ch 13</td>
<td>Study Guide Ch 13</td>
<td></td>
</tr>
<tr>
<td>11 Thursday</td>
<td>Theories of mind and the cognitive “revolution”</td>
<td>Piaget, Skinner</td>
<td></td>
<td>Quiz 5</td>
</tr>
<tr>
<td>16 Tuesday</td>
<td>Essay due by 12:00 p.m.</td>
<td></td>
<td>Essay</td>
<td></td>
</tr>
</tbody>
</table>

*See list of readings below for complete references for all additional readings. All additional readings will be posted on the course website.
## List of Additional Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Author(s)</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Hobbes, T.</td>
<td><em>Leviathan, Part I</em> (Excerpts)</td>
<td></td>
</tr>
<tr>
<td>September 11</td>
<td>Explore the website: <a href="http://www.historyofphrenology.org.uk/">http://www.historyofphrenology.org.uk/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>Watson, J.B.</td>
<td><em>Behaviorism – the Modern Note in Psychology</em> (Excerpts)</td>
<td></td>
</tr>
<tr>
<td>November 25</td>
<td>Weisstein, N.</td>
<td><em>Psychology Constructs the Female</em> (Excerpts)</td>
<td></td>
</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: June 4, 2012

1. Name of Department or Program: Criminal Justice BS

2. Contact information of proposer(s):

   Name(s): Maki Haberfeld,
   Email(s): mhaberfeld@jjay.cuny.edu
   Phone number(s): 212-237-8381

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

   CJBS 250 Research Methods and Statistics for Criminal Justice
   Abbreviated title: Research Meth in CJ

4. Current course description:

   This course will present the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses. It will also review methods of how variables are constructed, how data are collected and analyzed, how to decide on selecting an appropriate population to be studied, sampling methods and sample size, various research designs including experiments, and quasi-experimental for example, surveys, as well as other forms of data collection and existing data bases. Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques.

   a. Number of credits and hours: 3 credits, 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hrs
   c. Current prerequisites: ENG101, CJBS 101 or CRJ 101, and MAT108 or MAT141

5. Describe the nature of the revision: This revision proposes to add STA 250 as an alternative pre-requisite to the other mathematics courses.

6. Rationale for the proposed change(s):

   When this course was created, two populations of students were overlooked in thinking about the prerequisite strategy, general transfer students and the CUNY Justice Academy students. A good number of our transfer and Justice Academy students receive credit for John Jay’s STA 250
course based on completion of a statistics course at a community college.

CJBS 250 is a required core course for the revised BS degree in Criminal Justice. The course provides both a statistical literacy and covers basic research methods. The knowledge that these students have acquired in their statistics courses can serve just as well as MAT 108 or MAT 141 as a prerequisite to this course. Also, MAT 108 or MAT 141 would become a ‘hidden prerequisite’ for these students. So we are requesting that STA 250 be added as an alternative math prerequisite to CJBS 250.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: N/A
   c. Revised number of credits and hours: N/A
   d. Revised number of hours: N/A
   e. Revised prerequisites: ENG 101, CJBS 101 or CRJ 101, and MAT 108 or MAT 141 or STA 250.

8. Enrollment in past semesters: N/A: Course has not yet been offered.

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: May, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision: Prof. Maki Haberfeld
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form  

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).  

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.  

Date Submitted: July 3, 2012  

1. Name of Department or Program: Economics  

2. Contact information of proposer(s):  
   Name(s): Catherine P. Mulder, Jay Hamilton  
   Email(s): cmulder@jjay.cuny.edu; jhamilton@jjay.cuny.edu  
   Phone number(s): 212-484-1309  

3. Current number, title, and abbreviated title of course: ECO 220, Macroeconomics  
   (Abbreviated title can be found on SIMS) Macroeconomics  

4. Current course description:  
   Macroeconomics involves the study of national economic variables such as income, saving, employment and general price level. This course is structured to give students an understanding of macroeconomics from diverse theoretical perspectives for the advanced study of macroeconomics. It considers the sustained use of economic resources in the computation of national income and future growth; fiscal and monetary policies; capital and labor markets; and the open economy in terms of trade and currency exchange. Discussion of stabilization and market operations will incorporate the normative principles underlying measures that are essential for the efficient allocation of resources and optimal economic outcomes.  
   
   a. Number of credits and hours: 3  
   
   b. Number of class hours (please specify if the course has lab hours): 3  
   

5. Describe the nature of the revision:  
   The class will have a title change and an updated course description to better represent what is current in intermediate macroeconomics. There will also be a choice of economics prerequisites for this class.  

Approved by UCASC, September 7, prepare for College Council, October 18, 2012
6. Rationale for the proposed change(s):

CUNY Pathways for Major Transfers will require all Economics Programs to accept transfer of three courses *Principles of Economics* (like John Jay’s ECO 101), *Introductory Macroeconomics* and *Introductory Microeconomics*. The Economics Department is proposing adding the two introductory courses at the 100 level. To avoid confusion and clarify the scaffolding of courses “Intermediate” will be added to this course’s title. The prerequisites will be expanded to include either ECO 101 or the new Introductory Macroeconomics course. The course description is updated to reflect the scaffolding.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description:
   
   This course builds on basic economic principles to examine the economy as a whole. Students will learn and critique economic models from differing theoretical perspectives. Issues such as income/wealth, employment/unemployment, general price levels, the US’s relationship to the Global Economy, and current events are analyzed and discussed. Students will learn about sustainable economic growth; recessions/depressions; fiscal and monetary policies; capital and labor markets; and international trade/finance.
   
   b. Revised course title: Intermediate Macroeconomics
   
   c. Revised number of credits and hours: No change
   
   d. Revised number of hours: No change
   
   e. Revised prerequisites: ENG 101 and either ECO 101 or ECO 1ZZ *Introduction to Macroeconomics* (currently in the proposal process)

8. Enrollment in past semesters: Spring 2012, 35 students; Fall 2011, 33 students; Spring 2011, 27 students; Fall 2012, 57 students.

