I. Adoption of the Agenda

II. Minutes of the October 18, 2012 College Council (attachment A), Pg. 4

III. Changes to the College Council Committees Membership list (attachment B), Pg. 8

- Daniel Baez was nominated to fill the vacant position on the Budget Planning Committee as one of the non-instructional staff members, Pg. 21

- Sebastien Auguste was nominated to fill the vacant position on the Graduate Studies Committee as one of the two graduate students, Pg. 23

- Hashemul Khan was nominated to replace Navila Abbas on the Student Evaluation of the Faculty Committee, Pg. 24

- Siddarth Shah was nominated to fill the vacant position on the Honors, Prizes and Awards Committee as one of the three students, Pg. 27

IV. Report from Associate Provost Jim Llana on the Middle States Self-Study (attachment C), Pg. 29

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment D1 – D47) – Dean Anne Lopes

**New General Education Courses**

D1. SCI 1XX (112) Environmental Science: A Focus on Sustainability (GE-L/NS), Pg. 30
D2. ISP 1XX When Nature Roars: Global Catastrophe and Human Responsibility (GE-WCGI), Pg. 46
D3. ISP 2XX Constructions of Difference in the USA (GE-USExp), Pg. 63
D4. ISP 1XX “Those” People: Stereotypes in the U.S.A. (GE-USExp), Pg. 79
D5. ISP 1XX Justice: Who’s In, Who’s Out (GE-JCI), Pg. 92
D6. LIT 2XX Foundations of U.S. Latino/a Literature (GE-USExp), Pg. 106
D7. CHE 1XX Chemistry of Cooking (GE-SW), Pg. 129
D8. ISP 2XX Revolutions (WCGI), Pg. 145
D9. ISP 1XX Why Gender Matters? (I&S), Pg. 159
D10. LLS 3XX Il-Legal Subjects: U.S. Latina/o Literature and the Law (JCII), Pg. 175
D11. HIS 1XX Microhistories: A Lens into the Past (LP), Pg. 188
D12. HON 2XX Intellectual Foundations I: What is the Common Good? (I&S), Pg. 200

Revised General Education Courses
D13. GEN/BIO 255 Biology of Gender and Sexuality (SciWld), Pg. 215
D14. CSL 360 Counseling in Gender & Work Life (-USExp) (proposed title: Gender & Work Life), Pg. 227
D15. DRA 131 Self, Media and Society (I&S), Pg. 241
D16. DRA 225 Criminal Justice in the Theatre (CE), Pg. 255
D17. ETH (will be LLS) 124 Latina/os in the U.S. (USExp), Pg. 273
D18. SOC 101 Introductory Sociology (I&S -proposed title: Introduction to Sociology), Pg. 286
D19. LIT 230 Classical Literature (CE - proposed title: Expressions of the Living Past: Reading Ancient Worlds), Pg. 298
D20. LIT 232 Modern Literature (I&S - proposed title: Breaking with Tradition: Reading the Modern World), Pg. 305
D21. LIT 233 American Literature (USExp - proposed title: American Stories), Pg. 314
D22. HIS 203 Global History: Prehistory to 500 CE (WCGI-proposed title: The Ancient World, Pg. 322
D23. HIS 204 Global History: 500-1650 (WCGI-proposed title: The Medieval World), Pg. 333
D24. HIS 205 Global History: 1650-Present (WCGI-proposed title: The Modern World), Pg. 346
D25. DRA 212 History of the Drama I (CE-proposed title: History of the Theater from Ancient Greece to the Restoration), Pg. 356
D26. AFR 121 African American Community Issues (USExp-proposed title: Africana Communities in the U.S.), Pg. 373
D27. LLS 255 Latin American Woman (USExp – proposed title: The Latin American Woman in Global Society), Pg. 388

Courses Mapped to Gen Ed Learning Outcomes Only
D28. ENG 101 Composition I (GE-EC), Pg. 400
D29. ENG 201 Composition II (GE-EC), Pg. 410
D30. PSY 101 Introduction to Psychology (GE-I&S), Pg. 423
D31. ANT 208 Urban Anthropology (GE-WCGI). Pg. 431
D32. DRA 110 Introduction to Theatre (GE-CE), Pg. 443
D33. MUS 101 Introduction to Music (GE-CE), Pg. 453
D34. ART 222 Body Politics (GE-I&S), Pg. 459
D35. POL 101 American Government, Pg. 466
D36. GEN 101 Introduction to Gender Studies, Pg. 475
D37. MUS 120 Piano (Com), Pg. 485
D38. MUS 130 Chorus (Com), Pg. 491
D39. Foreign Language 101 courses (GE-WCGI)
   a. ARA 101 Elementary Modern Standard Arabic I, Pg. 496
   b. CHI 101 Elementary Chinese, Pg. 504
   c. FRE 101 Introductory French I, Pg. 513
   d. ITA 101 Introductory Italian I, Pg. 522
e. JPN 101   Elementary Japanese, Level I, *Pg. 531*

f. POR 101   Elementary Portuguese I, *Pg. 540*

g. SPA 101   Introductory Spanish I, *Pg. 549*

h. SPA 111   Introductory Spanish for Bilingual Students, *Pg. 558*

D40. Foreign Language 102 courses (GE-Com)
a. ARA 102   Elementary Modern Standard Arabic II, *Pg. 567*
b. CHI 102   Elementary Chinese II, *Pg. 574*
c. FRE 102   Introductory French II, *Pg. 582*
d. ITA 102   Introductory Italian II, *Pg. 590*
e. JPN 102   Elementary Japanese, Level II, *Pg. 598*
f. POR 102   Elementary Portuguese II, *Pg. 606*
g. SPA 102   Introductory Spanish II, *Pg. 614*

New Courses
D41. CJBA 3XX   (340) Research Methods in Criminal Justice, *Pg. 622*

D42. LIT 3XX   Violence of Language: U.S. Latino/a Street Literature, *Pg. 634*

D43. LIT 4XX   Seminar in U.S. Latino/a Literature, *Pg. 650*

D44. POL 3XX   Supervised Research Experience in Political Science, *Pg. 665*

D45. SEC 3XX   Energy Industry Security, *Pg. 678*

D46. SOC 3XX   Advanced Social Statistics, *Pg. 690*

Course Revisions
D47. ECO 405   Seminar in Economics and Crime (proposed title: Seminar in Economics), *Pg. 704*

VI. Report from the Committee on Graduate Studies (attachments E1 – E3) – Dean Jannette Domingo

New Courses
E1. SEC 7XX   Private Security: Function and Role in Homeland Defense, *Pg. 706*

E2. SEC 7XX   Privatization Models and Application for Private Justice, *Pg. 716*

Course Revisions
E3. FOS 730   Molecular Biology for Forensic Students, *Pg. 726*

VII. 2012-2013 Amended College Council Calendar (attachment F), *Pg. 729*

VIII. New Business

IX. Administrative Announcements – President Jeremy Travis

X. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XI. Announcements from the Student Council – President Mehak Kapoor
The College Council held its second meeting of the 2012-2013 academic year on Thursday, October 18, 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, Adam Berlin, Jane P. Bowers, Nicholas Calabro, James Cauthen, Katarzyna Celinska, Elise Champeil, Kinya Chandler, Shu-Yuan Cheng, Janette Domingo, Janice Dunham, Robert Terry Furst, Maki Haberfeld, Jay Hamilton, Shumaila Jameel, Shaobai Kan, Karen Kaplowitz, Mehak Kapoor, Ammarah Kaarim, Hashemul Khan, Katherine Killoran, Kwando Kinshasa, Maria Kiriakova, Tom Kucharski, Anru Lee, Anne Lopes, Cyriaco Lopes, Yue Ma, Amie Macdonald, Vincent Maiorino, Waqas Majeed, Nancy Marshall, Roger McDonald, Brian Montes, David Munns, Richard Ocejo, Robert Pignatello, Melinda Powers, Carina Quintian, Raul Romero, Richard Saulnier, Francis Sheehan, Thomas Stafford, Amanda Stapleton, Jeremy Travis, Shonna Trinch, Michelle Tsang, Antonio Welch and Kathryn Wylie-Marques.

Absent were: Warren Benton, Erica Burleigh, Anthony Carpi, Nana Akuba Chinebuah, John Clarke, Maria DCruze, Margaret Escher, Lior Gideon, Veronica Hendrick, Charles Jennings, Janice Johnson-Dias, Angelos Kyriacou, Ma’at Lewis, Evan Mandery, Michael Maxfield, Jean Mills, Nicholas Petraco and Staci Strobl.

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 September 20, 2012 College Council Meeting
It was moved to amend the minutes as presented. Student member Antonio Welch attended this meeting. The motion was seconded and approved as amended.

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

College Council
Freshman representative: Add Nicholas Calabro
Two alternate student representatives: Add Shumaila Jameel and Waqas Majeed

Strategic 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
The motion was seconded and approved unanimously.
IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C33)

It was moved to adopt the new general education course proposal marked “C1. AFR 1XX: Introduction to Africana Studies.” The motion was seconded and approved unanimously.

It was moved to adopt the new general education course proposal marked “C2. GER 1XX (101): Introductory German I”. The motion was seconded and approved unanimously.

It was moved to adopt the new general education course proposal marked “C3. GER 1YY (102): Introductory German II”. The motion was seconded and approved unanimously.

It was moved to adopt the new general education course proposal marked “C4. NSC 1XX (108): Origins: From the Big Bang to Life on Earth”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C5. ANT 101: Introduction to Anthropology”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C6. ANT/PSY/SOC 210: Sex and Culture”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C7. ANT 230: Culture and Crime”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C8. DRA 106: Film Appreciation: Introduction to Film”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C9. ECO 101: Principles of Economics”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C10. HIS 375: Female Felons in Premodern Europe and the Americas”. The motion was seconded and passed.

In Favor: 49  Oppose: 1  Abstentions: 2

It was moved to adopt the general education course revision marked “C11. MAT 106: Liberal Arts Mathematics”. The motion was seconded and passed.

In Favor: 50  Oppose: 1  Abstentions: 1

It was moved to adopt the general education course revision marked “C12. POL 237: Women and Politics”. The motion was seconded and approved unanimously.

It was moved to adopt the general education course revision marked “C13. POL 246: Politics of Global Inequality”. The motion was seconded and approved unanimously.
It was moved to adopt the new course proposal marked “C14. CJBA 4YY (401): Agency Analysis: Connecting Practice to Research”. The motion was seconded and passed.

In Favor: 50  Oppose: 0  Abstentions: 2

It was moved to adopt the new course proposal marked “C15. ECO 2XX: Political Economy”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposals as a slate marked “C16. FL-INT 3XX: Interpreting II and C17. FL-INT 4XX: Legal Interpreting II”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposals as a slate marked “C18. FL-TRN 3ZZ: Translating II and C19. FL-TRN 4XX: Legal Translation”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C20. HIS 2XX: Marriage in Medieval Europe (500-1500)”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C21. LIT 3WW: Gender and Sexuality in U.S. Latino/a Literature”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C22. LLS 3XX: Entangled Tongues: Bilingualism in U.S. Latino/a Literature”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C23. PSY 3XX: History of Psychology”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “C24. CJBS 250: Research Methods and Statistics for Criminal Justice”. The motion was seconded and approved unanimously.

It was moved to adopt the course revisions as a slate marked “C25. ECO 220: Macroeconomics and C26. ECO 225: Microeconomics”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “C27. PAD 240: Introduction to Public Administration”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “C28. PAD 241: Information in Public Management”. The motion failed.

In Favor: 17  Oppose: 13  Abstentions: 6

It was moved to adopt the course revision marked “C29. PAD 260: International Public Administration”. The motion was seconded and approved unanimously.

It moved to adopt the course revision marked “C30. PAD 318: Decisions and Crisis”. The motion was seconded and approved unanimously.
It was moved to adopt the course revisions as a slate marked “C31. SPA 111: Introductory Spanish I for Bilingual Students and C32. SPA 112: Introductory Spanish II for Bilingual Students”. The motion was seconded and approved unanimously.

It was moved to adopt the new program marked “C33. New Minor in U.S. Latino/a Literature”. The motion was seconded and approved unanimously.

V. Report from the Faculty Senate

It was moved to adopt the item marked “D. Proposed Resolution on Online Student Evaluation of the Faculty”. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:45 p.m.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

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

2012-2013
Revised: November 8, 2012
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>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Dunham – Library</td>
<td>Vacant</td>
</tr>
<tr>
<td>Richard Li – Science</td>
<td>Vacant</td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td><strong>Vacant</strong></td>
</tr>
<tr>
<td><strong>Vacant</strong></td>
<td><strong>Vacant</strong></td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. 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:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>President of the Student Council</td>
<td>Mehak Kapoor</td>
</tr>
<tr>
<td>57</td>
<td>Vice President of the Student Council</td>
<td>Zeeshan Ali</td>
</tr>
<tr>
<td>58</td>
<td>Treasurer of the Student Council</td>
<td>Jeffrey Aikens</td>
</tr>
<tr>
<td>59</td>
<td>Secretary of the Student Council</td>
<td>Nana Akuba Chinebuah</td>
</tr>
<tr>
<td>60</td>
<td>Elected At-Large Representative</td>
<td>Antonio Welch</td>
</tr>
<tr>
<td>61</td>
<td>Elected graduate student representative</td>
<td>John Clarke</td>
</tr>
<tr>
<td>62</td>
<td>Elected graduate student representatives</td>
<td>Amanda Stapleton</td>
</tr>
<tr>
<td>63</td>
<td>Elected senior class representative</td>
<td>Michelle Tsang</td>
</tr>
<tr>
<td>64</td>
<td>Elected senior class representative</td>
<td>Ammarah Karim</td>
</tr>
<tr>
<td>65</td>
<td>Elected junior class representative</td>
<td>Emiliya Abramova</td>
</tr>
<tr>
<td>66</td>
<td>Elected junior class representative</td>
<td>Maria DCruze</td>
</tr>
<tr>
<td>67</td>
<td>Elected sophomore class representative</td>
<td>Salahdine Baroudi</td>
</tr>
<tr>
<td>68</td>
<td>Elected sophomore class representative</td>
<td>Hashemul Khan</td>
</tr>
<tr>
<td>69</td>
<td>Freshman representative</td>
<td>Nicholas Calabro</td>
</tr>
</tbody>
</table>

- 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. Shumaila Jameel  
2. Waqas Majeed
**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
23. SEEK        Nancy Velazquez-Torres
24. Sociology        Richard Ocejo

Revised: November 8, 2012
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
  1. Sociology
  2. Science
      Rick Richardson
      Artem Domashevskiy
- Six (6) students
  1. Cesar Irigoyen
  2. Rue-Ann Gabriel
  3. Alaa Alamin
  4. Rashmini Sookraj
  5. Clinton Dyer
  6. Jennifer Rosado

- 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
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

- 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

- 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

Revised: November 8, 2012
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
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. Daniel Baez

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

- Senior Vice President of Finance and Administration (chairperson) Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee 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

2012-2013
Revised: November 8, 2012
• Two (2) representatives chosen by the Faculty Senate
  1. Chair of the Faculty Senate Fiscal Affairs Committee  Jay Hamilton
  2. Vice Chair of the Faculty Senate Fiscal Affairs Committee  Janice Dunham
• 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
  1. 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/
  5. Forensic Science Diana Falkenbach
  6. International Crime and Justice Margaret Wallace
  7. Protection Management Avram Bornstein/
  8. MPA: Public Policy & Administration Rosemary Barbaret
  9. MPA: Inspection & Oversight Marilyn Rubin
- BA/MA Director Warren Benton
- Two (2) graduate students Chitra Raghavan
  1. Pasang Tsering
  2. Sebastien Auguste
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
  2. English
  3. Psychology
  4. Public Management
  Joshua Clegg
  Alexander Long
  Keith Marcus
  Roddrick Colvin

- Two (2) students
  1. Hashemul Khan
  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 Mc Dougall
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. Siddarth Shah

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
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
     James de Lorenzi
  2. History Maria D’Agostino
     Elizabeth Jeglic
  3. Public Management
     Mark McBeth
  4. Psychology
     Marilyn Rubin
  5. English
     Jennifer Rutledge
  6. Public Management
  7. Political Science
- Three(3) Higher Education Officers
  1. Marisol Marrero
  2. Sumaya Villanueva
  3. Danielle Officer
Middle States Agenda Item – College Council

We are in the middle of revising drafts of the Middle States Self-Study and want to have as much feedback as possible from faculty, staff, and students. Currently there is a “preliminary draft” on Inside John Jay and on the Jay Stop. Another draft (the “first draft”) should be up within a week or so, followed by a “second draft” in January, at least two weeks prior to the visit by the Middle States Team Chair on January 30. The final version of the Self-Study will go to the Middle States Team no later than March 7.

To meet the prescribed schedule, the College Council will have to consider the draft for approval at its meeting on February 14, 2013. However, while we will continue to update the Self-Study with new information into the second semester, we need to receive substantive comments by the end of the fall semester. It is therefore important that everyone look at the report and raise issues as soon as possible so that changes may be incorporated into the report before it is considered by the College Council.

The link to the draft is on Inside John Jay. Please review it and forward comments to one of the three co-chairs or post a comment on the wiki provided. Both individual and group responses are welcome and encouraged.
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(es) _____sswenson@jjay.cuny.edu
      Phone number(s) _____212.237.8820_____

2. a. Title of the course: Environmental Science: A Focus on Sustainability

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

   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: General Education core science requirement

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): _____SCI 112__

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.

   Environmental Science is a timely and important topic for the 21st century. This course examines the core topics in environmental science and how environmental science informs sustainability, environmental policies, economics, and personal choices. Students will learn about ecology, risk assessment, and toxicology with a focus on sustainable practices. Ecology is the study of the relationships between living organisms,
including humans, and their physical environment; it seeks to understand the vital connections between plants and animals and the world around them. Ecology also provides information about the benefits of ecosystems and how we can use Earth’s resources in ways that leave the environment healthy for future generations. This class will cover the fundamentals of environmental science and look toward the future of a sustainable world.

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

This course examines the core topics in environmental science and how environmental science informs sustainability, environmental policies, economics, and personal choices. Students will learn principles from the sciences of ecology and toxicology to study the relationships between living organisms, including humans, and their physical environment. The course will also consider environmental risks due to economic, political and cultural factors. Discussion will focus on how the Earth’s resources are limited, and how these resources can best be used to benefit ecosystems and leave the environment healthy for future generations.

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

5. **Number of:**
   a. Class hours ___3_
   b. Lab hours ___1 lab___
   c. Credits ___3_

6. 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?

1. Identify and apply the fundamental concepts and methods of a life or physical science.
Develop scientific literacy by participating in two major projects where students will:

- Acquire broad background knowledge in the physical and biological sciences;
- Correctly use basic terminology in biology and chemistry;
- Outline the basic concepts of environmental science, including:
  - sustainability
  - human impact
  - toxicology
  - ecology
- Recognize fundamental concepts of risk assessment and management.

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

- By examining local superfund clean-up sites in a group field-study project, students will critically evaluate major conflicts within the realm of the environmental sciences;
- Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data;
- Recognize the significance of the scientific process in understanding controversial issues;
- Learn how to draw appropriate scientific conclusions from evidence and experimental data in both research and legal settings;
- Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

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

- While performing laboratory experiments students will demonstrate lab safety and proper laboratory protocol;
- Test various products for the presence of potentially toxic substances (e.g. aluminum, sulfur) and investigate the potential effects of heavy metals in the environment;
- Develop competence in oral and written forms of scientific communication.

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 validity of the data they collect;
• Participate in field studies in the NY City urban environment, including, but not limited to, Superfund cleanup sites and Jamaica Bay National Park;
• Describe the basic practices of testing resource quality and the impacts of waste disposal on the environment.

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;
• Interpret environmental research findings as published in the popular media;
• Interpret environmental research findings in primary documents;
• Recognize and communicate the difference between research on environmental issues and non-research based statements.