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: May 14, 2012

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

   Jay P. Hamilton
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: July 3, 2012

1. Name of Department or Program: Economics

2. Contact information of proposer(s):
   
   Name(s): Catherine P. Mulder, Jay Hamilton
   Email(s): cmulder@jjay.cuny.edu; jhamilton@jjay.cuny.edu
   Phone number(s): 212-484-1309

3. Current number, title, and abbreviated title of course: ECO 225, Microeconomics
   (Abbreviated title can be found on SIMS) Microeconomics

4. Current course description:

   Microeconomics examines how individuals, groups and businesses make decisions to allocate scarce resources and the effects of government intervention on these processes. Course topics include: utility maximization, illegal behavior, profit maximization, partial equilibrium, imperfect competition, externalities, public goods and selected special topics.

   a. Number of credits and hours: 3

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

   c. Current prerequisites: ENG 101, ECO 101

5. Describe the nature of the revision:

The class will have a title change and an updated course description to better represent what is current in intermediate microeconomics. There will also be a choice of economics prerequisites for this class.
6. Rationale for the proposed change(s):

CUNY Pathways for Major Transfers will require all Economics Programs to accept transfer of three courses Principles of Economics (like John Jay’s ECO 101), Introductory Macroeconomics and Introductory Microeconomics. The Economics Department is proposing adding the two introductory courses at the 100 level. To avoid confusion and clarify the scaffolding of courses “Intermediate” will be added to this course’s title. The prerequisites will be expanded to include either ECO 101 or the new Introductory Microeconomics course. The course description is updated to reflect the scaffolding.

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

   This course builds on basic economic principles to examine how individuals, households, groups, and businesses make decisions to allocate scarce resources. Topics often addressed are: consumer/producer decisions; competition; monopolies and the concentration of capital; income distribution; labor markets; discrimination; social and criminal theft; profit distribution; the environment; and public goods. These topics are studied from a variety of theoretical perspectives including study of their associated policy prescriptions.

   b. Revised course title: Intermediate Microeconomics

   c. Revised number of credits and hours: No change

   d. Revised number of hours: No change

   e. Revised prerequisites: ENG 101 and either ECO 101 or ECO 1YY Introduction to Microeconomics (currently in the proposal process)

8. Enrollment in past semesters: Spring 2012, 35 students; Fall 2011, 62 students; Spring 2011, 33 students; Fall 2012, 59 students.

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: May 14, 2012

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

   Jay P. Hamilton
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: April 5, 2012

1. Name of Department or Program: Department of Public Management

2. Contact information of proposer(s):

   Name(s): Judy-Lynne Peters
   Email(s): jlpeters@jjay.cuny.edu
   Phone number(s):

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

   PAD 240 Introduction to Public Administration

4. Current course description:

   Introductory course treating the concepts and relationships involved in the execution of public policy. The relationship of the administrative process to clientele groups, the public, legislative bodies, the executive, and the courts. Theory and description of administrative organization. Review of the salient features of recent reports on reorganization, fiscal administration, personnel management, and management improvements.

   a. Number of credits: three (3)

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

   c. Current prerequisites: ENG 101 and one of the following: ANT 101 or ECO 101 or GOV 101 or PSY 101 or SOC 101.

5. Describe the nature of the revision: Changing from a 200-level to a 100-level course and removing the prerequisites.

6. Rationale for the proposed change(s): The current course is a survey course and should be offered as the 100-level entry course for the major.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: N/A

   b. Revised course title: N/A

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

   d. Revised learning outcomes: N/A

   e. Revised assignments and activities related to revised outcomes: N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: None

8. Enrollment in past semesters: 10 sections are usually offered with an average enrollment of 24 students.

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   (reminder - complete the CUNY Common Core Form if appropriate)

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

   Required Core: English Composition _____ Quantitative _____ Natural/Life Sciences _____

   Flexible Core:

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

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

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

   Every semester _____ Number of sections: _____
   Fall semesters only _____ Number of sections: _____
   Spring semesters only _____ Number of sections: _____

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
10. Does this change affect any other departments?

   _X___ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:

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

   *Ned Benton*
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). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core Form.

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: April 5, 2012

1. Name of Department or Program: Department of Public Management

2. Contact information of proposer(s):

   Name(s): Adam Wandt
   Email(s): awandt@jjay.cuny.edu
   Phone number(s):

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

   PAD 241 Information in Public Management, Info in Pub Mgmt

4. Current course description:

   Public managers manipulate and consume huge amounts of information. Students will learn about information systems used by public, private and nonprofit organizations and their impact on the administration of public programs. Students will use effective methods and techniques of information gathering, evaluation and presentation. The course will also teach students how to evaluate online and other sources. Particular attention will be given to the application of these skills in academic research.

   a. Number of credits: three (3)

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

   c. Current prerequisites: ENG 101; Co-requisite: PAD 240

5. Describe the nature of the revision: Changing from a 200-level to a 100-level course and removing the co-requisite.
6. Rationale for the proposed change(s): The course content reflects a 100-level course teaching fundamental skills and literacy that are vital to success in the major. **This course no longer requires the co-requisite for students to be successful in this course.**

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

   a. Revised course description: N/A
   b. Revised course title: N/A
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes: N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites: **None**

8. Enrollment in past semesters: Five sections are offered each semester with an average enrollment of 20 students.

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   (reminder - complete the CUNY Common Core Form if appropriate)

   No __X__  Yes _____  If yes, please indicate the area:
   **Required Core:** English Composition _____  Quantitative _____  Natural/Life Sciences _____

   **Flexible Core:**

   |-------------------------------------|-----------------------------------|-----------------------|-------------------------|-------------------|

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

   If yes, frequency and number of sections to be offered for General Education:
Every semester _____ Number of sections: _____
Fall semesters only _____ Number of sections: _____
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

________ X ____ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: April, 2012

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

    *Ned Benton*
Course Syllabus

John Jay College of Criminal Justice
899 Tenth Avenue, New York, New York 10019

PAD 241(141)

Information in Public Administration

FALL 2012

Name of Faculty: xxxx
Classroom: xxxx
Office: xxxx
Phone Number: xxxx
Email: xxxx

Required Readings and Course Website
There is no textbook for the course. This course is developed around a Blackboard website that contains all readings and assignments. Students will have readings each week, located in the appropriate weekly blackboard folder. Students should review the Blackboard site as soon as possible.

Course Description

Public managers manipulate and consume huge amounts of information. Students will learn about information systems used by public, private and nonprofit organizations and their impact on the administration of public programs. Students will use effective methods and techniques of information gathering, evaluation and presentation. The course will also teach students how to evaluate online and other sources. Particular attention will be given to the application of these skills in academic research.

What is Information Literacy
Information literacy is the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information Literacy is common to all disciplines, to all learning environments, and to all levels of education. It forms the basis for lifelong learning.” (American Library Association, Presidential Committee on Information Literacy, Final Report. Chicago: American Library Association, 1989).
Course Purpose and Goals
Today, information is a commodity readily available in overwhelming abundance. However, information is only useful if the researcher has the knowledge and skills necessary to understand and manipulate the information (s)he comes across. In this course students will learn to use effective methods and techniques of information gathering, evaluation and presentation. The knowledge gained in the course will prepare students to conduct university level research and develop skills necessary for a successful career. The course will prove valuable to students in many aspects of their lives and into the future.

Learning Objectives
The specific objectives of this course are for students to:

1. Gather, interpret, and critically evaluate information from a variety of information sources.

2. Demonstrate and understand ways in which information plays a role in public administration decision making.


4. Recognize and articulate a research problem.

5. Use and apply information effectively.

Attendance and Lateness
Students are expected to arrive on-time and attend all class meetings as scheduled. Excessive absences may result in a diminished grade for the course. Students who know they will be absent for a class session should alert their professor in advance. Students are responsible for work they have missed while absent from class.

Classroom Behavior
Class disruptions are inappropriate because they interfere with the learning process of everyone in the course. Disruptive students may be asked to leave the classroom. Disruption is defined as an action or combination of actions by one or more individuals that unreasonably interferes with, hinders, obstructs, or prevents the operation of the class or infringes on the rights of others to freely participate.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing exercises, Assignments, Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Paper</td>
<td>5%</td>
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<tr>
<td>Semester Project – “The Paper Chase”</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA) Policy

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 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)

Plagiarism

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

• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source

• Presenting another person’s ideas or theories in your own words without acknowledging the source

• Using information that is not common knowledge without acknowledging the source

• Failing to acknowledge collaborators on homework and laboratory assignments

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

  (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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

The instructor reserves the right to submit any written classwork to turnitin.com or Blackboards SafeAssign to check for academic integrity issues.

Writing Exercises and Assignments

Writing exercises and assignments of varying lengths are an integral part of this course. These assignments allow for revision based on feedback from the instructor and peers.

Each week will include one quiz that will cover the week’s reading materials. The quizzes will take place on Thursday on Blackboard. The quiz will be available Thursday at 12:01 AM and
will close Sunday at 11:59 PM. There will be a total of twelve (12) quizzes and the lowest two (2) quizzes will be dropped.

Discussion Boards will take place Thursday at 12:01 AM through Sunday at 11:59 PM. At 12:00AM the discussion board will be closed. Each student will be required to post his or her answer to the Discussion board question as well as respond to one other student’s post.

One five (5) page paper will be required during the semester and the topic of the paper will be assigned well in advance of the due date.

The Paper Chase will demonstrate the mastery of the material covered in the course. The Paper Chase project should allow the instructor to follow a student’s research path for a pre- selected public administration research question. It is a map to track all of the student’s research - the processes that worked and those that didn't work. It is highly recommended that students use a topic from a public administration course they are currently taking. The topic idea must be submitted to the instructor for approval. Late work will not be accepted. Assignments must be turned in the day it is due.