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:**
Justice core:

<table>
<thead>
<tr>
<th>Justice &amp; the Individual</th>
</tr>
</thead>
<tbody>
<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>

**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.

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________

   - 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](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)

14. Date of **Department curriculum committee** approval __August 22, 2012__

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

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. ENV 108 Environmental Problems

19. **Approvals:**

   Dr. L. Kobilinsky

   Chair, Proposer’s Department

Approved by UCASC, October 12, prepared for College Council, Nov 20, 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 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>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SCI 1XX (112)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Environmental Science: Focus on Sustainability</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Sciences</td>
</tr>
<tr>
<td>Discipline</td>
<td>General Science</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>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>NA</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course examines the core topics in environmental science and how environmental science informs sustainability, environmental policies, economics, and personal choices. Students will learn principles from the sciences of ecology and toxicology to study the relationships between living organisms, including humans, and their physical environment. The course will also consider environmental risks due to economic, political, and cultural factors. Discussion will focus on how the Earth’s resources are limited, and how these resources can best be used to benefit ecosystems and leave the environment healthy for future generations.</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
- [ ] 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>[ ] US Experience in its Diversity</td>
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<tr>
<td>[X] Life and Physical Sciences</td>
<td>[ ] Individual and Society</td>
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<td></td>
<td>[ ] Creative Expression</td>
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<td></td>
<td>[ ] Scientific World</td>
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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:

- Develop scientific literacy by participating in two major projects where students will:
  - Acquire broad background knowledge in the physical and biological sciences;
  - Correctly use basic terminology in biology and chemistry;
  - Outline the basic concepts of environmental science, including:
- Identify and apply the fundamental concepts and methods of a life or physical science.
- Recognize fundamental concepts of risk assessment and management.

- By examining local superfund clean-up sites in a group field-study project, students will critically evaluate major conflicts within the realm of the environmental sciences;
- Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data;
- Recognize the significance of the scientific process in understanding controversial issues;
- Learn how to draw appropriate scientific conclusions from evidence and experimental data in both research and legal settings;
- Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

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

- While performing laboratory experiments students will demonstrate lab safety and proper laboratory protocol;
- Test various products for the presence of potentially toxic substances (e.g. aluminum, sulfur) and investigate the potential effects of heavy metals in the environment;
- Develop competence in oral and written forms of scientific communication.

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

- Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect;
- Participate in field studies in the NY City urban environment, including, but not limited to, Superfund cleanup sites and Jamaica Bay National Park;
- Describe the basic practices of testing resource quality and the impacts of waste disposal on the environment.

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

- 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;
- Interpret environmental research findings as published in the popular media;
- Interpret environmental research findings in primary documents;
- Recognize and communicate the difference between research on environmental issues and non-research based statements.

- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
ENVIRONMENTAL SCIENCE: FOCUS ON SUSTAINABILITY

Lecturer: Dr. Sandra Swenson
Email: sswenson@jjay.cuny.edu
Office: Rm. 4002.1 N, ph: 212.237.8820
Office Hours: M-W 1 – 3:30PM or by appointment

Course description:

During this course of study, students will:
This course examines the core topics in environmental science and how environmental science informs sustainability, environmental policies, economics, and personal choices. Students will learn principles from the sciences of ecology and toxicology to study the relationships between living organisms, including humans, and their physical environment. The course will also consider environmental risks due to economic, political and cultural factors. Discussion will focus on how the Earth’s resources are limited, and how these resources can best be used to benefit ecosystems and leave the environment healthy for future generations.

1. Identify and apply the fundamental concepts and methods of a life or physical science.
   - Develop scientific literacy
   - Acquire broad background knowledge in the physical and biological sciences.
   - Correctly use basic terminology in biology and chemistry.
   - Outline the basic concepts of environmental science, including:
     o sustainability
     o human impact
     o toxicology
     o ecology
   - Recognize fundamental concepts of risk assessment and management.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
   - Critically evaluate major conflicts within the realm of the environmental sciences.
   - Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.
   - Recognize the significance of the scientific process in understanding controversial issues.
   - Learn how to draw appropriate scientific conclusions from evidence and experimental data in both research and legal settings.
   - Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
   - Demonstrate lab safety and proper laboratory protocol.
   - Test various products for the presence of potentially toxic substances (e.g. aluminum, sulfur) and investigate the potential effects of heavy metals in the environment.
• Develop competence in oral and written forms of scientific communication

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 validity of the data they collect.
• Participate in field studies in the NY City urban environment, including, but not limited to, Superfund cleanup sites and Jamaica Bay National Park
• Describe the basic practices of testing resource quality and the impacts of waste disposal on the environment.

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.
• Interpret environmental research findings as published in the popular media.
• Interpret environmental research findings in primary documents.
• Recognize and communicate the difference between research on environmental issues and non-research based statements.

Course website & Readings: Important course announcements, course readings, homework assignments, and other resources will be posted to the course Blackboard. There are extensive web links and news articles that students are responsible for reading.

Course material: Turning Technologies Response Card: Register on line at: http://www.turningtechnologies.com/ I recommend renting the response card from the JJ Bookstore.
Readings: All assignments can be found on the John Jay College Blackboard. Any changes or announcements will be made on that site. You should check Blackboard and your John Jay College email regularly for course information. You must have a valid John Jay email account and have access to BlackBoard for ongoing updates and notifications.
Blackboard Student Support is provided by ITSS. Students should be directed to contact ITSS at blackboardstudent@jjay.cuny.edu<mailto:blackboardstudent@jjay.cuny.edu> and through the Help Desk at 212.237.8200.

• Essentials of Environmental Science by Andrew Friedland. WH Freeman Company: Ebooks access through the bookstore.
  Author: Friedland, et al.
EBOOK: ESSENTIALS OF ENVIRONMENTAL SCIENCE
ISBN: 9781464109836
Author: Friedland, et al.
LAB MANUAL IS AVAILABLE ON BB under "Information" but you can purchase it in the bookstore if you want to.
TURNING TECHNOLOGIES RESPONSE CARD ISBN: 9781934931394

Extra Credit Reading
Hot, Flat, and Crowded by Thomas L. Friedman ISNB-13 970-0-374-16685-4 Easy to buy used.

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.

Grading Scale:

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>15 Points</th>
<th>40 Points</th>
<th>15 Points</th>
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<tbody>
<tr>
<td>Midterm</td>
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<tr>
<td>Quizzes, Case Studies</td>
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<tr>
<td>HW (Podcasts, etc.) and in-class projects</td>
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<tr>
<td>(includes attendance)</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Lab Grade</td>
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<tr>
<td>All beepers, phones, headphones, etc.</td>
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<tr>
<td>MUST be turned off in class.</td>
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</table>

- Personal Photo-ID MUST be present at all lecture exams.
- This is an important component of the course and requires participation by all students. All in-class work is due the same day and cannot be made up.
- ALL examinations must be taken in the class period in which you are registered.
- Plagiarism or cheating will not be tolerated. Any student suspected of cheating will be recommended for expulsion.

**Lab constitutes 30% of your total lecture grade:** 6% Attendance, participation/group work; 7% Research Paper; 5% Lab Manual Reports (In-Class); 6% Exam 1 & 6% 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**

There will be practical exams for the 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.
Practical 1 will be administered on XXXX and Practical 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.

Course Structure: SCI 112 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. All students must take the exams during the indicated periods. If you have a documented emergency, please see me to discuss options. Both exams count; no grade is dropped. The laboratory portion, worth 30% of the final grade, will be derived from the scores of two (2) practical exams, quizzes, in-class activities, and class participation. Any student having difficulty with the class should see the instructor as soon as possible.

No extra help can be given after the final exam is administered.

Grade of INC (Incomplete)
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 documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.

This course will 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 either the 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.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Grades for Completed Courses

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>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0-100.0</td>
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<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>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83.0-87.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
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<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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<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1-69.9</td>
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<td>D</td>
<td>1.0</td>
<td>63.0-67.0</td>
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<td>D-</td>
<td>0.7</td>
<td>60.0-62.9</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60.0</td>
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</table>
## ENVIRONMENTAL SCIENCE: A FOCUS ON SUSTAINABILITY

**Lecturer:** Dr. Sandra Swenson  
**Email:** sswwenson@jjay.cuny.edu  
**Office:** Rm. 05.66.06, ph: 212.237.8820  
**Office Hours:** M-W 1 – 3:30PM or by appointment

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Subject</th>
<th>Readings</th>
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<tbody>
<tr>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction to Environmental Science</strong></td>
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<td></td>
<td>Historical perspective and an Overview</td>
<td>Website: <a href="http://www.epa.gov/">http://www.epa.gov/</a></td>
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<td></td>
<td>Matter, Energy, and Change</td>
<td>PPT 1 &amp; 2 and Ch 1 &amp; 2</td>
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<td>Assignment: Introduce yourself on Blackboard.</td>
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<tr>
<td><strong>LAB</strong></td>
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<td></td>
<td>Lab Safety, Perils of Plagiarism, Preview to</td>
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<td></td>
<td>Measurements, Scientific Notation &amp; Significant Figures</td>
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<td></td>
<td>Laboratory Equipment and Measurements</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Ecosystem Ecology and Biomes</strong></td>
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<td></td>
<td>Describe the basic principles of ecology</td>
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<td></td>
<td>Assignment: Mini Case Study: Reversing the</td>
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<td></td>
<td>Deforestation of Haiti</td>
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<td><strong>LAB</strong></td>
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<tr>
<td></td>
<td>Begin Field Study Group Project: Superfund</td>
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<td></td>
<td>Clean-up in NYC: Gowanus Canal, Hudson River, and</td>
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<td>Newtown Creek; due week 10</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Evolution, Biodiversity, and Community Ecology</strong></td>
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<tr>
<td></td>
<td>Explain the concept of biodiversity and its</td>
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<td></td>
<td>underlying mechanisms.</td>
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<td>Urban biodiversity: <a href="http://natureintheecity.org/urbanbiodiversity.php">http://natureintheecity.org/urbanbiodiversity.php</a></td>
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<td>Blog: <a href="http://cityparksblog.org/2012/05/17/celebrating-national-urban-biodiversity">http://cityparksblog.org/2012/05/17/celebrating-national-urban-biodiversity</a></td>
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<td><a href="http://www.urbanecologycollaborative.org/uec/">http://www.urbanecologycollaborative.org/uec/</a></td>
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<td></td>
<td>Of interest: Field Guide to the Natural World of</td>
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<td>New York City by Leslie Day 2007</td>
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<td><strong>LAB</strong></td>
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<td><strong>Week 4</strong></td>
<td><strong>Human Population Growth</strong></td>
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<td>Describe the potential limits to human</td>
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<td>population growth and analyze</td>
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<td></td>
<td>relationships among changes in population size,</td>
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<td>economic development, and resource consumption</td>
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<td>at global and local scales.</td>
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<tr>
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<td>In-class case study: Curitiba, Brazil</td>
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<tr>
<td><strong>Quiz 1</strong></td>
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<td><strong>Week 5</strong></td>
<td><strong>Nonrenewable and Renewable Energy</strong></td>
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<td>Describe how energy use has varied over time and</td>
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<td></td>
<td>compare the energy efficiencies of the extraction</td>
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<td>and conversion of different fuels as well as the</td>
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<td>various means of generating electricity.</td>
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<td><strong>LAB</strong></td>
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<tr>
<td></td>
<td>Water Quality Testing</td>
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<td><strong>Week 6</strong></td>
<td><strong>Water Resources and Water Pollution</strong></td>
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<tr>
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<td>Identify Earth’s natural sources of water and</td>
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<td>identify the factors that will</td>
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<td>affect the future availability of water.</td>
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<td>NYC RiverKeeper: <a href="http://www.riverkeeper.org/">http://www.riverkeeper.org/</a></td>
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</tbody>
</table>
Week 7  
**Solid Waste Generation and Disposal**  
*Define waste generation from an ecological and systems perspective.*  
In-class case study: Jamaica Bay

Exam: Midterm

Week 8  
**Air Pollution**  
*Identify major air pollutants and where they come from and examine various approaches to the control and prevention of outdoor pollution.*  

LAB  
Solids in Smoke

Week 9  
**Land Resources and Agriculture**  
*Explain how human land use affects the environment and describe approaches and policies that promote sustainable land use.*  
Pesticides and Fertilizers & Rachel Carson Biography

Week 10  
**Field Study (and Research Paper)**  
PPT Presentations (limit 12) and/or papers posted on BB and Turnitin.com

Week 11  
**Human Health Risk**  
*Identify the three major categories of human health risk and explain risk analysis.*  
**Group Case Study: Metals in the Environment due week 14**

LAB  
Aluminum and lead detection and toxicity

Week 12  
**Conservation of Biodiversity**  
*Identify the causes of a declining biodiversity and describe conservation.*

Quiz 2

Week 13  
**Climate Alteration and Global Warming**  
*Distinguish among global change, global climate change, and global warming.*  
*Explain how solar radiation and greenhouse gases warm our planet and affect our oceans.*

Week 14  
**Environmental Economics and Equity**  
*Discuss sustainability in a variety of environmental contexts including human well-being.*

LAB  
Presentation of Group Case studies: Metals in the Environment

Week 15  
**Environmental Policy**  
**Pollutant Regulation - The Environmental Protection Agency (EPA)**

Final Exam  
See Registrar’s web site for listing
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 ___Interdisciplinary Studies Program____

   b. Name and contact information of proposer(s) ___Amy Green__________________

   Email address(es) _es_agreen@jjay.cuny.edu____________
   Phone number(s) _x8523_________________________

2. a. Title of the course ___When Nature Roars: Global Catastrophes and Human Responsibility_____________________________

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

   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:

   Course materials are short and straightforward, including a variety of genres and media. Activities are also short, imaginative, and engaging. Assignments are scaffolded beginning with such basic tasks as listing and citing evidence from a source and builds to more complex, but still introductory, projects such as preparing a researched commemorative speech, a persuasive opening statement at a mock trial, and participating in a hypothetical Congressional debate.

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

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

   Globalization demands that we consider the repercussions of our actions on cultures and societies all over the world. Natural disasters, rather than merely “acts of god,” are ameliorated or exacerbated by human behavior. How we create, prevent or respond to such...
catastrophic events as floods, earthquakes, famines, and global warming around the world is a matter of global justice.

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.)

As much as we like to think of ourselves as masters of the universe, human civilizations exist under threats from the great destructive powers of nature as well as our own capacity for large-scale destruction. This course explores the causes, effects, and consequences of natural and man-made catastrophes within and across national, regional, and global boundaries, and the moral, ethical, and legal dimensions of preventing and responding to such crises. In addition to factual accounts and studies, the course will consider the ways cataclysmic events are reflected in art, music, and literature.

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

   Pre or Co-requisite: Eng 101

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

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

   _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?

Students will:
- gather, interpret and assess the complementary and contradictory evidence in differing accounts of an international or global catastrophe as reported in a variety of primary and secondary source materials.
- analyze arguments about the causes and effects of natural disasters by examining and evaluating the evidence in multiple accounts of a single event.
• formulate and support original oral and written arguments about the causes and consequences of natural and man-made disasters. Using evidence from class readings and original research.
• identify and make distinctions among multiple explanations of how a local or regional disaster can affect global patterns of economic, social, and political activity.
• evaluate the role of social, economic, and political differences in determining the impact and consequences of natural disasters around the world.

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

_____ No      ___X___ Yes

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

Interdisciplinary Studies Program, Theme A

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:

| A. World Cultures and Global Issues          | X |
| 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>
</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>
Please explain why this course should be part of the selected area.

This course considers the social, economic, and political impact of human agency in causing, preventing, and responding to global catastrophes.

11. How will you assess student learning? Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

- Students’ ability to gather, interpret and assess complementary and contradictory evidence in multiple accounts of an international or global catastrophe will be assessed through their preparation for and participation in simulated talk show. Students will extract and cite information about the 2008 Chinese earthquake from a variety of primary and secondary source materials, each of which represents a different interpretation of the event and its consequences. The information will be used to create talking points for representatives from the three readings to appear as talk show guests. Students will role-play the guests, each of whom will present and defend their interpretation of the earthquake and try to negotiate a consensus version of what happened and why. The rubric for this assignment will evaluate the students’ ability to distinguish the facts and opinions reflected in the readings, analyze the different interpretations, and use the evidence to articulate a more nuanced understanding.

- Students’ ability to evaluate evidence and arguments about the causes and effects of natural disasters by will be assessed through a comparison of official, journalistic, and personal accounts of the famine in North Korea in the 1990s. Students will weigh the evidence in contrasting arguments about the origins and magnitude of the crisis. In a homework assignment, students will restate the main argument and cite the supporting evidence in each reading. The assignment will be assessed for how accurately the students quote, paraphrase, and cite the author’s arguments, evaluate the quantity and quality of supporting evidence, and articulate which of the arguments they find most persuasive.

- Students’ ability to generate and support original oral and written arguments about the causes and consequences of natural and man-made disasters will be assessed through their opening statements for the prosecution or defense in a mock trial of Kim Jung Il for starving the citizens of North Korea between 1994 and 1998. The rubric for this written
and oral project will evaluate how well the students extrapolate evidence from their analysis of the readings to construct and support their opening statements, use appropriate language, eye contact, gesture, and vocal energy to deliver their persuasive message to the mock jury.

- Students’ ability to identify and make distinctions among multiple explanations of how a local or regional disaster can affect global patterns of economic, social, and political activity will be assessed through a mock Congressional debate on a bill to regulate greenhouse emissions from industrial sites in the United States to help reduce extreme climate change in the developing world. Using examples of flooding and drought in Africa as a case in point, students will compose a letter to members of Congress urging them to vote for or against the bill. In class, students will be assigned to argue for or against the bill in a mock Congressional deliberation. Written and oral work will be assessed for the ways students articulate differences in point of view on the proposed policy and the practical and ethical considerations involved in the decision to support or oppose the hypothetical bill.

- Students’ ability to analyze the significance of a movement that helped shape the worlds’ societies will be assessed through a case study of how The Great Irish Famine of 1845 impacted patterns of migration to North America. In role as the Irish Ambassador to Canada in 2010, students will research and write a commemorative speech on the occasion of the 160th anniversary of Irish Immigrants in Canada. Speeches will be evaluated for the accuracy and creativity with which they recount the story of what drove the Irish from their homeland and explain their long-term impact on Canadian culture.

- Students’ ability to discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies will be assessed by comparing and contrasting the impact of similar natural catastrophes on groups and cultures of different global economic and social status. Students will prepare an annotated scrapbook, PowerPoint, or virtual online exhibition of images of four eruptions: Mount Vesuvius in Pompeii in 79 AD, the 2010 earthquakes in China and Haiti, and the tsunami off the coast of Japan in 2011 and how the social, economic, and political status of the victims affected impact of the disaster and the course of recovery. The rubric will evaluate the appropriateness of the selected images to indicate distinctions among the four images and how well the annotations articulate the impact of social differentiation on the fates of the communities involved.

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__Kathleen Collins__________________________
• Are there adequate resources in the library to support students’ work in the course
  Yes___X____ No________

• Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+ __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 ______
  ➢ JSTOR ______
  ➢ SCOPUS ______
  ➢ Other (please name)_LexisNexis_________________

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 ___8/15/12_________________

15. Faculty - Who will be assigned to teach this course? Professors Green, Sherman, and other
members of the Program

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:

Amy S Green
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>ISP 1XX</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>When Nature Roars: Global Catastrophe and Human Responsibility</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary</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>ENG 101</td>
</tr>
<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
<td>ENG 101</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>As much as we like to think of ourselves as masters of the universe, human civilizations exist under threats from the great destructive powers of nature as well as our own capacity for large-scale destruction. This course explores the causes and consequences of natural and man-made catastrophes within and across national, regional, and global boundaries, and the moral, ethical, and legal dimensions of preventing and responding to such crises. In addition to factual accounts and studies, the course will consider the ways cataclysmic events are reflected in art, music, and literature.</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>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.

Students will compare and contrast different versions of intra- and international incidents that have had devastating effects within and/or across regional and global boundaries. They will write three single-page summaries of multiple accounts of the 2008 earthquake in China. Working in small groups, they will draw on their summaries to create a script for a hypothetical talk show on which the three authors (or representative characters) declare, defend, and debate their positions.

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

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Additional Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze the extent to which human behavior may or may not have played a role in causing or exacerbating the effects of a supposedly natural disaster by comparing and contrasting arguments and evidence for conflicting interpretations of the North Korean Famine. Week 14.</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will generate and support original oral and written arguments about the causes and consequences of natural and man-made disasters. After the first section of the course, in Week 5, they will propose three possible thesis statements in response to the question, “Why do the creation myths of so many cultures include a story about a great flood?” and describe the evidence they would use to defend their favorite thesis. In week 14, they will write and deliver an opening statement for the prosecution or the defense at a mock trial of Kim Jung Il who is accused of causing the deaths by starvation of North Korean citizens. Weeks 5 and 14.</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:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
</tr>
<tr>
<td>● Analyze the historical development of one or more non-U.S. societies.</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>
</tr>
<tr>
<td>● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York

Course Syllabus

ISP 1XX When Nature Roars: Global Catastrophe and Human Responsibility  
Fall 2013; Mondays, 3-5:30 p.m.