**Final Exam**

The final exam will be administered during the time scheduled by the Registrar unless arrangements have been made prior to the exam. The final exam will consist of essays, short answers and multiple choice.

**The John Jay Writing Center**

Students in this class are encouraged to visit John Jay’s Writing Center - located on the 2nd floor of North Hall - at anytime during the semester. Students should drop in to make appointments, as needed, throughout the semester. For more information, go to the John Jay Writing Center's website at: [http://web.jjay.cuny.edu/~writing/index.htm](http://web.jjay.cuny.edu/~writing/index.htm)

**Course Outline**

**WEEK 1: Course Introduction and Computers in Public Administration**

Class 1: Orientation & Overview of syllabus

Class 2: Evolution of the computer age, the computer as a scholarly tool, and the computer in government and public administration

**WEEK 2: Introduction to Information Literacy and The Library**

Class 1: Introduction - What is Information?: Information Explosion, Information Overload, Organization and Characteristics of Information Introduction to Information Literacy

Class 2: The Library website and a Tour of the Library

**WEEK 3: Information and Technology Ethics for the Public Administrator**
Class 1: Ethics and plagiarism; Introductions to Paper Chase

Class 2: Information and technology ethics in public administration.

**WEEK 4: Introduction to Academic and Public Administration Research**

Class 1: The academic research process - Developing a topic (concept mapping and other techniques, research design, how to read for information, formulating an effective research question, using general and subject encyclopedias).

Class 2: Research to solve public administration problems.

**WEEK 5: Academic Research Process & Quality**

Class 1: Developing a search strategy (developing a research plan, identifying related academic disciplines)

Class 2: Judging the quality of information - interpretation and evaluation criteria.

**WEEK 6: Monographic Information**

Class 1: APA Lecture

Class 2: Library Catalog (Basic & Advanced), Library of Congress Classification, Library of Congress Subject Headings and Subject Searching, Other Library Classification Systems, Subject vs. Keyword Searching

**WEEK 7: Periodical Information & The Information Cycle**

Class 1: The Information Cycle and Review of Taxonomy of Periodicals (Popular, Trade, Scholarly)

Class 2: “The Paper Chase”- Finding periodicals using John Jay library research databases

**WEEK 8: The Midterm**

Class 1: Midterm

Class 2: Review of midterm

**WEEK 9: Access to Information: Federal, State and Local Libraries**

Class 1: Federal, state and local libraries

Class 2: Trip to your local library

**WEEK 10: The Internet**

Class 1: Characteristics of information on the internet, search engines and directories

Class 2: Evaluating internet information

**WEEK 11: More on APA**

Class 1: APA Paper Styles

Class 2: APA Citations and Citation Formats

Approved by UCASC, September 21, prepared for College Council, October 18, 2012
WEEK 12: Statistics and Experts
   Class 1: Finding & evaluating statistical information
   Class 2: Using experts & live interviews in research

WEEK 13: Issues of the Information Age
   Class 1: Intellectual property; information policy and privacy.
   Class 2: Access to information, Freedom of Information Act, Preservation of the Human Record

Week 14: Public Administration & E-Government
   Class 1: Information sources for the Public Administrator
   Class 2: E-Government & MY.Gov

Week 15: Review
   Class 1: Paper Chase Due/ Final Exam Review
   Final Exam: Add date before distributing each semester.
WEEKLY READINGS
(See Blackboard site for full list of readings)

WEEK 1:
2) Major Search Engines and Directories, Search Engine Watch (2007)
4) Evaluating Information - Sources On The WWW, Lloyd Sealy Library (1996)

Week 2:
1) Research: Where do I begin, OWL Purdue Online Writing Lab (2012)
5) What is Ethics in Research & Why is it Important, NIEHS (2012)

Week 3:
1) Lloyd Sealy Library: Video Tour, Youtube (2009)
2) Lloyd Sealy Library: Information, Lloyd Sealy Library (2012)
3) Lloyd Sealy Library: Map Lloyd Sealy Library (2012)
4) Lloyd Sealy Library: The Reserve Collection, Lloyd Sealy Library (2012)
6) Taxonomy of Periodicals, MSU Billings Library (2012)

Week 4:
2) Finding Background Information, Olin & Uris Libraries (2012)
3) How to Evaluate the Information Sources You Find, Olin & Uris Libraries (2012)
4) Research Basics, Oral Roberts University (2012)
5) Conducting Research, OWL Purdue Online Writing Lab (2012)

Week 5:
2) The Internet Detective, University of Bristol (2009)
4) Statistical Sources Everyone Should Know, Lloyd Sealy Library (2010)

Week 6:
1) The Library of Congress Classification System (LC), University System of George (2012)
3) Keyword to Subject Search, University of South Alabama (2008)
5) Finding Books on CUNY+, Lloyd Sealy Library (2012)
Week 7

1) The Information Cycle Timeline, Northwest Missouri State University (2011)

Week 8:

1) Midterm Week - No Readings

Week 9:

1) No Readings for Week 9

Week 10:

1) Browsing Internet Search Engines - WWW Assignment
2) Evaluating Information - Sources On The WWW, Lloyd Sealy Library (1997)

Week 11:

2) Review Federal Depository Library Website
3) Find and Review Local Library Website

Week 12

2) Writing with Statistics, OWL Purdue Online Writing Lab (2012)
4) IRB Basics, John Jay College of Criminal Justice (2012)
5) IRB FAQs, John Jay College of Criminal Justice (2012)

Week 13

2) Google: Privacy Policy (2012)
3) FBI: FOIA Procedures (2012)
4) Review Website: Electronic Privacy Information Center (2012)

Week 14

1) Web 2.0 and an Interactive Government, Youtube (2009)
2) The YouTube Interview: Barack Obama, Youtube (2009)
3) US Blueprint for Change, Youtube (2008)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 5.23.2012

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):

   Name(s): Jeanne-Marie Cole  
   Email(s): jcol@jjay.cuny.edu  
   Phone number(s):

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

   **PAD 260  International Public Administration**

4. Current course description:

   Review of the institutions, processes, and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political, and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures.

   a. Number of credits and hours: Three

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

   c. Current prerequisites:

      ENG 101. In addition: ECO 101 or ECO 102.

5. Describe the nature of the revision:

   Removal of prerequisites: ECO 101 or ECO 102

6. Rationale for the proposed change(s):

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
The change in the prerequisites for PAD 260 results from a change in what we focus in for the class. Earlier concepts of the course focused more in development economics. Our focus is on the international organizations so a course in beginning economics is no longer necessary.

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

a. Revised course description: N/A

b. Revised course title: N/A

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: ENG 101, PAD 240

8. Enrollment in past semesters: The course is being offered for the first time in fall 2012

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: 5.23.2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
   Ned Benton
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: 5.23.2012

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):
   
   Name(s): Bill Pammer
   Email(s): wpammer@jjay.cuny.edu
   Phone number(s):

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

   PAD 318 Decisions and Crisis

4. Current course description:

   The goal of this course is to impart lessons to students on what makes for effective decision-making during crises. As a starting point for our examination, the course defines leadership as a set of strategic tasks that involve critical analysis, decision-making, devil’s advocacy, and implementation of actions to address a disturbance. Case studies will be used and ethical implications will be examined.

   a. Number of credits and hours: three

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

   c. Current prerequisites:

      ENG 102 or 201, PAD 240, PAD 241, STA 250

5. Describe the nature of the revision: Removal of prerequisite STA 250 and PAD 241

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
6. Rationale for the proposed change(s):

PAD 318 is a required course in the Criminal Justice Management and Public Administration majors and neither requires students to take STA 250 (although public administration students may choose to in the Methods and Skills portion of the major). That would make STA 250 a hidden prerequisite for these majors. PAD 318 was at one time, early in development, to include statistical analysis of incidents. However, as the course developed, it was refocused more on qualitative assessment of individual decisions made by officials, observers and victims in incidents so a background in statistics is not needed. The focus of PAD 241 has been changes to concentrate on information literacy and sources for public administration and is no longer needed as a pre-requisite for this course.

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

a. Revised course description: N/A
b. Revised course title: N/A
c. Revised number of credits and hours: N/A
d. Revised number of hours: N/A
e. Revised prerequisites: ENG 201 and PAD 240

8. Enrollment in past semesters: The course is being offered for the first time in fall 2012

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: 5.23.2012

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

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

Course Revision Form

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course: (Abbreviated title can be found on SIMS)  SPA 111 – Introductory Spanish I for Bilingual Students

4. Current course description:

An elementary course for the student who has some speaking knowledge of Spanish but who needs practice in reading and writing. No credit will be given for SPA 111 if taken after the completion of SPA 112. Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements.

   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: Placement Exam

5. Describe the nature of the revision: Course name change and course description change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description:

      A basic course in the Spanish language with an emphasis on oral and written communication, reading, listening, and the culture of Spanish-speaking countries. Open only to heritage students.

   b. Revised course title: Introductory Spanish I for Heritage Students

   c. Revised number of credits and hours: N/A

   d. Revised number of hours: N/A
e. Revised prerequisites: NA

8. Enrollment in past semesters: 25 students each in two sections per semester

9. Does this change affect any other departments?

   ☑ No

   ☐ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

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

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

Course Revision Form

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course: (Abbreviated title can be found on SIMS) SPA 112 – Introductory Spanish II for Bilingual Students

4. Current course description: This course will enable the bilingual student to read and write proficiently in Spanish.

   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: SPA 111 or placement examination

5. Describe the nature of the revision: Course name change; course description change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world. Open only to heritage students.

   b. Revised course title: Introductory Spanish II for Heritage Students

   c. Revised number of credits and hours: N/A

   d. Revised number of hours: N/A

   e. Revised prerequisites: N/A

8. Enrollment in past semesters: 26 per semester

Approved by UCASC, September 7, prepared for College Council, October 18, 2012
9. Does this change affect any other departments?