Professor Amy S Green  
Office Hours: M / W 1:30-2:30 p.m.; Room 06.65.03 NB  
212 237-8352  
agreen@jjay.cuny.edu

Professor Dennis Sherman  
Office Hours: T /Th 1:30-2:30 p.m.; Room 06.65.05 NB  
212 237-8457  
dsherman@jjay.cuny.edu

Course description
As much as we like to think of ourselves as masters of the universe, human civilizations exist under threats from the great destructive powers of nature as well as our own capacity for large-scale destruction. This course explores the causes, effects, and consequences of catastrophes within and across national, regional, and global boundaries. The course will also consider the moral, ethical, and legal dimensions of preventing and responding to global crises and look at the ways people imagine cataclysmic events in art and literature.

Learning outcomes
- gather, interpret and assess the complementary and contradictory evidence in differing accounts of an international or global catastrophe as reported in a variety of primary and secondary source materials.
- analyze arguments about the causes and effects of natural disasters by examining, comparing, and evaluating the evidence in multiple accounts of a single event.
- formulate and support original oral and written arguments about the causes and consequences of natural and man-made disasters using evidence from class readings and original research.
- Identify and make distinctions among multiple explanations of how a local or regional disaster can affect global patterns of economic, social, and political activity.
- Evaluate the role of social, economic, and political differences in determining the impact and consequences of natural disasters around the world.
Course requirements, grades, and attendance policy

Required Texts

These books are all required:

These are also required readings, but they can be found on Blackboard or at the indicated web address. They must be printed out and brought to class.
Genesis Chapters 6-9, Noah's Ark, NSRV (Blackboard)
Murphy, Tom. Famine (1968) (Blackboard)

Course Policies

Grading

Final grades will be computed according to this formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for and participation in class</td>
<td>20%</td>
</tr>
<tr>
<td>Homework assignments (3)</td>
<td>30%</td>
</tr>
<tr>
<td>In-class activities (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term and final projects (2)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Attendance

ISP classes meet only once a week, therefore:

- 3 absences (for whatever reason) equals a final course grade of ‘F’
- 3 latenesses equals 1 absence
- Over ½ hour late equals 1 absence
- Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with a member of the faculty and the program counselor.

Assignments

- Students are expected to come to class having read carefully the assigned material and completed any written work due that day.
- Readings must be downloaded, printed and brought to class
- Late assignments will be penalized one full grade for each class period missed
- Papers must be handed in on the due date in hard copy, typed, double spaced, using 1” margins and 12 pt Times New Roman font. They must be proofread and spelling and grammar checked. Unprofessional presentation will be penalized.
- Students should keep copies of returned assignments until the end of the semester.

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy

A final grade of incompletes will only be assigned by special arrangement with the professors. Incomplete work must be submitted by the third week of the following semester.

B. Extra Work During the Semester

The demands of this course are challenging and provide plentiful opportunities for students to demonstrate mastery of the material. Therefore, no extra credit work will be offered or accepted.

C. Americans with Disabilities Act (ADA) Policies

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

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

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *John Jay College of Criminal Justice Undergraduate Bulletin*, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)
Course calendar

Introduction: Catastrophe, Creation, and the End of the World

Week 1: Introduction. Compare creation myths from Egypt, the Aztecs, and Aboriginal Australia (handout readings)

Week 2: Introduction to research and debate project: Impending crisis or political weapon? The debate over global warming
http://www.time.com/time/world/article/0,8599,1664429,00.html

Part One: Wind and Flood

Week 3: Two takes on Noah and the Flood: *Genesis* and *Noye's Fludde* (*Noah's Flood*, Corpus Christi Cycle)
Bobrowsky, “Flood” (Blackboard)

Week 4: Erickson, *Everything in its Path*, Parts 1 and 2 (pp 21-133)

Week 5: Erickson, *Everything in its Path*, Part 3 (pp 165-245)

H.W. DUE: Make a list of the differences and similarities among the flood narratives that we have read. At the end of the lists, propose three different answers to the question: “Why do the creation myths of so many cultures include a story about a great flood?” Each of your answers should be written as a thesis statement for a hypothetical paper. Pick your favorite thesis statement and indicate the evidence that you would use from your lists of similarities and differences if you had to write the paper. Be sure to include parenthetical citations of where you got the information.

Part Two: Eruption

Week 6: Volcanoes: Pompeii 79 AD, Mt Vesuvius
Bobrowsky, “Volcano” (Blackboard)

Week 7: Memories and Images: Visit to the Metropolitan Museum of Art

MIDTERM PROJECT, DUE WEEK 10: Images can help us understand the impact of natural disasters on the different groups of people caught up in them. There are significant social differences within and among the societies that experienced the eruption of Mt. Vesuvius in ancient Pompeii, earthquakes in China and Haiti, and the tsunami off the coast of Japan in 2011. Select one image of each of each disaster that suggests the ways in which differences in class, gender, and ethnicity affected the impact of the four eruptions. In a scrapbook, PowerPoint
presentation, or a webpage due in Week 10, display the four images accompanied by your own annotated captions that describe the information about social differentiation contained in each. The captions should also refer to the medium and visual elements of the images and how they affect point of view and emotional impact of the stories being told.

Week 8: Earthquake in Haiti
Bobrowsky, “Earthquake” (Blackboard)
Dandicat, Edwidge. *Eight Days: A Story of Haiti*
Solnit, Rebecca. “When the Media is the Disaster”
http://www.salon.com/2010/01/22/rebecca_solnit_haiti_open2010/

Week 9: Earthquake in China, 2008
http://www.csmonitor.com/World/Asia-Pacific/2008/0514/p06s05-woap.html; Official Chinese statements; interviews with parents who lost children in the school (Blackboard)

H.W. DUE: For each of the articles we read this week, submit a one-paragraph synopsis of events in the first-person voice of the author or a major character from the text. Include a full citation in APA format for each text.

IN-CLASS ACTIVITY: Work in a small group, drawing on the information in your synopses, to create “talking points” for each of the authors/characters in a hypothetical talk show appearance. Groups will be assigned to portray one of the speakers. Each speaker will describe, defend and distinguish their interpretation of the events against those of the other “guests.” Once each guest has spoken, they will reflect back what they have heard, ask questions of the other guests, and attempt to negotiate a consensus account of what happened and why.

Week 10: Tsunami off Japan 2011
Bobrowsky, “Tsunami”
Frontline documentary: *Inside Japan’s Nuclear Meltdown*
http://www.pbs.org/wgbh/pages/frontline/japans-nuclear-meltdown/

MIDTERM PROJECT DUE: Scrapbook, PowerPoint or website of annotated images: How did social, political, and economic status affect the outcomes of eruptions in Pompeii, Haiti, China, and Japan?

**Part Three: Famine**

Week 11: The Great Irish Famine of 1845, Part 1
Bartoletti, *Black Potatoes*, Chapters 1-7 (pp 5-116)
Bobrowsky, “Famine” (Blackboard)

Week 12: The Great Irish Famine of 1845, Part 2

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Bartoletti, *Black Potatoes*, Chapters 7-10 (pp 117-170)
Murphy, Tom. *Famine* (pp 5-91) Blackboard.

HW DUE: Imagine that you are the Ambassador of Ireland to Canada. You have been asked to deliver a speech commemorating the mass immigration of Irish people to Canada in the wake of the Great Famine. Write a short speech in which you recount the story of what drove the Irish from their homeland and what long-term impact Irish immigrants and their descendents have had on Canadian society. You will be graded on the accuracy and creativity with which you recounts the story of what drove the Irish from their homeland and explains their long-term impact on Canadian culture.

Week 13: The Soviet Famines
Excerpt from *Blood Lands* (pp. 21-58) Blackboard

Week 14: Starving North Korea
Demick, “The Good Cook”
http://www.newyorker.com/reporting/2009/11/02/091102fa_fact_demick

H.W. DUE: In this article from The New Yorker, Demick reports conflicting interpretations of the causes and consequences of the famine in North Korea. The official explanation for the famine is much different from the story told by a North Korean citizen. Create a chart with two columns that compares the contrasting interpretations. At the top of the first column, quote and cite the official argument for the causes and consequences of the famine. On the top of the second -hand column, quote and cite the woman’s arguments. Below the quotations, paraphrase each argument in your own words, then list the evidence cited by each side to back up their claims. In a concluding paragraph, paraphrase Demick’s argument about which interpretation is most persuasive and explain why you agree or disagree with her position.

IN-CLASS MOCK TRIAL: Kim Jung Il is accused of being responsible for the deaths by starvation of hundreds of thousands of North Korean citizens. You will be assigned to either the prosecution or the defense at his trial. Using the chart that you prepared at home, work with a partner to compose a compelling prepare an opening statement for your side. Remember that an effective way to persuade the jury is to refute your opponent’s facts and claims. You will be graded on the strength of your argument, your ability to support it using evidence from both readings, and the energy and commitment with which you deliver it to the mock jury.
Conclusion: Global warming

Week 15: Congressional debate based on research project (in lieu of final examination)

FINAL PROJECT: Scientists argue that global warming is responsible for extreme and potentially devastating climate events in the developing world. Floods and droughts in Africa could lead to shortages of food and clean water for millions of people. In our scenario, the US Congress is considering a bill that would mandate reduced greenhouse emissions at industrial sites in order to combat global warming and potentially prevent due to floods in Africa. Consider the practical and ethical reasons why the US should or should not adopt these new regulations. Write and bring to class a 2-page letter to your Congressional representatives explaining how you would like them to vote and why. Be sure to cite the sources of the information you use to convince them. In this final class period, you will participate and vote in a mock Congressional debate on the new bill. You will be graded on the strength of your arguments and evidence.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: August 1, 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: __Interdisciplinary Studies Program

b. Name and contact information of proposer(s)_Gerald Markowitz________________

   Email address(es) gmarkowitz@jjay.cuny.edu
   Phone number(s) 212-237-8458 __________

2. a. Title of the course _Constructions of Difference in the USA ______

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __Constructions of Difference in the USA __________

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:

The reading and writing assignments are more challenging than 100 level; to succeed in this course students will need to have done some introductory college work. The emphasis in the course on gathering, interpreting and analyzing evidence to support an argument lays the groundwork for 300-level courses.

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

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

This is a General Education course that satisfies the US Experience in its Diversity requirement in the Pathways flexible core. The emphasis in this course on the ways that different groups in the United States have been treated and how they have responded to this treatment is critical to the liberal arts education of the many John Jay students who are interested in careers in the criminal justice system and critical to the college’s mission. This course introduces students to a variety of primary and secondary sources in the humanities and social sciences and invites the

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
students to both critique those analyses and to challenge their own ways of thinking about difference in American society.

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

The population of the United States is perhaps the most diverse in the world, incorporating peoples from every corner of the earth with a wide range of beliefs, histories, life styles, and goals. Sometimes this diversity has been tolerated, but at other times it has created tension, conflict, and even violence. Drawing on texts from the humanities and the social sciences, this interdisciplinary course will explore the various ways that difference—racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, linguistic, and regional—has been constructed in the USA.

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

6. **Number of:**
   a. Class hours __3___
   b. Lab hours _____
   c. Credits ___3__

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

   **Students will:**
   1) Read, discuss and compare/contrast different perspectives on difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States in a variety of humanities and social science texts.
   2) Orally and in writing, identify, debate and evaluate the merits of arguments about the positive and/or negative effects of difference --
whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States

3) Through discussions, debates, class presentations and written assignments, use evidence from their reading and research to devise and support their own arguments about difference in the United States and to devise and support their own arguments about the personal and social benefits and costs of these differences.

4) In their reading, written work, and in-class discussions, students will analyze a range of topics central to the fields of the history of race, the history of ethnicity, the history of gender, the history of class, the history of sexual orientation, the history of religious difference and/or the history of sexual orientation.

5) In in-class discussions and quizzes, students will define, compare/contrast and analyze the very different experiences that Native Americans, African Americans and white ethnic immigrants had in both how they were perceived by dominant white groups, and how their efforts to overcome genocide, slavery and discrimination fundamentally changed the United States over time.

6) Through their journals and in class, students will examine critical institutions or policies such as prisons and stop and frisk to see how they are influenced by race, ethnicity, gender, sexual orientation, and class.

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

_____ No  _____X Yes

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

Interdisciplinary Studies Program

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

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

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

**Flexible Core:**

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

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Please explain why and how this course fits into the selected area:

This is a General Education course that satisfies the US Experience in its Diversity requirement in the Pathways flexible core. This course fits in the selected areas because: a) it emphasizes diversity in all its forms; b) it focuses on the U.S. both in the past and in the present; and c) it meets the skills learning outcomes.

11. How will you assess student learning?
Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis statement; using relevant evidence from readings to support an argument; engagement in class discussions and other class activities; and making and defending an oral argument.

Learning outcome 1 (Read, discuss and compare/contrast different perspectives on difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States in a variety of humanities and social science texts) will be assessed via the following:

Students will keep a journal in which they record and reflect on how issues of difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- are depicted and dealt with in print and broadcast media. Journals will be assessed with a rubric that measures the thoroughness and accuracy of written contributions.

Learning outcome 2 (Orally and in writing, identify, debate and evaluate the merits of arguments about the positive and/or negative effects of difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States) will be assessed via the following:

Students will write a series of short papers in which they summarize the main thesis and supporting evidence in a key secondary or primary text and conclude with an evaluation of the text’s strengths, weaknesses and persuasiveness. These short papers will be evaluated using a rubric that measures students’ achievement in identifying the main thesis and its supporting evidence, and the sophistication of the students’ evaluation.

Learning outcome 3 (Through discussions, debates, class presentations and written assignments, use evidence from their reading and research to devise and support their own arguments about difference in the United States and to devise and support their own
arguments about the personal and social benefits and costs of these differences) will be assessed via the following:

Students will conduct a structured debate in which they argue for (or against) the idea that difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- has been a positive force in America, either historically or today. The debate will be assessed using a rubric that evaluates student achievement in identifying pertinent issues and arguments and using evidence from the readings to argue a position. The rubric will also address students’ ability to state and defend their arguments orally in clear, concise and effective language.

Learning outcome 4 (In their reading, written work, and in-class discussions, students will examine a range of topics central to the fields of the history of race, the history of ethnicity, the history of gender, the history of class, the history of sexual orientation, the history of religious difference and/or the history of sexual orientation) via the following:

Students will, for example write a 4 - 5 page thesis-driven paper in which they analyze whether class, race, ethnicity, gender or sexual orientation are the most important differences in the United States today. This paper will be assessed using a rubric designed to measure students’ ability to identify key arguments, infer and articulate the underlying assumptions of those arguments, and compare and contrast the arguments with one another.

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

No ____ Yes _x__ If yes, please state the librarian’s name __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.

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

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
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](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)

14. Date of **Department curriculum committee** approval ______July 19, 2012________

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

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

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

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

   ____Not applicable
   ____No
   __x__ Yes. If yes, give a short summary of the consultation process and results.
   
   I met with Jay Hamilton and he supported the 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:

   Amy Green

   Chair, Proposer’s 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 of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>ISP 2xx</td>
</tr>
<tr>
<td>Course Title</td>
<td>Constructions of Difference in the USA</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary Studies Program</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>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>The population of the United States is perhaps the most diverse in the world, incorporating peoples from every corner of the earth with a wide range of beliefs, histories, life styles, and goals. Sometimes this diversity has been tolerated, but at other times it has created tension, conflict, and even violence. Drawing on texts from the humanities and the social sciences, this interdisciplinary course will explore the various ways that difference—racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, linguistic, and regional—has been constructed in the USA.</td>
</tr>
<tr>
<td>Special Features</td>
<td>Sample Syllabus: 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>Life and Physical Sciences</td>
<td>Xx US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>

B. U.S. Experience in its Diversity

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

- Students will read, discuss and compare/contrast differing
  - Gather, interpret, and assess information from a variety of sources

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
perspectives on the constructions of difference — whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States in a variety of humanities and social science texts. They will also write several short papers in which they will assess the views of representatives of these different groups about the process of becoming or being an American.

Orally and in writing students will identify, debate and evaluate the merits of arguments about difference — whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States and the practical consequences of maintaining or giving up unique group characteristics. They will, for example compare the experiences of groups who have largely become assimilated as Americans with groups who have maintained a separate identity.

Through discussion, debates, class presentations and written assignments, students will use evidence from their readings, both primary and secondary to devise and support their own arguments about the personal, cultural, and social costs and benefits of maintaining or giving up what made a group a distinct entity in American life. For example they will produce a 5 page analytical essay in which they argue why maintaining a separate identity is beneficial or harmful.

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

- 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 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.
prison populations and keep a journal of stories in the newspapers, and other media about issues of race and the criminal justice system. Or they will read current literature and keep a journal about the dispute over gay marriage.
John Jay College of Criminal Justice       Fall 2012
B xx: Constructions of Difference in the USA       ISP 2xx
Tues: 11-1:30/ 5:40-8:10       Room 208T

Faculty

Gerald Markowitz      Michael Blitz
Email: gmarkowitz@jjay.cuny.edu    mblitz@jjay.cuny.edu
Office: 06.65.06 New Building     Office: 06.65.07 New Building
Phone: 212-237-8458      Phone: 212-237-8454
Office Hours: Tues 3–5 and by appt.    Office Hours: Tues 3–5 and by appt.

Course Description

The population of the United States is perhaps the most diverse in the world, incorporating peoples from every corner of the earth with a wide range of beliefs, histories, life styles, and goals. Sometimes this diversity has been tolerated, but at other times it has created tension, conflict, and even violence. Drawing on texts from the humanities and the social sciences, this interdisciplinary course will explore the various ways that difference—racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, linguistic, and regional—has been constructed in the USA.

Course Learning Outcomes

Students will:
1) Read, discuss and compare/contrast different perspectives on difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States in a variety of humanities and social science texts.

2) Orally and in writing, identify, debate and evaluate the merits of arguments about the positive and/or negative effects of difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic -- in the United States

3) Through discussions, debates, class presentations and written assignments, use evidence from their reading and research to devise and support their own arguments about difference in the United States and to devise and support their own arguments about the personal and social benefits and costs of these differences.

4) In their reading, written work, and in-class discussions, students will analyze a range of topics central to the fields of the history of race, the history of ethnicity, the history of gender, the history of class, the history of sexual orientation, the history of religious difference and/or the history of sexual orientation.
5) In in-class discussions and quizzes, students will define, compare/contrast and analyze the very different experiences that Native Americans, African Americans and white ethnic immigrants had in both how they were perceived by dominant white groups, and how their efforts to overcome genocide, slavery and discrimination fundamentally changed the United States over time.

6) Through their journals and in class, students will examine critical institutions or policies such as prisons and stop and frisk to see how they are influenced by race, ethnicity, gender, sexual orientation, and class.

Required Reading

Students will need to purchase the following books:
- Clifford Odets, Waiting for Lefty, (Dramatists Play Service) ISBN-10: 0822212153, $6.00
- Luis Valdez, Zoot Suit and Other Plays, Arte Publico Press ISBN-10: 1558850481, $15.95

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

- Federal Theater Project, “One Third of a Nation” (1938)
- Michael Katz, “The Underclass?” from The Undeserving Poor (1990)
- Fannie Lou Hamer, “Testimony before the 1964 DNC Credentials Committee”;
- Langston Hughes, “Theme for English B,” (poem) (1949)
- Brent Staples, “Black Men and Public Space,” Harpers, 1987;
- Shelby Steele, “On Being Black and Middle Class,” Commentary, 1988;
- Elizabeth Cady Stanton, The Declaration of Sentiments,” Seneca Falls Conference, 1848
- Charlotte Perkins Gilman, Women and Economics (Excerpts); (1898)
- Zora Neale Hurston, “How it Feels to be Colored Me” (1928)
Maria Hinojosa, *Crews: Gang Members Talk to Maria Hinojosa* (1995);
Luis Omar Salinas, *I Am America* (poem); (1957)
Gladwell, “An Unfair Rap”;

**Course Assignments**

1) **Short Papers:** Students will write 6 short papers in which they summarize the main thesis and supporting evidence in a key text and conclude with a personal evaluation of the text’s strengths, weaknesses, and persuasiveness. Papers should be typed in 12 point font, double spaced and with appropriate 1 inch margins. Be sure to keep a copy of every paper you turn in. Late papers will be marked down. Excessively late papers (more than 1 week late) will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the date they are due.