   √ No
   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
    Silvia Dapia
New Minor Proposal Form*

1. **Department(s) proposing this minor:** Joint Minor: 1) English Department; and 2) Latin American and Latino Studies Department

2. **Name of minor:** U.S. Latino/a Literature

3. **Credits required** (minors must consist of 18-21 credits): 18

4. **Description of minor as it will appear in the Undergraduate Bulletin** (write in full sentences):

   This minor examines U.S. Latino/a authors writing in English and focuses on the four major U.S. Latino/a groups – Mexican, Puerto Rican, Cuban, Dominican – as well as other significant U.S. Latino/a populations – Colombian, Peruvian, Ecuadorian, Salvadoran, and Guatemalan. While applying literary criticism and taking an interdisciplinary approach, which may also include the study of music, religion, politics, film, and the visual arts, this minor provides a well-rounded understanding of the cultural elements that contribute to U.S. Latino/a Literature. In addition, this minor will enable students to develop the critical reading and writing skills essential for graduate study and careers in the law, education, public policy, writing, and government. Among the broad issues this minor will address include the following: diaspora; bilingual aesthetics; street literature; criminal and social justice; border narratives, citizenship, and the law; experiences of exile; Afro-Latinidad; Latina feminisms; queer identities; orality; and ethnicity.

5. **Statement of learning Outcomes** (what knowledge and/or skills should all students have acquired upon completion of the minor?):

   Students will be exposed to a meaningful part of American literature and obtain a comprehensive understanding of U.S. Latino/a writers and their place within a national (and hemispheric) tradition. Through close scrutiny, in-depth class discussions, and written assignments, students will not only understand the subject of U.S. Latino/a literature, but further develop their reading and writing skills. While different instructors will bring their own emphases and theoretical methods to these courses, students completing the minor will learn:

   - US Latino/a literature and its role in expanding the American literary canon.
   - Students will synthesize and incorporate dominant theoretical and historical perspectives on U.S. Latino/a Literature.
• Evaluate principal concepts in U.S. Latino/a Literature including identity, race, nationalism, diaspora, bilingualism, class, and gender.
• Analyze multiple ways U.S. Latino/a literature addresses issues related to immigration, national borders, citizenship, crime, incarceration, law enforcement, and the justice system.
• Gain an overview of U.S. Latino/a cultural production, with an emphasis on literature, and an interdisciplinary awareness of film, music, and visual art.
• Through written work and oral presentations, students will read a text closely and critically, demonstrating analysis at both the verbal and thematic level and acquire writing competence and specific skills in literary argumentation using textual evidence and critical sources.

6. Rationale/justification for the minor (why is this minor important to include in the College’s curriculum?, what benefits do students derive from taking this minor?):

When John Jay College reconstituted its humanities departments, it recognized the value of literary study among other fields for enhancing students’ interpretive skills and their intellectual and moral development. The College also emphasized its vision for preparing students to live in a thoroughly globalized world where cultural literacy skills are fundamental to personal and professional success. The Latino/a Literature Minor promises to be integral to both missions. Using literature as a mode of exploration and interrogation, the minor will expose students to U.S. Latinos/as. Why is exposure to this particular American ethnic group important? According to the latest census, Hispanics now comprise the largest minority group in the nation. By the year 2025, they are estimated to reach 25% of the nation’s population. Currently, one in four American children is of Latino/a descent. These figures indicate a need to enhance our curriculum to educate our students about Latino histories, experiences, cultural expressions, and intellectual contributions to the country.

The minor’s focus on this dynamic and diverse ethnic minority group will appeal to a wide range of students’ professional and intellectual interests. Currently offered Latino/a literature courses have very high FTEs – an indication of student demand. Because a significant portion of Latino literature centers on issues of justice, human rights, and U.S.-Latin American relations, the minor will appeal to majors and minors in disciplines such as Humanities and Justice, International Criminal Justice, Criminal Justice, Human Rights, History, Sociology, Psychology, and Gender Studies, to name a few. Students interested in law enforcement will also be drawn to a minor that helps increase their understanding of future colleagues and of the kind of communities they will work with in the field. The minor’s humanistic perspective on issues of justice and inequality will complement the empirical and quantitative training of non-literature minors and majors with social science backgrounds. Finally, the intense focus on close reading, argumentation, and writing will appeal to aspiring law students and those interested in pursuing graduate study.

Although the minor will appeal to students from all cultural backgrounds and career aspirations, it will also speak to and validate the cultural heritage of John Jay’s large Latino/a student body. As a Hispanic-serving institution with over 5000 students of Latino/a descent, John Jay College has a mandate to promote Hispanic higher education success in the United States, and more locally it has a mandate to promote student success. Part of ensuring Latino/a student success is to offer a curriculum that reflects their concerns, experiences, histories, and contributions to the formation of the nation, and to do so in a manner that promotes critical thinking about such contributions.
John Jay College has an opportunity to become a curricular innovator by offering one of the only minors in Latino/a Literature in the country. Colleges around the country have begun to recognize the growing status of U.S. Latino/a Literature, increasingly integrating it into their literary curricula (see, for instance, the University of North Carolina’s U.S. Latino/a Literature minor at http://englishcomplit.unc.edu/latina-o/index.html or University of California at San Diego’s Chicano/a-Latino/a Arts and Humanities Minor http://www.ucsd.edu/catalog/curric/CLAH.html). Establishing the Latino/a Literature minor will ensure John Jay’s standing as a vanguard institution that anticipates national curricular trends and demonstrates a profound commitment to teaching students the cultural literacy skills in demand for the 21st century.

The minor’s courses will be offered by the English and Latin American and Latino/a Studies departments. As a result, it will make significant curricular contributions that will allow both departments to increase their course offerings. This is particularly important for the LLS department, which is slated to become a degree-granting department that will offer a B.A. in Latin American and Latina/o Studies in the near future. Consequently, the minor will enrich a large cross-section of the college’s curriculum, and it will do so with minimal costs to the college as we have an expert faculty to teach these courses and to offer Latino/a Literature courses regularly.

The minor will expose students to a dynamic body of literature that, for the past fifty years, has gained national prominence and international acclaim. Latina and Latino writers, poets, essayists, journalists, and playwrights have won major literary awards including the Pulitzer Prize in literature, drama, and poetry.[1] U.S. Latino/a writers come from varying racial, cultural, and geographic locations. These diverse backgrounds give birth to a rich literature whose expressive range and sensibilities significantly enlarge the field of American literature. As with all literature classes, Latino literature classes will help develop student mastery of analytical reading, interpretation, and effective rhetorical skills. As one part of John Jay’s overall rigorous curriculum, the Latino/a Literature minor will help students develop effective written communication skills as well as formulate nuanced perspectives on cultural diversity that are necessary for success in personal and professional endeavors.

[1] Latina and Latino writers have won the following awards: the Pulitzer Prize in Drama (Nilo Cruz, 2003); the Pulitzer Prize in Fiction (Junot Diaz, Oscar Hijuelos), the Pulitzer Prize in Poetry (William Carlos Williams), the Pulitzer Prize in Non-Fiction (Luis Alberto Urrea, Richard Rodriguez); the American Book Award (Rudolfo Anaya, Gloria Anzaldua, Jose Antonio Burciaga, Ana Castillo, Lorna Dee Cervantes, Martin Espada, Diana Garcia, Reyna Grande, Tato Laviera, Cherrie Moraga, Leroy Quintana, Abraham Rodriguez, Luis Alberto Urrea, Alma Luz Villanueva, Tino Villanueva); National Book Award (Cristina Garcia, Luis Urrea, Gary Soto, Carlos Eire, Alberto Rios); the Lannan Foundation Literary Award (Sandra Cisneros); the PEN Book Award Winner (Dagoberto Gilb); the Pen/Faulkner Award (Francisco Goldman); the Obie Award (Jose Rivera); the Pushcart Prize (Jimmy Santiago Baca, Ray Gonzalez, Alberto Rios); the John Dos Passos Prize for Literature (Helena Maria Viramontes); the George Foster Peabody Award (Richard Rodgriguez); the Edgar Allan Poe Literary Award (Sandra Maria Esteves).
7. **List of courses constituting the minor with required pre-requisites** (Indicate the core requirements, capstone course, etc):
   Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.

   **One 200 level Course Required (prerequisite ENG 101)**
   Lit 2xx  Foundations in U.S. Latino/a Literature

   **Four 300 level Courses Required (Any Four Courses) (prerequisites ENG 201)**
   Lit 3xx  Violence of Language: U.S. Latino/a Street Literature
   LLS 3xx  Entangled Tongues: Bilingualism in U.S. Latino/a Literature
   Lit 3xx  Gender and Sexuality in U.S. Latino/a Literature
   LLS 3xx  Ethical Strains in U.S. Latino/a Literature
   LLS 3xx  Il/Legal Subjects: U.S. Latino/a Literature and the Law

   **One 400 level Course Required**  
   (Must have taken 200 level course and at least two 300 level courses)
   Lit 4xx  Advanced Topics in Latino/a Literature

8. **Administration of the minor**: Richard Perez, English; Belinda Rincon, Latin American and Latino/a Studies and English
   
   a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):
      Richard Perez, English Department, rperez@jjay.cuny.edu
      Belinda Rincon, Latin American and Latino Studies, and English Departments, brincon@jjay.cuny.edu

   b. **Requirements for admission and/or completion of the minor if any**
      (i.e. GPA, course grades, deadlines, etc.):
      none

9. **Statement on expected enrollment and resources required**:

   Currently there are between 250-300 English majors, 250-300 English minors, and 350 Humanities and Justice Majors, all of whom must choose literature courses from those offered by the English department. A portion of these students, of Latino/a descent and otherwise, will be drawn to the literary and legal/ethical dimensions of this
minor. Moreover, students in the English major and minor can take singular U.S.
Literature courses as electives. Additionally, there are approximately 5,000 students at
John Jay of Latino/a heritage, as well as other interested students, who will find the
minor’s emphasis on interdisciplinarity, literacy, and legal/ethical topics, very
appealing. We intend to run four Latino/a Literature courses per year and have every
expectation that they will fill to capacity. Each academic year the minor will offer one
200 level course; two 300 level courses; and one 400 level seminar. This will enable
students to complete the minor within two academic years. We believe the minor will
have between 50 and 100 students within the first two years of its implementation.
Because we have two Latino/a Literature specialists, Professors Richard Perez of
English and Professor Belinda Rincon of English and LLS, staffing three courses per
year should pose no problem. Additional faculty from English, LLS, African American
Studies, Foreign Languages, Philosophy, History, and Sociology will be encouraged to
teach these courses. Indeed, various faculty members have already expressed interest
in teaching courses within the minor.

10. Evaluate the library resources available to support this minor (paragraph form,
please include the names of specific resources as appropriate)

John Jay is home to the leading journal in Latino/a scholarship, Latino Studies.
The library does have books in Latino/a Literature, with more than twenty titles directly
relating to the subject, and more than 10,000 electronic and hard copy texts on the
subject of literature. The library’s electronic journals and databases provide adequately
for research relating Latino/a literatures.