2) **Long Papers:** Students will write one 5-page “long” paper in which they analyze whether class, race, ethnicity, gender or sexual orientation are the most important differences in the United States today. Papers should be typed in 12 point font, double spaced and with appropriate 1 inch margins. Papers should reflect serious thought and engagement with the issues raised in the assigned reading. Students are encouraged to compare and contrast previous assigned reading in their response papers. Be sure to keep a copy of every paper you turn in. Late papers will be marked down. Excessively late papers (more than 1 week late) will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the date they are due.
3) **Journals:** Students will keep a journal in which they record and reflect on how issues of difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic – are depicted and dealt with in print and broadcast media. Journals will be assessed with a rubric that measures the quantity and quality of written contributions and their relevance to current events. Students will be expected to update their journal every week and include any and all extra-course material and information they come across that relates to difference in the United States: newspapers, blogs, photos, etc. Your journal should reflect your semester-long immersion in the idea of difference in America. Students must bring their journal to class every week.

4) **Final Class Debate:** For the final class period of the semester you will be assigned a position “for” or “against” the idea that difference -- whether racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, regional or linguistic – has been a positive force in America, either historically or today. This will require substantial preparation on your part. You will be required to make clear and cogent arguments in support of your position, and be able to support them with pertinent and persuasive evidence from the readings. You will also need to be able to counter the arguments of the other side in an equally emphatic and effective manner.

**Course Requirements**

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

1) You must attend class having read all the assignments. You will also be expected to engage fully in class discussions. Classes will be run as discussions not lectures. The quality of your class participation will affect your final grade.

2) Academic Integrity: Plagiarism is an act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
   a. Copying another person’s actual words without use of quotation marks and citations attributing the words to their source.
   b. Presenting another person’s ideas or theories in your own words without acknowledging the source.
   c. Using information that is not common knowledge without acknowledging the source.
   d. Failing to acknowledge collaborators on homework assignments.

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

   Students who are unsure how and when to provide documentation are advised to consult with their instructors. The John Jay Library has free guides designed to help students with problems of documentation.
3) Writing Tutors: Students are encouraged to consult the interdisciplinary Studies writing tutor if they are experiencing difficulties planning or writing their assignments, or if they would simply like to improve their writing.

4) Problems: if you have difficulties with the course, big or small, please talk with either Professor Blitz or Professor Markowitz. In addition, you can see Ms. Bertha Peralta-Rodriguez, the program counselor, in Room 06.65.02 NB or make an appointment with her at 212-237-8304. Remember that ISP’s staff and faculty are here to help you succeed.

### Grading

Final Grades will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Papers</td>
<td>30%</td>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>Long Paper</td>
<td>25%</td>
<td>B+,</td>
<td>Very Good</td>
</tr>
<tr>
<td>Course Journal</td>
<td>20%</td>
<td>B, B-</td>
<td>Good</td>
</tr>
<tr>
<td>Final Debate</td>
<td>10%</td>
<td>C+, C-,</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>In class participation</td>
<td>15%</td>
<td>D+, D, D-</td>
<td>Poor</td>
</tr>
</tbody>
</table>

### Grading Criteria

### Class Decorum

**Attendance:** Students are allowed only two excused absences. (Each class is a double period.) We urge students to speak to us after the two absences since three absences may lead to course failure.

**Lateness:** You must make it to class on time. Three late arrivals count as one absence. If you are more than 30 minutes late, you will be marked absent.

Students with a documented, ongoing serious health issue, which may affect their attendance, should speak with the professors and the program counselor.

**Class Conduct:** General Rule – Please be considerate to your fellow students; do not disrupt class.

- Absolutely no cell phone use in class. If you do not comply with this you will be asked to leave the class and marked absent.
- Absolutely no text messaging in class. Texting in class will lower your final grade.
- No eating in class.
- No disruptive behavior in class. This includes personal discussions or cross-talking.

### Schedule

The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time.

**Week 1**

Constructions of Difference in the United States: An Introduction

Week 2  Different from What: Who’s White?

*First Short paper Due*

Week 3  Class Differences, I
Reading: Clifford Odets, Waiting for Lefty; Federal Theater Project, One Third of a Nation (excerpt)

*Second Short Paper Due*

Week 4  Class Differences, II
Reading: Michael Katz, “The Underclass?” from The Undeserving Poor

Week 5  Racial Differences: Segregation

Week 6  Racial Differences: Does Race Still Matter in the Post Civil Rights Era?

*Third Short Paper Due*

Week 7  Gender Differences: Women in History
Reading: Elizabeth Cady Stanton, The Declaration of Sentiments,” Seneca Falls Conference, 1848; Charlotte Perkins Gilman, Women and Economics (Excerpts); Angela Davis, Working Women, Black Women and the History of the Women's Suffrage Movement, in Women Race & Class; Zora Neale Hurston, “How it Feels to be Colored Me” (1928 essay)

Week 8  Gender Differences in the Post-World War II Era

*Fourth Short Paper Due*

Week 9  Ethnicity and Difference: Latinos and History

Approved by UCASC, October 12, prepared for College Council, November 20, 2012

Week 10  Ethnicity and Difference: The Post-World War II Era
Reading: Maria Hinojosa, Crews: Gang Members Talk to Maria Hinojosa (excerpt); Luis Omar Salinas, I Am America (poem); Junot Diaz, “Negocios,” from Drown

*Fifth Short Paper Due*

Week 11  Youth Culture and Difference

*Long Paper Due*

Week 12  Difference and Sexual Orientation
Reading: Moises Kaufman, The Laramie Project; Molly McGarry and Fred Wasserman, "Labeling and Policing," from Becoming Visible, New York: NYPL Exhibit and Catalog

Week 13  Construction of Difference in a National Crisis

*Sixth Short Paper Due*

Week 14  What Difference Does Difference Make Today?

Week 15  Debate: Difference, Positive or Negative
New Course Proposal Form

Date Submitted __8/16/12___________

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 ___ISP___________________
   b. Name and contact information of proposer(s) Prof. Douglas Rothschild, Prof. Janice Capuana
      Email address(es) D_Rothschild@jjay.cuny.edu, J_Capuana@jjay.cuny.edu
      Phone number(s) ___518-441-7821___212-237-8430_____

2. a. Title of the course _____”Those” People: Stereotypes in the U.S.A. ________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ______Stereotypes/Identity________________
   c. Level of this course ___X_100 Level _200 Level ___300 Level ___400 Level

   Please provide a brief rationale for why the course is at the level:
   This course is essentially introductory: it acquaints students with fundamental concepts and does not presuppose any particular knowledge.

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

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)
   This is a General Education course that satisfies the “U.S. Experience in Diversity” requirement in the Pathways flexible core. The course emphasizes the ways that minority identities are represented in the context of the dominant American culture—a subject that is consonant with the mission of the College. This course introduces students to a variety of creative and critical texts that provide perspectives on group stereotyping and the American minority experience within the dominant American culture. The course encourages students to analyze and critique their own experiences of stereotyping in the context of the group stereotypes they will read about. It also offers them a challenging perspective from which they may one day effect a positive change in their lives and the lives of those around them.

4. Course description as it is to appear in the College Bulletin.
   This course examines the origins, history, and psychosocial effects of stereotypes as they are represented in our national culture. Through analysis of representations of group difference in literature, art, drama, and film, students will explore the nature of American stereotypes and the
many ways they reflect and shape the political, social, and cultural landscape in the U.S.

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 _____
   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?

In written and oral assignments students will:

1. Identify and compare/contrast stereotypical representations in a variety of critical and creative genres, including popular culture and the fine arts.
2. Explain the origins and cultural and political purposes of stereotypical representations.
3. Use evidence gleaned from their social-science reading to analyze a variety of creative texts.
4. Describe the impact of group stereotypes on U.S. politics, culture, and historiography.
5. Discuss and analyze the conflicts that arise between different groups when one group’s perception of itself does not match the stereotypes applied to it by the other.
6. Express their understanding of the affect of stereotyping on individual identity formation in analytic and creative projects.

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

_____No  _X_ Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
General Education Program, “U.S. Experience in Its Diversity” area; Theme A and B in ISP

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

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

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

   **Flexible Core:**

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

Please explain why and how this course fits into the selected area:
This course fulfills the learning goals of the Pathways “U.S. Experience in Its Diversity” area by exploring the cultural forces which come together to create stereotypes and individual identities within the American cultural landscape. By examining a variety of creative, critical and theoretical texts that consider identity and stereotyping from a number of different perspectives, students will gain an understanding of how their views of themselves and others—as well as other people’s views of them—are created from the convergence of a number of diverse and sometimes surprising factors.

11. How will you assess student learning?
Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

The assessment criteria for this course include students’ ability to:

- Identify, describe, and compare/contrast a number of major stereotypes that define the American Experience. This ability will be assessed through the essays assigned in weeks 3 and 4 using a rubric measuring students’ achievement in applying the framework “Five Aspects of Stereotypes as ‘Signifying Practices’” to representations of stereotypes in several texts.
- Explain the origins and cultural and political purposes of the use of stereotypes in the U.S. using concepts from social-science reading as tools of analysis and argument (outcomes #2, #3, and
This will be evaluated through a series of essays (assigned in weeks 5, 6, and 7) that call for the students to identify specific elements of the cultural process of stereotyping. The assessment rubric will evaluate the students’ ability to: 1) clearly present these elements of the stereotyping process; 2) deploy them as analytic tools in support of a thesis; 3) cite appropriate textual evidence.

- Discuss and analyze the conflicts that arise between different groups in relation to stereotypes (outcome #5). An essay (due week 5) in which students analyze two films will be assessed using a rubric that measures students’ ability to formulate a thesis and use evidence from the films to identify and clearly describe the conflicts in these films that arise from group stereotypes.
- Express their understanding of the affect of stereotyping on individual identity formation in the U.S. through analytic and creative projects (outcome #6). This will be evaluated using a rubric that measures students’ ability to: 1) describe representations of a particular group stereotype; and 2) demonstrate the impact of that representation on an individual or groups of individuals (assigned in weeks 7, 11, 13-15)).

12. Did you meet with a librarian to discuss library resources for the course?
   
   No ___ Yes__XX__ If yes, please state the librarian’s name___Kathleen Collins_

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

   Yes__XX__ 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 ____
- 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 31, 2012 _______

15. Faculty - Who will be assigned to teach this course?
Full-time and experienced and qualified part-time regular ISP faculty.

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

   _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:

   AS Green
   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>Course Prefix and Number</td>
<td>ISP 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>“Those” People: Group Stereotypes in the U.S.</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</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>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course examines the origins, history, and psychosocial effects of stereotypes as they are represented in our national culture. Through analysis of representations of group difference in a wide range of literature, art, drama, and film, students will explore the nature of American stereotypes and the many ways they reflect and shape the political, social, and cultural landscape of the U.S.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Features (e.g., linked courses)</th>
<th>Sample Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
<td></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>Life and Physical Sciences</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>X US Experience in its Diversity</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
### B. U.S. Experience in its Diversity

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

<table>
<thead>
<tr>
<th>Students will read, discuss, and compare/contrast examples of and perspectives on stereotyping and identity in a variety of both critical and creative genres.</th>
<th>● Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the cultural origins, theoretical justifications, and practical consequences of stereotyping (weeks 1,2,4,5,6,11,13). They will demonstrate their critical abilities by producing papers that analyze the stereotypical elements in works of literature, theatrical productions, &amp; important sociological studies (weeks 3,4,5,7,11,13).</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Through discussions, debates, class presentations, and written assignments, students will use evidence gleaned from their critical readings and apply it to their analysis of the various creative texts on which the class is focused (weeks 1,2,3,4,5,6,7,9,11,13).</td>
<td>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Using critical techniques from literary studies and the social sciences, the students will consider the meanings and purposes of stereotypes in American culture (weeks 3,4,5,6,7,9,11,13). They will also assess the outcomes of the American obsession with identity—both positive and negative (weeks 5,7,9,11).</th>
<th>● 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using literary, critical, and sociological texts, the students will investigate and evaluate the contrasting metaphors of America as a &quot;melting pot&quot; that dissolves differences and a &quot;mosaic&quot; that accommodates and even welcomes difference. They will use these tools to discover whether these metaphors have any basis in reality, and if so, for whom and why (weeks 4 and 5).</td>
<td>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
</tr>
<tr>
<td>Our views of commerce, neighborhoods, advertising, the inner city, immigration, class, and even language are all intimately connected to representations of stereotypes. Over the course of the semester the students will read about—and turn their critical eye toward—the impact of these stereotypes on U.S. culture, historiography, politics, and individual and group identity (weeks 4,5,6,7,9,11,13).</td>
<td>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
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<tr>
<td></td>
<td>● Explain and evaluate the role of the United States in international relations.</td>
</tr>
<tr>
<td></td>
<td>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
<tr>
<td></td>
<td>● 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.</td>
</tr>
</tbody>
</table>
Course title and section: “Those” People: Stereotypes in the U.S.A. ISP 1XX

Professors’ names and office locations:
Professor Janice Capuana, Interdisciplinary Studies Program, 6.65.31 NB
Professor Douglas Rothschild, Interdisciplinary Studies Program, 6.65 .29NB

Contact hours:
Phone Professor Capuana, 212 237-84xx; by appointment.
Professor Rothschild, 212-237-8430; T 2-4 and by appointment.
E-mail address jcapuana@jjay.cuny.edu; drothschild@jjay.cuny.edu

Course description
This course examines the origins, history, and psychosocial effects of stereotypes as they are represented in our national culture. Through analysis of representations of group difference in literature, art, drama, and film, students will explore the nature of American stereotypes and the many ways they reflect and shape the political, social, and cultural landscape in the U.S.

Learning outcomes
Students will:

- Identify and compare/contrast stereotypical representations in a variety of critical and creative genres, including popular culture and the fine arts.
- Explain the origins and cultural and political purposes of stereotypical representations.
- Use evidence gleaned from their social-science reading to analyze a variety of creative texts.
- Describe the impact of group stereotypes on U.S. politics, culture, and historiography.
- Discuss and analyze the conflicts that arise between different groups when the one group’s perception of itself does not match the stereotypes applied to it by the other.
- Express their understanding of the affect of stereotyping on individual identity formation in analytic and creative projects.

Course pre-requisites or co-requisites: None

Requirements / Your course policies
Documenting your sources: When citing course texts or research materials, you may simply provide the author’s last name and the page number inside parentheses: e.g. (Smith, 14). Then,
at the end of your paper, list full bibliographical information (see the handout for more details) for the works you have cited.

3 absences (for whatever reason) equals a final course grade of ‘F’
3 latenesses equals 1 absence
Over ½ hour late equals 1 absence

Students are expected to participate in class discussion and treat their peers with respect in such discussions.

Use of cell-phones in class—including texting—will constitute an absence for that day (and, accordingly, may trigger associated penalties. See attendance policies)

Leaving for more than 20 minutes in the middle of class will constitute an absence

Eating and drinking are permitted in class unless doing so proves to be disturbing to your fellow students.

**Required Texts at John Jay Bookstore:**


**Other Texts Available on Blackboard:**

Alvarez, Julia. “Bilingual Deli.” (poem)


Ortiz, Judith Cofer. “The Latin Deli.” (poem)


**Grading**

Grades in this course are based on the quality of written and oral assignments, quizzes, and on both the quality and amount of class participation. You will receive written instructions for each assignment in which evaluation criteria are spelled out in detail. Written assignments with numerous grammatical errors will be returned without grades for revision.

**Grades will be determined by cumulative scores for**

**E V A L U A T I O N:**

| Class Participation: Quizzes: Listening Responses | 15 pts |
| Pawnbroker Paper | 10 pts |
| Glazer/Moynihan Paper | 10 pts |
| Pawnbroker/Fires Films Paper | 15 pts |
| Satire Paper | 10 pts |
| First Draft of Play | 5 pts |
| Final Draft of Play | 15 pts |
| Songs of the Dragon / Ghosts Paper | 5 pts |
| Analysis of Your Own Play | 10 pts |
| Suggestions for Revision | 5 pts |

This course will follow all College policies for undergraduate courses as defined in the *Undergraduate Bulletin*, Chapter IV Academic Standards), including:

A. Incomplete Grade Policy

B. Extra Work During the Semester

**Students with Disabilities**

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

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

**Statement of the College Policy on Plagiarism**

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

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

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

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 CALENDAR**

**8/28 Week One:** Introduction: Stereotypes and how they affect us

In-class reading (handout—“Bilingual Sestina” by Julia Alvarez and “The Latin Deli” by Judith Ortiz Cofer).

**Week Two:** How Does Stereotyping work?

Read: *The Pawnbroker* (pp. 1-123)

Hall, “Stereotypes as a Signifying Practice” pp 257-268 (Blackboard)

**Week Three:** Stereotypes: A Classic Example

Read: *The Pawnbroker* (to the end)

Writing Assignment Due: 2-page essay. Using the distinction that Stuart Hall makes between “typification” and “stereotyping,” identify one stereotype in *The Pawnbroker* and explain how it affects the outcome of the novel.

**Week Four:** Melting Pot or Mosaic?

- Read: Glazer and Moynihan, excerpts from *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City* (Blackboard)
- Steinberg, “The Melting Pot and the Color Line” Reinventing the Melting Pot: The New Immigrant and What It Means to Be American (Blackboard)

Writing Assignment Due: For each group discussed in the Glazer and Moynihan reading, write 2-3 paragraphs, using the Five Aspects of Stereotypes chart as a guide.

Week Five: Stereotypes in film

Watch excerpts from The Pawnbroker (film-on Blackboard) and Fires in the Mirror (video on Blackboard)

Writing Assignment Due: Write a 3 page paper with a clear thesis in which you draw on the metaphors of melting pot and mosaic to consider how stereotypes are a source of conflict in each of these films. Conclude with a paragraph comparing/contrasting the use of stereotypes in these films.

Week Six: Stereotypes as resistance.

Read:  Wolfe, The Colored Museum
Hall, “Signifying racial ‘difference’” and “Staging racial ‘difference’ ‘and the melody lingered on’...” (Blackboard)
Baldwin “If Black English Is Not a Language, then Tell Me, What Is It?” (Blackboard)
Reread: “Bilingual Sestina” by Julia Alvarez

Week Seven: Satirizing stereotyping

Read: Wolfe, The Colored Museum

Writing Assignment Due: Write a 3 page paper that shows how Baldwin, Alvarez, and Wolfe use stereotypes mockingly or ironically to ridicule the dominant culture.

Discussion of final project: Write a one-act play that dramatizes some aspect of the effect of stereotyping on an individual or group of individuals.

Week Eight: Let the Stereotyping Begin

Writing Assignment Due: Bring in a detailed written proposal for your one-act play.

In Class Discussion: In groups read your proposals, discuss them in terms of structure, characters, and depiction of stereotypes; suggest revisions to one another.

Week Nine: When the stereotypes die, are we free of them?

Read: The Death of the Last Black Man in the Whole Entire World by Suzan Lori Parks

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
Writing Assignment: hand in your revised play proposal and the first two pages of dialog.

**Week Ten:** The play’s the stereotyping thing, reprise.

*Writing Assignment Due:* First full draft & suggestions for revisions on other’s plays. {This draft needs to be completed by Sunday 11am & emailed to the members of your group. Each group member MUST read all the plays in the group & make helpful suggestions for revisions. Copies of these suggestions will be handed in.}

**Week Eleven:** Is our ‘heritage’ a stereotype too?
- Read: Lee, *Songs of the Dragon Flying to Heaven*
- Kingston “Family Ghosts” (Blackboard)

*Writing Assignment Due:* 1 page paper monolog in which one of the characters in today’s reading identifies & discusses the possibility creating an identity that stands outside the frame of stereotypes. (This assignment should help with your own one-act play!)

**Week Twelve:** The final draft.

*Writing Assignment Due:* Final Draft of your original script
*In class activity:* Rehearsal

**Week Thirteen:** What have we accomplished?

*Prepare and make notes for In-Class Writing Assignment:* In a paper of about 3 pages analyze your own play. What does it say about the impact of stereotypes on identity formation and how does it get this across? Quote from your play where appropriate to support your argument.