Identify new library resources that are needed (provide bibliography):

Brady, Mary Pat. Extinct Lands, Temporal Geographies: Chicana Literature and the

Borland, Isabel Alvarez. Cuban-American Literature of Exile: From Person to

Gonzalez, Lisa Sanchez. Boricua Literature: A Literary History of the Puerto Rican

Ortiz, Ricardo. Cultural Erotics in Cuban Literature. Minneapolis: University of

Perez, Emma. Decolonial Imaginary: Writing Chicanas into History. Bloomington:


11. **Evaluate the facilities, computer labs, or other resources needed to support this minor:**

   none

12. **Summarize consultations with other departments that may be affected:**

   Latino/a Literature directly pertains to the work of the English and Latin American and Latino/a Studies departments and we have consulted no other departments.

13. **Name(s) of the Chairperson(s):**

   Allison Pease, English
   Lisandro Perez, Latin American and Latina/o Studies

   Provide the meeting date at which the departmental curriculum committee has approved this proposal.

   **Meeting date:** English Department: February 16, 2012
   Latin American and Latina/o Studies Department: March 13, 2012

   **Signature(s) of chair of department(s) proposing this minor:**
   
   *Allison Pease*
   *Lisandro Perez*

   Date of signature: March 2, 2012 & March 13, 2012
To: The College Council

From: The Faculty Senate

Date: September 11, 2012

Re: Proposed Resolution on Online Student Evaluation of the Faculty

On May 24, 2012, the Faculty Senate adopted the following resolution for consideration and adoption by the College Council; the resolution is on the subject of online student evaluations of the faculty and is being submitted for action by the College Council at its October 18, 2012, meeting:

Resolved, It is the position of the College Council that moving all student evaluations of faculty online requires College Council approval after a recommendation to do so has been submitted to the College Council by an appropriate College governance body.

Explanation:
During the spring 2012 semester, presentations were made by members of the College’s administration to the College Faculty Personnel Committee (FPC) and to the Faculty Senate about the possibility of conducting all student evaluations of the faculty online. Many questions and issues were raised and identified during both presentations. The Faculty Senate has taken no position on this issue at this time and, to our knowledge, no governance body or committee has done so.

It is, however, the position of the Faculty Senate that the decision as to whether to move all student evaluations of the faculty completely online is not appropriately an administrative decision but rather a decision that should be made by a vote of the College Council, because the College Council is the governance body that has representatives from all the constituencies that would be affected by a decision on this matter: faculty, students, professional staff, and administrators. Furthermore, the Faculty Senate’s position is that this issue should come before the College Council for discussion and vote upon the recommendation of the appropriate governance body or bodies; in this case, the appropriate body is the College Council Committee on Student Evaluation of the Faculty.

The Charter of John Jay College provides the following description and mandate of the responsibilities of this Committee:

Committee on Student Evaluation of the Faculty:
There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the
instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. (Article 1. Section 9)

The Bylaws of John Jay College describe the membership of the Committee:

**Committee on Student Evaluation of the Faculty:**
The Committee on Student Evaluation of the Faculty shall consist of the following members: four (4) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, and two (2) students. The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years. (Section 1.2)
## Committee Agendas Minutes Attendance Lists No. Scheduled Meetings Meetings Held

<table>
<thead>
<tr>
<th>Committee</th>
<th>Agendas</th>
<th>Minutes</th>
<th>Attendance Lists</th>
<th>No. Scheduled Meetings</th>
<th>Meetings Held</th>
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<tbody>
<tr>
<td>Faculty Personnel Committee</td>
<td>Y</td>
<td>N/R</td>
<td>Y</td>
<td>12</td>
<td>12</td>
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<tr>
<td>College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
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<tr>
<td>Graduate Studies</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Honors, Prizes and Awards</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>Student Evaluation of the Faculty</td>
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<td>Council of Undergraduate Program Coordinators</td>
<td>Y</td>
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<tr>
<td>Student Interests</td>
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<td>Y</td>
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<tr>
<td>UCASC</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>9</td>
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<tr>
<td>Faculty-Student Disciplinary Committee (formally Judicial Committee)</td>
<td>N/R</td>
<td>N/R</td>
<td>Y</td>
<td>15</td>
<td>7</td>
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<tr>
<td>Budget and Planning Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>College-Wide Assessment Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Executive Committee of the College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>9*</td>
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<tr>
<td>Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget &amp; Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>15</td>
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</table>

*Interim ECCC meetings on July 20, 2011 and September 12, 2011 included
†May minutes have not yet been approved, therefore not submitted
N/R: not required to be submitted due to confidentiality of its nature

## Submitted Proposals and Reports for Academic Year 2011-2012

<table>
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<tr>
<th>Committee</th>
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<td>Undergraduate Curriculum and Academic Standards</td>
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<tr>
<td>Graduate Studies</td>
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<td>Executive Committee of the College Council</td>
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<td>Faculty Senate and UCASC</td>
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<tr>
<td>Provost Jane Bowers</td>
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<tr>
<td>Dean Jannette Domingo</td>
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<td>Honors, Prizes and Awards</td>
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<td>Professor Roger McDonald</td>
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<td>Academic Standards</td>
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<td>Student Council</td>
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Total: 120

120 proposals were put on the College Council agenda for consideration in academic year 2011-2012.

Last Updated: September 26, 2012