**Week Fourteen:** Performances and critique of original plays in terms of stereotypes.

**Week Fifteen:** Performances and critique of original plays
(Class will meet during scheduled final exam period)

**Note about grading:** Your play will be graded by the following criteria: 1) character development in terms of the issue of stereotyping and identity formation; 2) use of concepts examined during the semester.

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
New Course Proposal Form

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 Interdisciplinary Studies Program

b. Name and contact information of proposer(s) Richard Haw

   Email address   rhaw@jjay.cuny.edu
   Phone number(s) 212 237 8076

2. a. Title of the course Justice: Who’s In and Who’s Out?

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

   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 readings and assignments are consonant with an introductory, freshman course. The emphasis on self-reflection, collaboration and effective planning, not to mention such foundational academic skills as reading comprehension, thesis development and evaluation of evidence, will prepare students for more challenging college work.

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

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

   This is a General Education course that satisfies the “Justice and the Individual” requirement in the John Jay College Option section of Pathways. The emphasis this course places on how ideas of justice affect and alter individual lives is fully consonant with the letter and spirit on the college option, in addition to John Jay’s mission. This course introduces students to a variety of texts that consider the issue of justice in the humanities and social sciences and invites them to both critique and consider their implications for individual lives and individual behavior.
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.)

Drawing on texts from the humanities and the social sciences, this General Education course will explore how justice—as a word, an ever-changing concept, and a shifting reality—affects and controls individual lives. It will consider such crucial issues as the scope of justice, the definition(s) of what is just, and the problem of how individuals respond to injustice, and it will do so from an interdisciplinary perspective.

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 _____
   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?

Students will:

1) Record, monitor and describe in a written assignment their own evolving relationship to significant contemporary issues of educational, environmental or legal justice.

2) Gather, discuss, and compare and contrast information from their readings and research to identify problems and propose solutions to current practice in the realms of educational, environmental or legal justice.

3) Exercise self-reflective thinking to assess their own role in various collaborative learning settings: classroom discussion, group work, structured debate.

4) Demonstrate effective planning and reflection to accomplish a semester-long interview/research project.
5) Attend vital academic skills workshops and academic advising sessions to better achieve academic goals and personal growth.

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

_____ No   X Yes

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

General Education Program, ISP Theme A

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>
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College Option:

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<tr>
<th>Justice core:</th>
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<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>

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

This course satisfies the “Justice and the Individual” requirements in the John Jay College Option section of Pathways by emphasizing how ideas of justice affect and alter individual
lives. This course introduces students to a variety of texts that consider the issue of justice in the humanities and social sciences and invites them to both critique and consider their implications for individual lives and individual behavior. As such it is fully consonant with the letter and spirit on the college option, in addition to John Jay’s mission.

11. How will you assess student learning?

Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary.

Learning outcome 1 (Record, monitor and describe in a written assignment their own evolving relationship to significant contemporary issues of educational, environmental or legal justice) will be assessed via the following:

Students will keep a journal in which they record their evolving relationship to significant issues of justice—both in national and global news and in the course texts—over the course of the semester. They will pay special attention to shifts in their own personal understanding of how issues of justice affect individual lives. Journals will be assessed with a rubric that measures the quantity and quality of written contributions and their relevance to current events.

Learning outcome 2 (Gather, discuss, and compare and contrast information from their readings and research to identify problems and propose solutions to current practice in the realms of educational, environmental or legal justice) will be assessed via the following:

Students will read, analyze and evaluate differing perspectives on three specific issues of justice using a variety of humanities and social science texts. Students will then pick one of these issues and write a 5-page paper articulating what could be improved about current practice and how this might lead to a more “just” society. Student papers will be assessed with a rubric designed to measure the strength of their theses, the effectiveness of their evidence and the clarity of their writing.

Learning outcome 3 (Exercise self-reflective thinking to assess their own role in various collaborative learning settings: classroom discussion, group work, structured debate) will be assessed via the following:

Students will write a series of short self-reflective papers analyzing their classroom performance (in class discussions, group work, structured debates, etc) during the semester. These papers will be assessed with a rubric that measures the depth and breadth of self-reflection and the cumulative effect of critical self-evaluation.

Learning outcome 4 (Demonstrate effective planning and reflection to accomplish a semester-long interview/research project) will be assessed via the following:

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
Students will undertake a semester-long, scaffolded research/interview project. This project will involve interviewing someone from the student’s community whom they consider a “figure of justice,” a “defender of justice,” or a “subject of injustice.” Students will then present an analysis of the findings from that interview in a media and/or poster session presentation session on the last day of class. Students will work closely with their faculty advisors throughout the semester. This research project will be assessed using a rubric that measures both the students’ ability to develop an efficient and coherent research plan and to present their findings in a clear and thoughtful manner.

Learning outcome 5 (Attend vital academic skills workshops and academic advising sessions to better achieve academic goals and personal growth) will be assessed via the following:

Students will attend at least two vital academic skills workshops during the semester and meet with the ISP counselor and coordinator for academic advising at least once. Attendance will be kept at workshops and by the ISP counselor and coordinator to monitor and ensure attendance.

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 Kathleen Collins
- Are there adequate resources in the library to support students’ work in the course
  Yes X No_____

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

  ➢ The library catalog, CUNY+ X
  ➢ 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 X
  ➢ JSTOR X
  ➢ 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 25, 2012

15. Faculty - Who will be assigned to teach this course? Full-time and experienced and qualified part-time ISP faculty

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

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:

Amy Green
Chair, Proposer’s Department

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Justice: Who’s In and Who’s Out?</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Course Description</td>
<td>Drawing on texts from the humanities and the social sciences, this General Education course will explore how justice—as a word, an ever-changing concept, and a shifting reality—affects and controls individual lives. It will consider such crucial issues as the scope of justice, the definition(s) of what is just, and the problem of how individuals respond to injustice, and it will do so from an interdisciplinary perspective.</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
- [ ] revision of current course
- [x] a new course being proposed

#### John Jay College Option Location

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] Justice &amp; the Individual (100-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Justice in Global Perspective (300-level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

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

1. **Justice Core I Freshman Year Seminars: Justice and the Individual**

   Justice Core First Year seminar courses are designed to support student’s academic success by helping them to transition to the college environment and academic expectations; specifically:

   Please explain how your course meets each of these 5 learning outcomes

   Students will:
<table>
<thead>
<tr>
<th>Students will keep a journal in which they record their evolving relationship to significant issues of justice—both in national and global news and in the course texts—over the course of the semester. The will pay special attention to shifts in their own personal understanding of how issues of justice affect individual lives. <em>(see Course Assignments: Journals and week 15 on model syllabus)</em></th>
<th>• Describe one’s own relationship to significant issues of justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read, analyze and evaluate differing perspectives on several specific issues of justice in a variety of humanities and social science texts. Students will then pick one of these issues and write a 5-page paper articulating what could be improved about current practice and how this might lead to a more “just” society. <em>(see Course Assignments: Term Paper and week 15 on model syllabus)</em></td>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Students will write a series of short self-reflective papers analyzing their classroom performance (in class discussions, group work, structured debates, etc) during the semester. <em>(see Course Assignments: Self-Reflective Papers and weeks 4, 9, 14 on model syllabus)</em></td>
<td>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
<tr>
<td>Student will undertake a semester-long, scaffolded research/interview project. This project will involve interviewing someone from the student’s community whom they consider a “figure of justice,” a “defender of justice,” or a “subject of injustice.” Students will then present an analysis of the findings from that interview in a media and/or poster session presentation session on the last day of class. Students will work closely with their faculty advisors throughout the semester. <em>(see Course Assignments: Final Project and weeks 3, 6, 8, 11, 15 on model syllabus)</em></td>
<td>• Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>Students will attend at least two vital academic skills workshops during the semester and meet with the ISP counselor and coordinator for academic advising at least once. <em>(see Course Requirements: Skills Workshops and weeks 2, 3, 7, 8, 12, 13 on model syllabus)</em></td>
<td>• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth</td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice
A1: Justice and the Individual
Mondays: 11:00-1:30pm

Faculty
Richard Haw
Email: rhaw@jjay.cuny.edu
Office: 06.65.04 NB
Phone: 212-237-8076
Office Hours: Monday 3-5pm, or by appointment

Lucia Trimbur
Email: ltrimbur@jjay.cuny.edu
Office: 520.03T
Phone: 646.557.4643
Office hours: Thursday 12-2pm, or by appointment

Course Description:
Drawing on texts from the humanities and the social sciences, this General Education course will explore how justice—as a word, an ever-changing concept, and a shifting reality—affects and controls individual lives. It will consider such crucial issues as the scope of justice, the definition(s) of what is just, and the problem of how individuals respond to injustice, and it will do so from an interdisciplinary perspective.

Course Learning Outcomes:
Students will:
• Monitor and describe their own evolving relationship to significant issues of justice and injustice
• Identify problems within current debates about justice and propose solutions through evidence-based inquiry
• Exercise self-reflective thinking to assess their own role in collaborative learning
• Conduct field research around issues of justice and injustice
• Attend workshops and academic advising sessions to better develop academic goals and personal growth
• Craft thoughtful, well-organized, thesis-driven essays in a clear and comprehensible manner in response to substantial questions.
• Be active readers, speakers, listeners and writers.

Required Reading:
Students will need to purchase the following text:

Sophocles, Antigone (Dover) ISBN: 0486278042

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

Walter Benn Michaels, “Richer, Not Better” (pages 80-110) from The Trouble with Diversity (2006)
Mike Rose, “The Politics of Remediation” (pages 167-204) and “Crossing Boundaries” (pages 205-238) from Lives on the Boundary (1989)

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
Wendell Berry, “Thoughts in the Presence of Fear” *Orion* (2001)

In addition, we will also watch the film *Gasland* (2010) in class.

**Schedule:**

The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time.

**Week 1**  
Introduction. Justice: Who’s In and Who’s Out?

**Week 2**  
**Educational Justice I**  
Skill: Close Reading  

Workshop: Close Reading / Unpacking a Text (Monday @ 3pm and Tuesday @ 3pm in room 06.65.33)

**Week 3**  
**Educational Justice II**  
Skill: Close Reading  

**Research Topic Proposal Due**

Workshop: Close Reading / Unpacking a Text (Monday @ 3pm and Tuesday @ 3pm in room 06.65.33)

**Week 4**  
**Educational Justice III**  
Skill: Close Reading  
Reading: Mike Rose, “The Politics of Remediation” (pages 167-204) and “Crossing Boundaries” (pages 205-238) from *Lives on the Boundary* (1989)

**First Self-Reflective Paper Due**
Week 5  
**Field Trip to Eastern State Penitentiary**
Reading: Charles Dickens, “Philadelphia, and Its Solitary Prison” (pages 109-124)

Week 6  
**Showcase Preparation I**
**Eastern State Penitentiary Response Paper Due**
**Interview Questions (First Draft) Due**

Week 7  
**Environmental Justice I**  
Skill: Thesis

Workshop: Identifying and Developing a Thesis (Monday @ 3pm and Tuesday @ 3pm in room 06.65.33)

Week 8  
**Environmental Justice II**  
Skill: Thesis

**Interview Questions (Final Version) Due**

Workshop: Identifying and Developing a Thesis (Monday @ 3pm and Tuesday @ 3pm in room 06.65.33)

Week 9  
**Environmental Justice III**  
Skill: Thesis
Reading: Wendell Berry, “Thoughts in the Presence of Fear” *Orion* (2001)

**Second Self-Reflective Paper Due**

Week 10  
**Movie screening and filmmaker Q&A: Gasland (2010) with Josh Fox** (Room: L63)

Week 11  
**Showcase Preparation II**

**Interview Notes Due**

Week 12  
**Legal Justice I**  
Skill: Evidence
Reading: Sophocles, *Antigone*

Workshop: Identifying and Marshalling Evidence (Monday @ 3pm and Tuesday @ 3pm in room 06.65.33)

Week 13  
**Legal Justice II**  
Skill: Evidence

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
D5


Workshop: Identifying and Marshalling Evidence (Monday @ 3pm and Tuesday @ 3pm in room 06.65.33)

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**Week 14**

**Legal Justice III**

**Skill: Evidence**

Reading: The “Pro” and “Con” arguments on gay marriage at http://gaymarriage.procon.org/

**Third Self-Reflective Paper Due**

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**Week 15**

**Final Project / Student Showcase** (Room 9.64)

**Term Paper Due**

**Journals Due**

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**Course Assignments**

1) **Term Paper**: Students must pick one of the justice topics—educational, environmental or legal—and write a 5-page paper assessing the strengths and weaknesses of current norms and practices (as articulated in the readings) in the area and proposing what improvements could be made that would lead to a more “just” society. Papers should be typed in 12 point font, double-spaced and with appropriate 1 inch margins. Papers should reflect serious thought and engagement with the issues raised in the assigned reading. Students are encouraged to use personal reflection, current events and extra-course materials; likewise they are encouraged to compare and contrast previous assigned reading in their response papers with an eye to developing an ongoing dialogue about justice. Be sure to keep a copy of every paper turned it. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the appropriate date.

2) **Journals**: Students will keep a journal throughout the semester in which to record their evolving thoughts on the idea of justice. Students will be expected to update their journal every week and include any and all extra-course material and information they come across that relates to justice: newspapers / news clippings, photos, etc. You should try to include your encounters with anything and everything that relates to the idea of justice in your journal; likewise, your journal should reflect your semester-long immersion in the idea of how justice affects individual lives. **Students must bring their journal to class every week.**

3) **Self-reflective Papers**: All Students will write three short self-reflective papers analyzing their classroom performance during the semester. Students should pay special attention to their contributions to group work, how they interact with their colleagues during in-class discussions and their ability to collaboration during structured debates. Among other questions, students should ask themselves whether they are more or less vocal than other students and why? Whether they can readily absorb and appreciate different ideas or not, and why? How comfortable and effective they are collaborating with other students on in-class projects? Whether classroom discussion clarifies the issues under debate and how?

4) **Response Paper**: All students will need to write a 2-3 page response paper describing and analyzing their experience of visiting Eastern State Penitentiary. Among others, students might consider these questions: What are the main features of the prison? What does it look like? How do your impressions differ from those of Charles Dickens? How might you feel to be locked up in Eastern State for a prolonged period?

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
What might the prison tell you about ideas of justice and punishment in the early nineteenth century? And most importantly, how do you feel walking around the prison?

5) **Final Project / Student Showcase:** On the final class period of the semester, you will be required to present the results of a project that you will be working on throughout the semester. This project will involve interviewing someone from your community whom you consider a “figure of justice,” a “defender of justice,” or a “subject of injustice.” You will then present an analysis of the findings from that interview in a presentation session on the last day of class. The goal of this project is to help all of us learn something about justice. Please see Final Project Guidelines handout for more details.

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**Course Requirements**

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

1) You must attend class having completed all reading assignments. You will also be expected to engage fully in class discussions. Classes will be run as discussions not lectures. **The quality of your class participation will affect your final grade.**

2) **Academic Integrity: Plagiarism** is 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.

3) **Writing Tutors:** Students are encouraged to consult the Interdisciplinary Studies writing tutor if they are experiencing difficulties planning or writing their assignments. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.**

4) **Skills Workshops:** Each section of this syllabus will focus on a vital academic skill. During weeks 2 to 4, this will be “close reading”; during weeks 7 to 9, it will be “identifying and developing a thesis”; during weeks 12 to 14, it will be “identifying and marshalling evidence”. To compliment this, ISP will run a series of workshops designed to help you develop vital academic skills. All Students will be required to attend at least two of these workshops during the semester.

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Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
5) **Trip to Eastern State Penitentiary:** On Wednesday October 10 we will go on a field trip to Eastern State Penitentiary in Philadelphia, one of America’s oldest prisons. We will meet at John Jay at about 8am, drive down to Philadelphia, visit Eastern State, stop-off in historic downtown Philadelphia for lunch before returning to John Jay. We aim to be back at John Jay by the late afternoon. For more information on Eastern State see: http://www.easternstate.org/. **This trip will cost $10.**

6) **Problems:** If you have any difficulties with the course—big or small—please consult with either Professor Haw or Professor Trimbur. In addition, you can see Bertha Peralta-Rodriguez, the program counselor, in Room 06.65.02 NB or make an appointment with her at (212) 237-8304. Remember, ISP’s staff and faculty are here to ensure your academic success.

### Grading

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Grading</th>
<th>Final grades will be based upon the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper</td>
<td>25%</td>
<td>A, A-  Excellent</td>
</tr>
<tr>
<td>Course Journal</td>
<td>20%</td>
<td>B+    Very Good</td>
</tr>
<tr>
<td>Self-Reflective Papers</td>
<td>15%</td>
<td>B, B-  Good</td>
</tr>
<tr>
<td>Eastern State Response Paper</td>
<td>5%</td>
<td>C+, C, C- Satisfactory</td>
</tr>
<tr>
<td>Final Project / Showcase</td>
<td>25%</td>
<td>D+, D, D- Poor</td>
</tr>
<tr>
<td>In-class participation and behavior</td>
<td>10%</td>
<td>F     Fail</td>
</tr>
</tbody>
</table>

### Class Decorum

**Attendance:** Students are allowed only two absences. **Three absences** will lead to automatic course failure.

**Lateness:** You must make it to class on time. **Three late arrivals count as one absence.** If you are more than 30 minutes late, you will be marked absent.

Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with their professor and the program counselor.

**Class Conduct:**

***General Rule: Please be considerate to your fellow students; do not disrupt class***

Absolutely no cell phone use in class. If you do not comply with this mandate you will be asked to leave the class and marked absent.

Absolutely no text messaging in class. Texting in class will lower your final grade.

No eating in class.

No disruptive behavior in class. This includes personal discussions or cross-talking.
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: Joint Minor: 1) English Department; and 2) Latin American and Latino Studies Department

    b. Date submitted to Office of Undergraduate Studies:

    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): Professor Perez 646-557-4408; Professor Rincon 212-237-8750

2.   a. Title of the course: Foundations in U.S. Latino/a Literature

    b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Found Latino/a Lit

3.   a. Level of this course:

       ____100 Level  ___X__200 Level  ____300 Level  ____400 Level

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

       This course will serve as the introductory course for the U.S. Latino/a Literature minor. It will cover the foundational authors in the field and provide students with an overview of the important literary tendencies, conventions, and movements. The objective is to prepare students, in general terms, for more specified courses in the minor.

       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.)

For over a hundred years U.S. Latino/a writers have produced a wide array of fiction. This course tracks that literature from its foundations to contemporary works. Starting with a 19th century author such as Maria Amparo Ruiz de Burton and culminating with contemporary writers like Pulitzer Prize winner Junot Diaz, this course examines the different literary themes, styles, and social concerns Latino/a writers explore in their fiction. Thus, this course presents a comparative portrait of the various roots, beginnings, and trajectories of U.S. Latino/a literature. Overarching issues include gender, race, class, diaspora, bilingualism, violence, and community.

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___
   - ___Yes. If yes, then please provide:___
     - a. Semester(s) and year(s): Fall 2009, Fall 2011
     - b. Teacher(s): Richard Perez
     - c. Enrollment(s): 18; 15.
     - d. Prerequisites(s): Eng 101

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

This course focuses on the foundational texts of U.S. Latino/a literature. It sets the ground for a wide-ranging understanding of a tradition formed over the last hundred years, while preparing students for more specified classes to follow. Thus, it will initiate students into the genres, styles, and themes that characterize U.S. Latino/a literatures. From the street realism of Piri Thomas, to the hybrid narratives of Gloria Anzaldua, to the wondrous historical fiction of Junot Diaz, this course presents an overview of a
robust literary heritage. With Latino/a students making up close to half of the John Jay student body, this course takes on added academic significance. In exposing our students to the literary accomplishments of one our nation’s fastest-growing populations (one fourth of all children in the United States are currently of Latino/a heritage), we build a more nuanced comprehension of our cultural and national identity. The ample Latino/a presence, along with an important body of literature, makes this course vital to the curriculum of the College and to the intellectual growth of our students. In addition, this course will promote pedagogical objectives commensurate with goals of literary study, including: critical thinking; cultural analysis; improvement of writing and language skills; development of close reading practices; understanding of historical and political contexts; and multicultural awareness.

9. Course learning objectives:

1. Gain an overview of the foundational texts in U.S. Latino/a literature, poetry, and drama and apply the fundamental concepts and methods to survey the role of literary, legal, ethical, psychoanalytic, cultural, and political discourses in shaping their understanding of U.S. Latino/a literatures from a variety of historical periods.
2. Analyze and explain one or more major themes of U.S. history and literature from more than one informed perspective to better understand themes evident in the writing of different Latino/a ethnic groups.
3. Evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States and impacted U.S. Latino/a social experience and literary production.
4. 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.
5. Students will gather, interpret, and assess information from a variety of sources and points of view and demonstrate close reading, writing, and analytical skills.
6. Evaluate evidence and arguments critically or analytically.
7. Students will produce well-reasoned written or oral arguments using evidence to support conclusions 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 that synthesize U.S. Latino/a literary and theoretical texts in a cohesive manner.

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.

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/undergraduatesudies/](http://www.jjay.cuny.edu/undergraduatesudies/) and click the link for Writing Across the Curriculum.)

While professors will approach the course differently students will write two formal essays and a longer final paper. Other writing assignments may include journals, quizzes, tests, or short response papers. For the first formal essay (5 pages), students will choose from a list of possible topics or develop their own (with professor’s approval). Their 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 to inform their analysis of the novel. Both essays will include 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.


Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012


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](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 _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 Latina/o Studies and English

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.

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 Introductory course of the Minor – 200 level.
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].
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><strong>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</strong></td>
<td>Lit 2XX</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Foundations in U.S. Latino/a Literature</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>English</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>ENG 101</td>
</tr>
<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Catalogue Description**
For over a hundred years U.S. Latino/a writers have produced a wide array of fiction. This course tracks that literature from its foundations to contemporary works. Starting with a 19th century novelist such as Maria Amparo Ruiz de Burton and culminating with a contemporary author like Pulitzer Prize winner Junot Diaz, this course examines the different literary themes, styles, and social concerns Latino/a writers explore throughout the history of their fiction. Thus, this course presents a comparative portrait of the various roots, beginnings, and trajectories of U.S. Latino/a literature within the United States. Overarching issues include gender, race, class, diaspora, bilingualism, violence, and community.

**Special Features (e.g., linked courses)**

**Sample Syllabus**
See Below

**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>
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<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>☐ Individual and Society</td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td>☐ Creative Expression</td>
<td></td>
</tr>
</tbody>
</table>

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

**II. Flexible Core (18 credits)**

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
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.

### B. U.S. Experience in its Diversity

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

| This learning outcome will be addressed in all our activities – class discussions and participation; readings and journals; and paper assignments. We will interpret and assess the literature in our discussions and through secondary literature handed out. Those discussions will carry over into journal assignments where students will comment and reflect on a theme, idea, or image from a passage of their choice. Finally, paper assignments will bring it all together in a well-reasoned, structured analysis of the text, which will include the use of secondary sources provided in class. | • Gather, interpret, and assess information from a variety of sources and points of view. |
| Our discussions and assignments will evaluate different aspects of U.S. Latino/a literature – everything from writing styles and strategies to reoccurring images and political, social, historic, aesthetic themes central to each work. With assistance from secondary sources, students will provide layered arguments using evaluative evidence (literary passages) distilled in close reading exercises that begin in our class discussions and culminate in course assignments and papers. Their papers will develop critical view points to help them examine and respond to the text analytically. | • Evaluate evidence and arguments critically or analytically. |
| Writing is an incremental process in so far as it begins with the reading of a text, extends into interpretive class discussions, and is grounded in written assignments. This process slowly crystalizes student ideas until they grow into a nuanced response. With the help of journals, notes, outlines, and meetings with the Professor, each student will develop and produce well-reasoned written and oral arguments, employing close reading practices modeled in class discussions and fine tuned by the secondary literature. | • 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:

<p>| Each piece of literature will be accompanied by thorough class discussions and handouts that contextualize the fundamental themes and methods central to the study of U.S. Latino/a literature. This literature documents the major historical, social, and imaginative trends at work in the United States, not only in so far as it relates to Latino/as, but also to other ethnic groups. In journals and paper assignments students will apply fundamental concepts related to language, aesthetics, race, gender, sexuality, and immigration. | • 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. |
| This course will span two centuries and will make it necessary for students to contextualize the literature in specific historical epochs that will range from slavery to the Vietnam war to current debates on immigration. | • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| U.S. Latino/a literature deals with diverse subject matter by diverse groups of people. Since U.S. Latino/as come from different racial groups – Native American, African-American, European American – they have participated in many, often contradictory, aspects of American history and culture. Students will learn about the role of Afro-Latino/as in and as slaves; about the indigenous history of Mexicans and other | • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |</p>
<table>
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<tr>
<th>Latino/as especially on the Western part of the United States; and the longstanding stream of Latino/a immigrants and their growing role in the construction of U.S. literature, culture, and identity.</th>
<th>• Explain and evaluate the role of the United States in international relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
</tbody>
</table>

An important component to U.S. Latino/a literature is the emphasis on systemic, social, and political violence. Students will analyze, write about, and discuss how differing ethnic/racial/gendered/sexual identities shape U.S. society. They will also contemplate complex social processes like discriminatory practices, burdensome living spaces (ghettos), bilingualism, anti-immigrant sentiment, labor exploitation, and other social and institutional patterns U.S. Latino/as have encountered in the United States.

• 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.
SYLLABUS:
Foundations in U.S. Latino/a Literature

Fall
LIT 2XX
Professor Richard Perez
Monday & Wednesday
profperez@msn.com
Office: 732A (619 West 54th Street)
Office Hours: Tuesdays 11am-1pm and by appointment

Course Description:
For over a hundred years U.S. Latino/a writers have produced a wide array of fiction. This course tracks that literature from its foundations to contemporary works. Starting with Maria Amparo Ruiz de Burton and culminating with Pulitzer Prize winner Junot Diaz, this course examines the different literary themes, styles, and social concerns Latino/a writers explore in their fiction. Thus, this course presents a comparative portrait of the various roots and beginnings of U.S. Latino/a literature. Overarching issues include gender, race, class, diaspora, bilingualism, violence, and community.

Course learning outcomes:
1. Gain an overview of the foundational texts in U.S. Latino/a literature, poetry, and drama and apply the fundamental concepts and methods to survey the role of literary, legal, ethical, psychoanalytic, cultural, and political discourses in shaping their understanding of U.S. Latino/a literatures from a variety of historical periods.
2. Analyze and explain one or more major themes of U.S. history and literature from more than one informed perspective to better understand themes evident in the writing of different Latino/a ethnic groups.
3. Evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States and impacted U.S. Latino/a social experience and literary production.
4. 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.
5. Students will gather, interpret, and assess information from a variety of sources and points of view and demonstrate close reading, writing, and analytical skills.
6. Students will produce well-reasoned written or oral arguments using evidence to support conclusions 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 that synthesize U.S. Latino/a literary and theoretical texts in a cohesive manner.
**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. Attendance will make up 10% of your final 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 15% 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 journals will make up 25% of your final grade, while your three papers will make up 50%.

**NOTABLE DUE DATES:**
Papers:
- WEEK SIX: Paper #1 Due – 5 pages.
- WEEK ELEVEN: Paper #2 Due – 5 pages.
- FINALS WEEK: Final Paper Due – 5-7 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

I. BEGINNINGS

Class One: Introduction – Foundations: definitions of diaspora; binlingualism; imagining community; racial and ethnic catagories.

WEEK ONE: Dislocations: The Shock of Arrival

Class Two: The Squatter and the Don by Maria Amparo Ruiz de Burton – pgs. 3-100.
Handout: “Ethnicity, Ethics, and Latino Aesthetics” by Rafael Perez-Torres.


WEEK TWO: Re-imagining Home

Class Four: The Squatter and the Don – pgs. 158-250.

WEEK THREE: **Trans-American Cosmopolitanism: Envisioning Democracy**

Class Six: *Selected Writings* by Jose Marti – pgs. 89-171.

Class Seven: *Selected Writings* by Jose Marti – pgs. 172-254.

WEEK FOUR: **Poetic Cartographies: Letters, Poems, Notebooks**

Class Eight: *Selected Writings* – pgs. 255-285

Class Nine: Selected Writings – pgs. 286-349.

WEEK FIVE: **American Forms: How Newness Enters the World**

Class Ten: *Song of the Simple Truth* by Julia de Burgos – selected poems
“*I Greet in You the New American Woman*”; “*Song to the Hispanic People of America and the World*”; “*In Total Nudity*”; “*Puerto Rico is in You*”
Handout: “*Ya Deja Eso! Toward an Epiphemonenal Approach to Boricua Cultural Studies*” by Lisa Sanchez Gonzalez

Class Eleven: *Song of the Simple Truth* - “*To Jose Marti*”; “*My Brain has become a Star of the Infinite*”; “*Interior Landscape*”; “*The Sky Has Worn its Dress of Horizons*”; “*Canto to the Primal City of America*”

II. **BUILDING A TRADITION**

WEEK SIX: **“Something I am” - The Uncanny Dimensions of Race**

Class Twelve: *Down These Mean Streets* by Piri Thomas: Prologue; pgs. 1-46.
Handout: “*The Fact of Blackness*” by Frantz Fanon

**Paper #1 Due – 5 pgs.**

Class Thirteen: *Down These Mean Streets* – pgs. 47-79.

WEEK SEVEN: **Logic of the Street: Neighbors, Strangers, and the Politics of Friendship**

Class Fourteen: *Down These Mean Streets* – pgs. 81-130.
Handout: “*Puerto Rican in New York*” by William Luis

Class Fifteen: *Down These Mean Streets* – pgs.131-194.

WEEK EIGHT: **Cannibalism, Criminal Justice, and Forming an Ethical Self**

Class Sixteen: *Down These Mean Streets* – pgs. 195-308.
Class Seventeen: *Down These Mean Streets* – pgs. 309-331.

**WEEK NINE: The Language of Borders: Sexuality and Wild Tongues**


   Handout: “Intermarginalia: Chicana Spatiality and Sexuality in the Work of Gloria Anzaldúa and Terri de la Pena” by Mary Pat Brady

Class Nineteen: *Borderlands/La Frontera: The New Mestiza* – pgs. 63-120.

**WEEK TEN: Crossers y Otros Atravesados**

Class Twenty: *Borderlands/La Frontera* – pgs. 123-195.

Class Twenty-One: *Borderlands/La Frontera: The New Mestiza* – pgs. 197-225.

**III. CONTEMPORARY ITERATIONS**

**WEEK ELEVEN: The Coming Community**

Class Twenty-Two: *The Tattooed Soilder* by Hector Tobar – pgs. 3-80.

   **Paper #2 Due – 5 pgs.**


**WEEK TWELVE: Translating the Nation**

Class Twenty-Four: *The Tattooed Soilder* – pgs. 153-239.

   Handout: “Americanismo: City of Peasants” by Hector Tobar


**WEEK THIRTEEN: The Curse: Race, Language, and Power**


   Handout: “Caribenos, Counterstreams, and Cultural Remittances” by Juan Flores

Class Twenty-Seven: *The Brief Wondrous Life of Oscar Wao* – pgs. 51-75.

**WEEK FOURTEEN: “End of Language” – Violence and Masculinity**

Class Twenty-Eight: *The Brief Wondrous Life of Oscar Wao* – pgs. 76-166.

WEEK FIFTEEN: **Transgressions: The Future in/as Literacy**


FINALS WEEK: **Final Paper Due – 5-7 pgs.**
SELECTED BIBIOLOGYGRAPHY - Primary Sources


Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012

---. *We Came All the Way from Cuba So You Can Dress Like This?* Pittsburgh: Cleis Press, 1994.


SELECTED BIBIOGRAPHY - Secondary Sources


Anthologies


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

New Course Proposal Form

Date Submitted: August 3rd 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: Science

   b. Name and contact information of proposer(s) Elise Champeil
      Email address(e) echampeil@jjay.cuny.edu
      Phone number(s) 6465574502
      a. Title of the course “Chemistry of cooking”
      c. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) The chemistry of cooking
      d. Level of this course ___X__100 Level ____200 Level ____300 Level ____400 Level

      Please provide a brief rationale for why the course is at the level:
      This course will be offered at the 100 level because it does not require any advance knowledge in Science. Students will learn the basics of chemistry in a hands-on approach. The lab experiments are designed to be easily performed by students who have never been exposed to experimental Sciences.

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

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

The proposed course “Chemistry of cooking” will be based on the scientific method. Students will develop scientific knowledge which touches upon the fields of chemistry, biochemistry, biochemistry and microbiological principles. Scientific observations will start in an everyday environment: the kitchen. This teaching approach is a growing trend among other universities such as “The University of Utah” and the “Massachusetts Institute of technology” which are offering similar courses. Chemistry is a bit intimidating for non science majors. It is often seen as an opaque and difficult discipline. One way to enhance chemical scientific curiosity among students is to create a science course based on familiar subjects: food and cooking. This is the rationale behind the creation of this
course which will be part of John Jay's general education program in the “scientific world” category. The rationale for this course to be a general education science course is that students will develop a greater understanding of how science is the process of understanding natural phenomena. They will become familiar with the vocabulary and methods of science so that they can understand and value the importance of scientific inquiry in the world around them and be better prepared to evaluate and to utilize new information and technologies.

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

This course gives students a hands-on approach to explore the scientific basis for everyday cooking. Students will do edible experiments during the laboratory sessions and examine chemical principles. This course combines lecture and laboratory sessions as well as out of classroom activities. Students will learn methods of scientific investigation and will be able to understand the cooking process i.e. chemical reactions occurring between components in defined food systems.

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

5. Number of:
   a. Class hours 3
   b. Lab hours 1 (2 lecture hours)
   c. Credits 3

6. 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):

7. **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- Evaluate evidence and arguments critically or analytically.
   2- Produce well-reasoned written or oral arguments using evidence to support conclusions.
   3- 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
   4- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

Prepared for UCASC, October 12, 2012
5- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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:

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

   College Option:

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

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

   The course should be part of the scientific world flexible core because of the following:
   1) It is designed to look at one of humanity’s oldest chemical science: cooking. Students will learn methods of scientific investigation and will be able to understand chemical reactions occurring between components in defined food systems.
2) Students will become familiar with the scientific method.
3) This course is more applied than traditional sciences courses which will be offered by the science department as part of the required core. It is therefore more appropriate to classify it in the flexible core.

11. How will you assess student learning?

Students learning will be assessed first through laboratory sessions. After each session, students will write a report and answer questions related to the experiment. This assessment will be graded.
There will also be quizzes every other week to monitor student learning.
There will also be a midterm exam and a final exam on the course material.
Students learning will finally be assessed through participation during in-class discussions about homework experiments and about the course material.

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: Kathleen Collins
- Are there adequate resources in the library to support students’ work in the course
  Yes X No

- Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+ : Yes
  ➢ EBSCOhost Academic Search Complete : Yes
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) : Yes
  ➢ LexisNexis Universe ____
  ➢ Criminal Justice Abstracts ____
  ➢ PsycINFO ____
  ➢ Sociological Abstracts ____
  ➢ JSTOR ____
  ➢ SCOPUS : Yes
  ➢ Other (please name) Any other resource freely available on-line (Wikipedia etc...)

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 8/26/2012

Prepared for UCASC, October 12, 2012
15. **Faculty** - Who will be assigned to teach this course? Elise Champeil

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: Larry Kobelinsky

Chair, Proposer’s 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.

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<tr>
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<td>CHE 1XX</td>
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<tr>
<td>Course Title</td>
<td>Chemistry of cooking</td>
</tr>
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<td>Department(s)</td>
<td>Science</td>
</tr>
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<td>Discipline</td>
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Catalogue Description
This course gives students a hands-on approach to explore the scientific basis for everyday cooking. Students will do edible experiments during the laboratory sessions and examine chemical principles. This course combines lecture and laboratory sessions as well as out of classroom activities. Students will learn methods of scientific investigation and will be able to understand the cooking process i.e. chemical reactions occurring between components in defined food systems.

Special Features (e.g., linked courses)

Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

- ☐ current course  ☐ revision of current course  ☒ 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.)

- ☐ English Composition
- ☐ Mathematical and Quantitative Reasoning
- ☐ Life and Physical Sciences

Flexible
- ☐ World Cultures and Global Issues
- ☐ US Experience in its Diversity
- ☒ Scientific World
- ☐ Creative Expression

Learning Outcomes
In the left column explain the course assignments and activities 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.

**E. Scientific World**

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

<table>
<thead>
<tr>
<th>Through in class discussion, laboratory experiments, homework assignments, and required literature searches, students will interpret, and assess information from a variety of sources and points of view.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific issues surrounding food and cooking will be discussed in class. Different arguments from different sources (media and scientific literature) will be put forward. Such issues are, but not limited to: additives and colorants, salt and health, the salmonella problem. This will train students to evaluate evidence and arguments critically and analytically.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Each homework assignment and lab is a small experiment. Upon completion of the assignment, students will record their observations, perform literature searches and develop hypothesis to explain the processes involved behind the experiment. Students will produce well-reasoned oral arguments using evidence to support their own conclusions during in class discussions.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will identify and apply the fundamental concepts and methods of chemistry. They will identify and recognize chemicals and processes involved in food and cooking. This will be achieved through lab and homework experiments as well as “in class” case studies. Examples are and not limited to: why shrimps turn pink when cooked, the differences between yeasts and chemical leavenings.</th>
<th>• 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply fundamental chemical concepts and methods acquired in class to demonstrate how chemistry can be used to analyze problems and develop solutions for cooking through case studies. Some examples are, and not limited to: 1) Why alkaline water is bad for cooking pasta (and why you should add a bit of lemon juice to improve cooking water) 2) how to improve bread dough by investigating the protein bonds that form its glutenous network.</td>
<td>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
</tr>
<tr>
<td>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
<td>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
</tr>
<tr>
<td>Students will understand the scientific principles underlying matters of policy or public concern in which science plays a role through literature search and in class discussions about the health issues surrounding food. This will include discussions on (but not limited to): harmful chemicals produced while cooking, the problematic between seafood and health and health and sugars and health.</td>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
</tbody>
</table>
MODEL SYLLABUS:

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019

SYLLABUS FOR “THE CHEMISTRY OF COOKING: FROM CHEMICALS IN THE KITCHEN TO MOLECULAR GASTRONOMY”

Professor: Elise Champeil
Semester: 
Course Code: CHE:000
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: (646) 557-4502: echampeil@jjay.cuny.edu

Course Prerequisite: none

Course Description: During this Chemistry of Cooking class, the hands-on approach gives students a chance to figure out culinary mysteries. This class is designed to look at cooking from a scientific basis. Students will do edible experiments and look at the science behind it. Not only will chemical principles be examined, but also biochemical, biological, microbiological, and some physics. Students will learn methods of scientific investigation and will be able to understand the cooking process i.e. chemical reactions occurring between components in defined food systems.

Learning Outcomes: Students will:
1- Evaluate evidence and arguments critically or analytically.
2- Produce well-reasoned written or oral arguments using evidence to support conclusions.
3- 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.
4- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
5- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Required Text/s: There is no required text

Policy on Attendance, Etiquette, and Participation: Students enrolled in this course are required to attend all lecture and laboratory sessions of the section for which they registered. There are two lecture sessions per week or one lecture and one laboratory session per week. Justified absences are limited to extraordinary circumstances and written documentation is
expected. Attendance, enthusiasm, and active class participation are observed, recorded, and reflected in the student’s final grade. Students missing more than 30 minutes of a session will be counted as absent.

**The Writing Center:** The Writing Center, located in room ----, 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. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Plagiarism:** Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering 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 pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

**Assessment:** During the semester, you will be asked to complete all laboratory sessions. After each session, you will write a lab report and answer questions related to the experiment. This assessment will be graded. The lab grades will count for 20% of your final grade. These lab reports will be graded biweekly. There will be on average five lab reports each of a couple of pages. In addition quizzes will be given every other week and count for 20% of your final grade.

Exams: There will be a midterm exam and a final exam on the course material. The midterm and final exams will count for 50% of your final grade.

Participation: participation during in-class discussions about your homework experiments will count for 10% of your final grade.

**Reading:**
3- “Kitchen science explained, what Einstein told his cook”, Robert L. Wolke, Ed. W.W. Norton and company
4- “Further adventures in kitchen science, what Einstein told his cook 2” Robert L. Wolke, Ed. W.W. Norton and company

[Links to additional resources]

Prepared for UCASC, October 12, 2012
SCHEDULE OF CLASSES

Week one (2 lectures)
Introduction to some mathematical principles (metric system, measurements, significant figures) and to some chemistry principles i.e. the four basic food molecules: water, lipids, carbohydrates, proteins.
This week will focus on the description of four classes of chemical compounds (water, lipids, carbohydrates, proteins) and their importance in food and cooking. The following scientific principles will be examined in relation to cooking. The physical states of water, the acidity of water, the miscibility of fats and water, fats and heat, saturated and unsaturated fats, emulsifiers, sugars, oligosaccharides, polysaccharides, amino acids and peptides, protein structure, proteins in water, protein denaturation, enzymes.

Homework: The flavors of caramelized sugars: Mix table sugar and water and heat until the water has boiled off. Taste the final product. Write down your observations. In class discussion.

Reading:
1- “On food and Cooking, the science and lore of the kitchen”, Harold McGee, Ed. Scribner, Chapter 15 pp 792-809
2- http://www.worldofmolecules.com/foods/

Week two (1 lecture and 1 lab)
Chemicals and cooking:
We will examine chemicals used in the kitchen and how they work: salt (salt and the body), baking soda, baking powder, sour powder, cream of tartar, vanilla extract, MSG (monosodium glutamate) and antioxidant agents. We will also look at harmful chemicals produced while cooking processing (polyaromatic hydrocarbons, nitrosamines, saturated fats) and why they can be health threatening. Lastly, we will focus on some additives and colorants.

Lab: Portuguese Poached Meringue. This lab will demonstrate the use of one important chemical used by cooks: cream of tartar. Without cream of tartar, the egg whites would not be stabilized and the mixture would be soup! Cream of tartar provides the right acidic conditions for the globulin proteins from the egg whites to coagulate.

Reading:
2- http://www.slideshare.net/c121401w/carcinogens-in-cooked-meat
3- http://chemistry.about.com/od/foodcookingchemistry/a/bha-bht-preservatives.htm
4- http://www.understandingfoodadditives.org/pages/Ch2p4-1.htm

Week three (2 lectures)
The physiology of flavor: We will look at the different biological processes involved in taste. The following topics will be covered: How we detect taste and how we detect aromas. All different tastes will be examined and specifically the newly discovered taste: Umami.

Prepared for UCASC, October 12, 2012
biology of papillary cells will be explained. Finally we will inspect how salt and temperature affect taste.

Homework: Heat the tip of your tongue up to 95° F (35° C) and then cool it down to 41° F (5° C). Record your tastes. In class discussion.

Reading:
2- http://www.scienceofcooking.com/about_taste.htm

**Week four (1 lecture and 1 lab)**
This week will center on eggs. Egg biology and chemistry will be examined. We will then focus on the chemistry of egg cooking: how protein coagulation explains why eggs get hard and custards thicken. We will examine the chemistry of egg flavor. We will look at how the egg proteins stabilize foams and the difference between white foams versus yolk foams. Finally we will look into egg safety and the salmonella problem.

Lab: “crème caramel: the chemistry behind the egg-liquid mixture.” We will prepare a crème caramel and look at the chemistry behind it. We will observe how protein coagulation explains why eggs get hard and the cream thickens. We will observe how lecithin, a monoglyceride found in egg yolks, is used as an emulsifier i.e. prevents the separation of fats and water. We will also observe “caramelization” from the heating of sugars in water.

Homework: Hard boil 2 eggs one by simply putting the egg in boiling water, the other by constantly rolling the egg around. Cut the eggs in half. Note the position of the yolk. In class discussion.

Reading:
1- “On food and Cooking, the science and lore of the kitchen”, Harold McGee, Ed. Scribner, Chapter 2 pp 68-115

**Week five (2 lectures)**
This week will focus on meat. We will at the following topics: 1) The structure of muscle tissue and how they are related to the meat texture and flavor. 2) The chemistry behind aging meat. 3) The chemistry behind cooking meat: the denaturation of myosin and myoglobin. 4) We will explain scientifically the color of meat cooked over charcoal 5) Finally we’ll look into the controversies in modern meat production

Homework: Literature search on the Maillard reaction. In class discussion and case study.
Reading:

Week 6 (1 lecture and 1 lab)
This week will focus on fish:
We will first look at the problematic between seafood and health: health benefit and health hazard. The anatomy and qualities of fish will then be described. We will look into the chemicals responsible for fish flavor, aroma (trimethylamine oxide, trimethylamine and dimethylamine) and color (beta carotene and myoglobin). We will examine how heat transform rawfish’s flavor and texture and the processes behind drying and salting fish We will then focus on shellfish, their special qualities and fish eggs.

Lab : Shrimp tacos: During this lab we’ll observe how heat modifies the texture and color of raw sea food. For instance, the chemical astaxanthine is released upon cooking shrimps giving them their distinctive pink color. Without astaxanthine, your shrimps would not turn pink!

Reading:

Week 7 (2 lectures)
The science of sauces:
We will first look at sauces that are thickened with flour and starch. We’ll start by looking at the nature of starch (linear amylase and bushy amylopectine). We will examine the behavior of starch in hot water and the science behind thickening and thinning. Finally the influence of some chemical compounds (salt, sugar, acid, proteins and fats) on starch sauces will be explained.
We then will look into emulsions i.e. sauces thickened with droplets of oil or water. The nature of emulsions will be explained as well as the physics behind their formation (overcoming the force of surface tension). We will also look into the properties of emulsifiers. There will be an in class case study: mayonnaise and how the elements in egg plasma are responsible for the egg’s yolk emulsifying effect.
The final sauces we will examine are stocks. We will look at the reason behind the contribution of bones i.e., how gelatin and other proteins thickened stocks. Finally the concept of spherification will be explained.

Homework: Prepare two vinaigrettes: one with oil (3 parts) vinegar (1 part) salt and pepper, the other with oil vinegar salt paper and a tea spoon of French mustard. Record your observations. In class discussion.

Reading:
3- http://www.exploratorium.edu/cooking/eggs/hollandaise-pop.html
4- http://www.exploratorium.edu/cooking/icooks/3-24-03.html

Week 8: Midterm exam

1 field trip or visit by a chef: Students will visit a restaurant in NYC whose cuisine is based on molecular gastronomy: the cooking style that uses highly scientific techniques and ingredients to make modern cuisine. Alternatively, depending on the chef’s schedule, a visit from the chef will be organized. During this visit, some principles of molecular gastronomy will be explained and demonstrated.

Week 9 (2 lectures)
This week will focus on three beverages: tea coffee and wine.
We first will look at the enzymes which create flavor, color and body in tea and coffee. We will also examine the chemistry behind clear plaques at the surface of tea.
Next we will look at how enzymes in saliva amplify an important component of wines and how the development of tannins diminishes the astringency of wines. We will then look at how sulfur compounds in wine are responsible for defects and virtues alike, depending of the molecule. Finally the physics behind champagne’s distinctive fizz will be examined.

Homework: Scientific literature search on the chemistry of sugars and the biochemical effects of sugary drinks on the human body.

Reading:
2- “Molecular gastronomy, exploring the Science of Flavor”, Herve This, Ed. Columbia University Press, pp 76-78; 236-262; 272-274.

Week 10 (1 lecture, 1 lab)
Dough and batter:
The basic structure of dough, batters and their products (gluten, starch, gas bubbles, fats) will be discussed. We will compare yeasts and chemical leavenings.

Next we will look at the chemistry and physics behind the production of bread: ingredients, mixing and kneading, fermentation, baking and the role of steam. Finally we’ll look at how to improve bread dough by investigating the protein bonds that form its glutenous network and how the mechanical behavior of bread resembles that of plastic material.

Lab: Bread. The chemistry and physics behind the production of bread will be observed in this lab: Ingredients, mixing and kneading, fermentation, baking and the role of steam.

Reading:
3-http://www.exploratorium.edu/cooking/bread/bread_science.html
4-http://www.guardian.co.uk/science/blog/2009/nov/26/science-breadmaking

Week 11 (2 lectures)
This week will be about edible plants. We will look into plant structures, cells, tissues and organs. The toxins and beneficial chemicals in plants will be discussed. We will also discuss about genetic engineering and food. The chemicals involved in the color and taste (touch, irritation and aroma) of plants will be examined. Finally we’ll explain how heat affects the qualities of fruit and vegetable, the processes involved during fermentation and the science behind canning and sugar preserves (the role of copper in hardening preserves).

Homework: Color and freshness. Cut five slices from an avocado (or a banana). Leave one in the air, one in the fridge, one in the air but sprinkled with lemon juice, one in the air but sprinkled with vinegar, the last one in the air sprinkled with vitamin C. Record your observations after a few hours. In class discussion.

Reading:

Week 12 (1 lecture and 1 lab)
This week will focus on flavoring from plants i.e. herbs and spices.
The nature of flavor and flavorings will be examined. We will explain why flavorings are “chemical weapons”. The chemistry and qualities of herbs and spices (terpenes, phenols, pungent chemicals) will be examined. We then will focus on how herbs and spices can be used for
coloring and coating. We’ll see how flavor extraction can be used for marinades and rubs. Lastly, we’ll look at the relationship between herbs, spices and health.

1 lab: Molasses gingerbread cake. During this lab, we will observe the potent flavoring power of three herbs and spices: cinnamon, ginger, cloves. We will experiment with the chemicals responsible for the aroma. In addition, the properties of baking soda will be demonstrated.

Reading:
3- “Further adventures in kitchen science, what Einstein told his cook 2” Robert L. Wolke, Ed. W.W. Norton and company, chapter 8, pp 325-352.

Week 13 (2 lectures)
Pasta and mashed potatoes.
Mashed potatoes: We will first describe the structure of starch (amylase, amylopectine). We then will explain why mashed potatoes made with milk stick less than ones made with water (How proteins change the behavior of starch in water).
Pasta: We first will look at the structure of cooked and uncooked pasta and why adding eggs to pasta improves its quality. The following two questions will be answered: 1) The reason behind stickiness 2) Why alkaline water is bad for cooking pasta (and why you should add a bit of lemon juice to improve cooking water).

Homework: Literature search: Chefs recommend that we add salt to water when cooking pasta. Why? In class discussion.

Reading:

Week 14 (1 lecture and 1 lab final)
The final week will focus on Sugars and Chocolate. Common sugars, their structure and relative sweetness will be examined: glucose sucrose fructose, lactose. Crystallization and amorphous sates concepts will be explained through the description of sugar crystals. Next we will discuss about the relationship between Sugars and health and about the controversy surrounding high fructose corn syrup.
We will then look at chocolate. We will describe the history of chocolate, the composition of dried fermented cacao beans and of dark and milk chocolates.
The special qualities of chocolate will be examined: Consistency and appearance and how cocoa butter is produced. The chemicals involved in chocolate flavor will be described as well as the process of tempering chocolate (or the art of crystallization). Lastly, we will look at the health effects of chocolate (Fats and antioxidants, Caffeine and Theobromine) and why some people “crave” chocolate.

Lab: chocolate velvet mousse. Because of its cocoa butter content, chocolate blends well with other fats and oil. For this final lab we will see how cooking is creative. This new recipe for chocolate mousse utilizes olive oil rather than cream or butter. This silky mousse is served in the famous Manhattan restaurant, Marichu.

Reading:

Week 15: Final week: final exam

- Last Day to Withdraw without Academic Penalty:
- **Final Exam** on 00/00, at 00.00-00.00 in room 0000.

The final grades possible and their significance are listed below:

- **A** 93.0%-100% **EXCELLENT**
- **A-** 90.0-92.9% **EXCELLENT**
- **B+** 87.0%-89.9% **VERY GOOD**
- **B** 83.0%-86.9% **VERY GOOD**
- **B-** 80.0%-82.9% **VERY GOOD**
- **C+** 77.0%-79.9% **SATISFACTORY**
- **C** 73.0%-76.9% **SATISFACTORY**
- **C-** 70.0%-72.9% **SATISFACTORY**
- **D+** 67.0%-69.9% **POOR (PASSING, BUT TOO MANY CAN LEAD TO DISMISSAL)**
- **D** 63%-66.9% **POOR (PASSING, BUT TOO MANY CAN LEAD TO DISMISSAL)**
- **D-** 60.0%-62.9% **POOR (PASSING, BUT TOO MANY CAN LEAD TO DISMISSAL)**
- **F** 0.0%-59.9% **FAILURE (NOT ERASED WHEN COURSE IS RETAKEN AND PASSED)**
- **WU** Withdrew Unofficially
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted_8/15/12___________________

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

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

        Email address(es)____dsherman@jjay.cuny.edu___________________________

        Phone number(s)__237-8457_________________________________

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

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

    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:

    The readings, written assignments, and level of classroom activities are challenging. Some accomplishment of introductory college level work is assumed. This course, with its emphasis on critical thinking and analysis of evidence will provide a useful groundwork for 300-level courses.

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

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

    This is a General Education course that will satisfy the World Cultures and Global Issues requirement in the Pathways flexible core. The course will stress different kinds of rebellion in relation to power and political conflict. The context of the course will be international and orientation of the materials and discussions will be comparative. These qualities are at the heart of what John Jay College, with its commitment to studying justice in the broadest sense, stands for.

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
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.)

There are moments in history when the world seems to get turned on its head. Individually or in groups people rise up against the status quo for a variety of reasons and in a variety of ways. Some revolutions are political; others are social, religious, artistic, or scientific. This course examines revolutions and revolutionaries in both the past and the present day through primary and secondary historical accounts, studies from the social sciences, and depictions in drama, film, literature and the fine arts.

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

6. Number of:
   a. Class hours  _3___
   b. Lab hours  ______
   c. Credits  ___3__

7. Has this course been taught on an experimental basis?
   ____ No  _x___ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s): Fall, 2011
   b. Teacher(s): Dennis Sherman and Amy Green
   c. Enrollment(s): 30 per section
   d. Prerequisites(s): Eng 101

8. **Learning Outcomes**

   Students will:
   
   1. read about and assess a variety of texts related to different kinds of revolutions in various parts of the globe from a variety of perspectives;
   2. compare, contrast, and evaluate evidence presented by various scholars about the causes of revolutions;
   3. drawing on evidence from their reading, produce well reasoned, thesis-driven written and oral arguments about the causes and consequences of revolutions;
   4. analyze and draw conclusions about the historical development of revolutions and revolutionaries in a number of places, including Europe, the Atlantic world, Asia, North Africa, and the Middle East.
   5. describe and analyze the significance of important global movements such as democracy, religious revivalism, and nationalism.
6. analyze revolutionary movements and revolutionaries in terms of class, ethnicity, gender, and other forms of social differentiation.

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

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

   General Education Program, “World Cultures and Global Issues” area.
   Theme B in ISP

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

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

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

   Flexible Core:

   A. World Cultures and Global Issues   x
   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:

   This is a General Education course that will satisfy the World Cultures and Global Issues requirement in the Pathways flexible core. The course will stress different forms of revolution in relation to power and political conflict. The context of the course will be international and orientation of the materials and discussions will be comparative. These qualities are at the heart of what John Jay College, with its commitment to studying justice in the broadest ways, stands for.

   Moreover, students will be required to read books and documents related to revolutions and turning points ranging from historical monographs and broader texts to novels and plays. The revolutions and turning points covered, such as the French Revolution and the Arab Spring, range geographically from the Western to the Non-Western world. In-classroom exercises, papers, and group work will be used to encourage students to assess readings and directed discussions.

11. How will you assess student learning?
Students will be assigned a variety of oral and written assignments, short and long, each of which will enable the professors to assess progress on the learning outcomes:

1. **LO 1**: read and assess a variety of texts (from the humanities and social sciences) related to different kinds of revolutions in various parts of the globe from a variety of perspectives.
   - The final project on the Arab Spring requires students to compare/contrast scholarly and journalistic analyses of the revolutions in different Arab countries. This will be assessed using a rubric that measures students’ ability to identify and describe different interpretations and to make an argument for their relative persuasiveness.

2. **LO 2**: compare, contrast, and evaluate evidence presented by various scholars about the causes of revolutions.
   - The first part of a 4-6 page paper, due week 4, requires students to summarize and compare/contrast and evaluate different, sometimes contradictory arguments about the causes of the French Revolution. This will be assessed using a rubric that measures students’ ability to summarize different arguments and to identify similarities and differences between them.

3. **LO 3**: drawing on evidence from their reading, produce well reasoned, thesis-driven written and oral arguments about the causes and consequences of revolutions.
   - The second part of the French Revolution paper requires students to formulate and defend their own argument about the causes of the French Revolution. This will be assessed using a rubric that measures the clarity of the thesis and the choice and appropriateness of the textual evidence cited in support of the thesis.

4. **LO 4**: analyze and draw conclusions about the historical development of revolutions and revolutionaries in a number of places, including Europe, the Atlantic world, Asia, the North African states, and the Middle East.
   - In their reading, class activities, and written work, students will analyze the conditions that led to revolutions in diverse places, including France, England, Asia, Latin America, North Africa, and the Middle East. The class debate on Galileo (week 9) requires students to take account of the historical context of the Scientific Revolution and will be assessed on students’ ability to describe that context.

5. **LO 5**: describe and analyze the significance of important global movements such as democracy, religious revivalism, and nationalism.
   - In their essays on the Arab Spring, the students will discuss the interplay of democratic and Islamic revivalist forces and philosophies in the relevant countries. This outcome will be assessed by measuring students’ ability to
define and describe each of these movements as they manifest themselves in the country under consideration and to assess their importance.

6. **LO 6: analyze revolutionary movements and revolutionaries in terms of class, ethnicity, gender, and other forms of social differentiation.**
   - The imaginary dialogue between Siddartha and Galileo (due week 11) requires students to present each revolutionary in his historical, religious, social class context and will be assessed on students’ ability to identify markers of social differentiation in both texts and to connect those markers to each character’s revolutionary impulses and activities. The panel discussion on Reinaldo Arenas requires students to analyze his experience as a political, artistic, and sexual freedom-fighter and will be assessed on students’ ability to identify and explain the effects of his socio-economic class and his sexuality on his development as a revolutionary.

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

   No _____ Yes x__ If yes, please state the librarian’s name_Kathleen Collins___

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

Yes x_____ No________

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval ____7.25.12_______________

15. **Faculty** - Who will be assigned to teach this course? __Dennis Sherman, Amy Green, and eventually others________________________
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
   ___x___ No
   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

18. Will any course be withdrawn, if this course is approved?
   ___x___ No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
   AS Green
   Chair, Proposer’s Department

Approved by UCASC, Oct 26, to College Council, Nov 20, 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 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>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ISP 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Revolutions</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</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>n/a</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>There are moments in history when the world seems to get turned on its head. Individually or in groups people rise up against the status quo for a variety of reasons and in a variety of ways. Some revolutions are political; others are social, religious, artistic, or scientific. This course examines revolutions and revolutionaries in both the past and the present day through primary and secondary historical accounts, studies from the social sciences, and depictions in drama, film, literature and the fine arts.</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
- [ ] 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 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</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</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.

| Drawing from the humanities and social sciences, students will read a variety of texts related to revolutions of different kinds and in different times and places. The revolutions and | Gather, interpret, and assess information from a variety of sources and points of view. |

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
turning points covered, such as the French Revolution and the Arab Spring, range geographically from the Western to the Non-Western world. Students will compare and contrast differences of experience and perspective in and among the examples and texts.

<table>
<thead>
<tr>
<th>Classroom exercises and written assignments require students to analyze contrasting explanations for the causes of the French Revolution or the ethics of Galileo’s willingness to confess – contrary to his true beliefs - to save his life. These exercises require students to evaluate the evidence used to support the arguments in source documents and determine whether or not they are sufficient or convincing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In classroom debates, discussion, and presentations as well as in written assignments, students individually and as members of small groups will be required to develop a thesis, amass evidence to support that theses, and organize their papers or presentations in logical, effective ways. In papers, debates, and in Socratic discussions, the validity and persuasiveness of the students' positions and points will be assessed. For example, students will write an essay explaining how and why the comic subplot in Shakespeare’s Henry IV, Part 1, complicates and illuminates the theme of rebellion.</th>
</tr>
</thead>
<tbody>
<tr>
<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:

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</th>
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</thead>
</table>

<table>
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<tr>
<th>Analyze the historical development of one or more non-U.S. societies.</th>
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</table>

<table>
<thead>
<tr>
<th>Analyze the significance of one or more major movements that have shaped the world's societies.</th>
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</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</th>
</tr>
</thead>
</table>
Course title and section: Revolutions ISP 2xx

Professors’ names and office locations:
Professor Dennis Sherman, Interdisciplinary Studies Program, 6.10.05NB
Professor Amy S Green, Interdisciplinary Studies Program, 6.10.03 NB

Contact hours:
Phone
Professor Dennis Sherman, 212 237-8457, M, W, 10-11, 3:30-5:30 and by appointment
Professor Green, 212 237-8352; M, W, Th, 3-5 pm and by appointment.

E-mail address
dsherman@jjay.cuny.edu
agreen@jjay.cuny.edu

Course description
There are moments in history when the world seems to get turned on its head. Individually or in groups people rise up against the status quo for a variety of reasons and in a variety of ways. Some revolutions are political; others are social, religious, artistic, or scientific. This course examines revolutions and revolutionaries in both the past and the present day through primary and secondary historical accounts, studies from the social sciences, and depictions in drama, film, literature and the fine arts.

Learning outcomes
Students will:
1. read about and assess a variety of texts (from the humanities and social sciences) related to different kinds of revolutions in various parts of the globe from a variety of perspectives;
2. compare, contrast, and evaluate evidence presented by various scholars about the causes of revolutions;
3. drawing on evidence from their reading, produce well reasoned, thesis-driven written and oral arguments about the causes and consequences of revolutions;
4. analyze and draw conclusions about the historical development of revolutions and revolutionaries in a number of places, including Europe, the Atlantic world, Asia, North Africa, Latin America, and the Middle East.
5. describe and analyze the significance of important global movements such as democracy, religious revivalism, and nationalism.
6. analyze revolutionary movements and revolutionaries in terms of class, ethnicity, gender, and other forms of social differentiation.

Course pre-requisites or co-requisites: ENG 101

Requirements / Your course policies

- Documenting your sources: When citing course texts or research materials, you may simply provide the author’s last name and the page number inside parentheses: e.g. (Smith, 14). Then, at the end of your paper, list full bibliographical information (see the handout for more details) for the works you have cited.
- Excessive lateness and/or absence (more than 2 absences in a double-period course) will affect your final grade. Students who miss 3 or more double-period classes will fail the course.
- Please turn off and put away all cell phones and other electronic devices when class begins. There is no eating in class.

Required Texts List all texts with full citation including ISBN numbers. Indicate if ordered and available in the bookstore, on the web with URL, on course Blackboard site, on e-reserve etc. Specify if the library owns the book and the call number.


Other required readings will either be handed out or available on Blackboard. Blackboard documents must be printed out and brought to class the day they are due.

• Burke, Edmund, excerpts from *Reflections on the Revolution in France* (1790).
• *The Declaration of Independence*
• “The Great Ferment: Trouble Brewing in France,” from Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present.* (Readings A, B, and C on Blackboard)

**Grading**

• Grades in this course are based on the quality of written and oral assignments, quizzes, and on both the quality and amount of class participation. You will receive written instructions for each assignment in which evaluation criteria are spelled out in detail. Written assignments with numerous grammatical errors will be returned without grades for revision.

**Grades will be determined by cumulative scores for**

<table>
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<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Papers 1-3, 20 % each</td>
<td>60 %</td>
</tr>
<tr>
<td>Weekly preparation (quizzes, oral participation)</td>
<td>20%</td>
</tr>
<tr>
<td>Final project (paper + presentation)</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**This course will follow all College policies for undergraduate courses** as defined in the *Undergraduate Bulletin*, Chapter IV Academic Standards, including:

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

**Students with Disabilities**

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

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

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
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 calendar

Introduction
Week 1. Introduction: What is a Revolution?
   The Declaration of Independence
   “The Revolution Will Not Be Televised”

Part 1: The French Revolution
Week 2. What happened? The surge and flow of revolution (Blackboard)

Week 3. Why did it happen? Eyewitnesses to revolution (Blackboard)

Week 4. Analysis. What does it mean? (Blackboard)
   Reflections on the Revolution (Blackboard)

   Due: Paper 1: Our readings have included multiple, contradictory analyses of what caused the French Revolution. In 4-6 pages, summarize the main argument for the causes of the Revolution by at least three of our authors, including the evidence on which they base their theories. Compare and contrast their arguments, and make your best argument for the one you find most persuasive. Be sure to use very short quotes from the documents as supporting evidence.

Part 2: Percy vs. Plantagenet: Rebellion in Medieval England:
Week 5. Historical Background Henry IV, Part 1: Act 1

Week 7. Results  *Henry IV, Part 1*: Acts 4 and 5

**Due Paper 2:** In 4-6 pages, first identify the causes of the rebellion described in *Henry IV* and then compare/contrast them with the causes of the French Revolution you identified in Paper 1. Conclude by speculating (based on the rebellion dramatized in *Henry I*) about how Shakespeare would have regarded the French Revolution if he had been around to witness it.

**Part 3: The Demand for Freedom: Cuba**

Week 8. The Struggle for Political Freedom and Economic Justice
Read: Arenas, pp. 1-143.

Week 9. The Fight for Sexual and Artistic Freedom
Read: Arenas, pp. 140-end.
Assignment: Prepare for an In-Class Panel Discussion analyzing Arenas’s experience in terms of his political beliefs, his artistic aspirations, his sexuality, and his class and economic background. You will be assigned one topic to focus on.

**Part 4: Religion and Rebellion**

Week 10. Science vs. the Church  Brecht, *Galileo*
Assignment: Prepare for class debate based on your thoughts about the long-term consequences of the Scientific Revolution. Come to class with two lists: consequences that seem to have made the world a better place and consequences that that seem unfortunate.


**Due Paper 3:** What makes a rebel a rebel?
Imagine that Buddha and Galileo (as depicted in our readings) meet in the afterlife. Write a 6-8 page dialogue in which they discuss the following questions: Did you set out to rebel against old doctrines and ideas or did it just happen? Where did your original ideas come from? What was it like to be so different from everyone around you? How did you withstand or what made you give in to the pressure to conform? How do feel about your choices? What would you do if you had a chance to live your life over?

**Part 4: The Arab Spring**

Week 12. First Stirrings, January, 2011  *Arab Spring I* (Blackboard)

Week 13. The Course of Conflict  *Arab Spring 2: Eyewitnesses to revolution* (Blackboard)

Week 14. Presentations: On the Arab Spring
Due, Final Project papers and presentations: Arab Spring refers to the revolutions in the Middle East that began in January 2011. In this project, we will follow revolutionary events in Tunisia, Egypt, Yemen, Syria, Bahrain and Lybia from at least three global perspectives. Coverage will include events since the Tunisian uprising through the end of the semester and speculations about the future. The project has both group and individual parts:

- **Groups** will choose to focus on one country and assign team members to follow events from different regional media perspectives and make an in-class panel presentation of their findings.
- **Individuals** within each group will volunteer to focus on media from either the U.S., the Middle East (including Israel), or another region of the world (Sub-Saharan Africa, Asia, Latin America, Europe, etc.) and submit a 3-5 page analysis of the coverage they examined. Anyone who reads in a foreign language is encouraged to include both English and non-English media outlets in his/her research. Coverage should include print, online, and broadcast media. Be sure to cite and include a bibliography of sources.

**Conclusion**

Week 15. Summary *Reflections on rebels and revolutions* (Blackboard)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 7/1/12

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

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

b. Name and contact information of proposer(s) Prof. Abby Stein

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

   Phone number(s) x8352

2. a. Title of the course: Why Gender Matters

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

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

   This course introduces students to the concept of gender and to the diverse ways that gender affects the individual’s place in society, relationships, and behavior. The reading and writing assignments are challenging, but do not presuppose that students have acquired any particular body of knowledge or higher-level academic skills.

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

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

   This is a General Education course that satisfies the “Individual and Society” requirement in the Pathways flexible core. The emphasis in this course on the ways that ideologies concerning sex and gender drive individual choice and determine social justice outcomes is consonant with the mission of the College. This course introduces students to a variety of texts and perspectives on sex and gender in the humanities and social sciences and invites them both to critique those analyses and to challenge their own ways of imagining, constructing, and performing gender in the public and private arena.

Approved by UCASC, October 26, to College Council, Nov 20, 2012
4. Explain why and how this course should be part of the selected area.

This course fulfills the learning goals of the Pathways “Individual and Society” area by introducing students to the underlying biases that inform our ideas about gendered difference, the ethical dimensions of our construction of gender, and the practical implications of ideas about gender for individuals in their social context. By examining a variety of humanities and social science texts that consider sex and gender from diverse theoretical, empirical, ethical, and imaginative perspectives, students will gain understanding of themselves as subjects and objects in gendered discourse.

5. 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.)

Gender has a profound impact on the social, psychological, and economic status of the individual and, to a large extent, determines how one knows oneself and interacts with others. Through the lenses of literature, medicine, anthropology, philosophy, biology and contemporary feminist thought, this introductory course will examine gender as it stands at the crossroads of race, class, politics, sexual orientation and personal identity.

6. 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

7. Number of:
   a. Class hours ___3___
   b. Lab hours ______
   c. Credits ___3___

8. Has this course been taught on an experimental basis?
   ____ No
   ___X___ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Fall, 2007, and Spring, 2008
   b. Teacher(s): multiple ISP full-time and adjunct faculty
   c. Enrollment(s): 30 per section
   d. Prerequisites(s): E 101

9. 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. Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the biological, psychological, and cultural origins of gender, the sources of common biases about gender, and the practical consequences of our construction of gender.

2. Through discussions, debates, class presentations, and written assignments, students will use evidence from their reading and research to devise and support their own arguments about the origins and impact of gender on individuals and on society as a whole.

3. In their reading, written work, and class activities, students will examine the effects of social status, cultural context, and affiliations on an individual’s choices and beliefs about sex, gender, and sexual orientation.

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

   ![Image]

   If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   a) General Education Program, “Individual and Society” area; Theme A in ISP
   b) This course is pending approval as a substitute for the introductory course in the Gender Studies major.

11. How will you assess student learning?

Assessment in all ISP courses is both formative (i.e. ongoing, in shaping pedagogy) and summative (final and evaluative of the course as a whole). During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

The assessment criteria for this course include students’ ability to:

- summarize, compare, and evaluate arguments about sex and gender through scaffolded assignments that include writing a weekly summary of the arguments presented in a week’s reading, articulating ideas that are common in a group of readings, stating the main thesis of a text, identifying the key pieces of evidence in a reading, bringing in their own examples of authors’ arguments. Student writing will be assessed using a rubric measuring students’ achievement in identifying the main thesis and its supporting evidence, articulating similarities and differences among arguments.
describing the nature of persuasive evidence, and generalizing their knowledge to areas outside of the assigned texts.

- use evidence from their reading and research to devise and support their own arguments about the origins and impact of gender on individuals and on society as a whole. For example, they will put together a power point presentation on the commoditization of gender by collecting and interpreting how media portrayals of gender become internalized models for behavior. This will be assessed using a rubric that measures the clarity of students’ theses and the persuasiveness of their supporting evidence as well as the professionalism of their presentations.

- examine local, national, and global decision-making and ideologies relating to sex and gender by keeping a current events journal in which they track and discuss relevant occurrences in the news, including their impact on both individuals and the larger society. Journals will be assessed with a rubric that measures the quantity and quality of written contributions and their relevance to course content.

- read, comprehend, discuss, and compare/contrast differing perspectives on gender in a variety of humanities and social science texts. They will design and perform a costumed presentation regarding the presentation of gender and its impact on self and others. Students will be graded on their effort and creativity in communicating their argument about gender in a nuanced and informative way, as reflected in peer ratings.

- define, compare/contrast, and defend/criticize the ethical premises underlying multiple positions on the development of sex and gender through writing a culminating 6-page paper in which they evaluate the underlying premises articulated by Freud in Femininity and Edward O. Wilson in Sex in terms of contemporary feminist models of gender equity. Students’ final papers will be assessed with a rubric designed to measure their ability to identify key arguments, infer and articulate the underlying assumptions of those arguments, and compare/contrast the arguments with one another.

- Student journals, in which they are asked to write every week on matters related to the course, will be collected at three points in the semester and assessed using a rubric that measures thinking, creativity, diligence, and legibility.

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____Kathleen Collins____________________
   - Are there adequate resources in the library to support students’ work in the course
     Yes___X____  No________

Approved by UCASC, October 26, to College Council, Nov 20, 2012
• Will your students be expected to use any of the following library resources? Check all that apply.

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

12. **Syllabus**

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

13. Date of **Department curriculum committee** approval  July 31, 2012

14. **Faculty** - Who will be assigned to teach this course?  ___Full-time and experienced and qualified part-time regular ISP faculty____

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
  ___X__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.

This course is pending approval as a substitute for the introductory course in the Gender Studies major. I have met with Katie Gentile, the GS program coordinator. See below (16).

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

  ___Not applicable
  ___No
  ___X__Yes.  If yes, give a short summary of the consultation process and results.
Abby Stein (ISP) and Katie Gentile, the Gender Studies major coordinator, conferred on the learning objectives and syllabus for this course, and changes were made to assure that the syllabus fulfilled the learning objectives required by the GS major for their introductory course. “Why Gender Matters” has been approved by the Gender Studies Advisory Committee as a substitute for the introductory course in the Gender Studies major.

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

Amy Green
Chair, Proposer’s Department

_From:_ Katie Gentile  
_Sent:_ Monday, October 22, 2012 6:12 AM  
_To:_ Abby Stein  
_Subject:_ RE: Use this one

Abby,

The Gender Studies Advisory Committee voted to approve this course. We think it will function as a good introduction to Gender Studies for students. In particular they appreciate your variety of assignments and use of different media representations.

Katie Gentile

Katie Gentile  
Associate Professor, Counseling  
Director, Gender Studies Program  
524 W. 59th Street, Rm. 68.15L  
New York City, NY 10019
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>
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</tr>
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<td>☐ Scientific World</td>
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Approved by UCASC, October 26, to College Council, Nov 20, 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>D. Individual and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

Students will read, discuss, and compare/contrast differing perspectives on gender in a variety of humanities and social science texts (all weeks), design and perform a costumed presentation regarding the impact of gender (week 12), and present a research project based on archival data from various historic and contemporary sources (week 9). In the final class, they will apply gender theory to their own experiences, as recoded in their weekly journal entries (week 15).

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

Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the biological, psychological, and cultural origins of gender (week 2, 3, 7) the sources of common biases about gender (week 3, 5, 6), and the practical consequences of our construction of gender (week 8, 9, 10, 11, 12, 13). They will, for example, look at how gender influences the perception of date rape by constructing diary entries for the two characters in the book *Inexcusable* (week 11).

- Evaluate evidence and arguments critically or analytically.

Through discussions, debates, class presentations, and written assignments, students will use evidence from their reading and research to devise and support their own arguments about the origins and impact of gender on individuals and on society as a whole (week 4, 7, 13, 14). For example, they will put together a power point presentation on the commoditization of gender by collecting and interpreting how media portrayals of gender become internalized models for behavior (week 9).

- 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.

In their reading, written work, and class activities, students will examine the effects of social status, cultural context, and affiliations on an individual’s choices and beliefs about sex, gender, and sexual orientation. They will, for example, do a small group exercise and short presentation extending Milhauser’s clothing metaphor in *A Change in Fashion* to the ways in which women’s dress in contemporary American and Arab cultures may both

- Examine how an individual’s place in society affects experiences, values, or choices.
reflect and affect their status (week 4).

| Students will define, compare/contrast, and defend/criticize the ethical and moral issues implicated in the idea of sex and gender difference. Students will write a 6-page paper in which they evaluate the underlying premises articulated by Freud in Femininity and Edward O. Wilson in Sex in terms of contemporary feminist models of gender equity (week 14). | • Articulate and assess ethical views and their underlying premises. |
| Students will examine local, national, and global decision-making and ideologies relating to sex and gender by keeping a current events journal in which they track and discuss relevant occurrences in the news, including their impact on both individuals and the larger society (every week) | • 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. |
Why Gender Matters  
ISP-Theme A  
Individual and Society

Course Description:

Gender has a profound impact on the social, psychological, and economic status of the individual and, to a large extent, determines how one knows oneself and interacts with others. Through the lenses of literature, medicine, anthropology, philosophy, biology and contemporary feminist thought, this introductory course will examine gender as it stands at the crossroads of race, class, politics, sexual orientation and personal identity.

Learning objectives

• We will read, discuss, and compare/contrast differing perspectives on gender in a variety of humanities and social science texts, design and perform a costumed presentation regarding the impact of gender, and present a research project based on archival data from various historic and contemporary sources.
• We will identify, debate, and evaluate the merits of arguments about the biological, psychological, and cultural origins of gender, the sources of common biases about gender, and the practical consequences of the way we think about gender.
• We will examine the effects of social status, cultural context, and affiliations on our choices and beliefs about sex, gender, and sexual orientation.
• We will define, compare/contrast, and defend/criticize the ethical and moral issues implicated in the idea of sex and gender difference by examining different theories about sex and gender.
• Students will keep a journal of current events and their own experiences related to gender.

Grading

8 short writing assignments (week 2, 3, 5, 6, 7, 10, 11, 13), 5 points each 40 points
Power point presentation (week 9) 10 points
Dress-up (week 12) 10 points
Final paper 15 points
Journal (The rubric for the journal is attached to the syllabus) 15 points
Class participation 10 points

Required Readings

You must purchase:

Approved by UCASC, October 26, to College Council, Nov 20, 2012

All other readings available on the library website, under electronic reserve, course title is “why gender matters” the password is: gender

S. Freud, Femininity, New introductory lectures on psycho-analysis (1933) lecture III

E.O. Wilson, Sex, chapter 6 in On Human Nature, pp. 121-148


S. Beauvoir (1949), The Second Sex.

Redstockings: A feminist manifesto:  
http://www.redstockings.org/index.php?option=com_content&view=article&id=76&Itemid=59


J. Acker (1990), Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations Author(s): Source: Gender and Society, Vol. 4, No. 2 pp. 139-158

Approved by UCASC, October 26, to College Council, Nov 20, 2012


Attendance and Lateness:
Official ISP policy is:
3 absences (for whatever reason) equal a final course grade of ‘F’
3 latenesses equal 1 absence
Over ½ hour late equals 1 absence

Assignments:
Readings must be downloaded, read, and brought to class on the date listed on the syllabus.
Written assignments must be typed, double-spaced, and submitted by the due date.
Students are responsible for keeping an extra copy of all papers.

Email and Blackboard Use:
Papers are not accepted via email except by prior approval of the professors.

Grading Practices:
Late papers will lose ½ grade for each day that they are late.
Your grade in the course will be based on written/oral assignments (75%) and on class participation (25%).

Plagiarism Policy:
"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.”

Students found to have plagiarized will fail the course.

**In-Class Behavior:**

Cell phones, electronic devices, and laptops are not allowed in class.
No eating during class.

**COURSE OUTLINE**

**Week 1**
Introductions and Discussion

**Week 2**
Sigmund Freud, “Femininity”
Edmund O. Wilson, “Sex”
Serena Nanda, “Gender Diversity”
**Assignment:** write single paragraph summaries of all three articles

**Week 3**
Judith Lorber, “Seeing is Believing: Biology as Ideology”
Candace West & Don Zimmerman, “Doing Gender”
Sue Rankin & Genny Beemyn, “Beyond a binary: The lives of gender non-conforming youth”
John Dugan, Michelle Kusel, and Dawn Simonet, D.M., Transgender College
Students: An exploratory study
in class, watch NOVA – “Sex Unknown”
**Assignment:** write single paragraph summaries of all three articles

**Week 4**
John Berger, excerpt from *Ways of Seeing*
Steven Millhauser, “A Change in Fashion”
“Painful Memories for China’s Footbinding Survivors”
In class, watch “Burka Ban” from the *Daily Show*

**In class exercise:** work in small groups to find 6 ways in which Milhauser’s clothing metaphor in *A Change in Fashion* relates to the ways in which women’s dress in contemporary American and Arab cultures may oppress them. Be prepared to present your findings to the group.
Week 5
Michael Kimmel, “Masculinity as Homophobia”
Eric Anderson, “Inclusive Masculinity in a Fraternal Setting”
Richard O. de Visser, “I’m Not a Very Manly Man: Qualitative Insights into Young Men’s Masculine Subjectivity”
Watch in class, The Smell of Burning Ants

**Assignment:** write single paragraph summaries of each of the readings and at the end of each paragraph write the thesis of the reading.

Week 6
Patricia Hill Collins, selections from Black Sexual Politics
Watch in class, Ring of Fire

**Assignment:** write a one-page summary of Hill Collin’s essay and be sure to state the thesis.

Week 7
Simone de Beauvoir, excerpt from “The Second Sex”
Redstockings, “A feminist manifesto/The Women’s Liberation Movement”

**Assignment:** Write a one page essay that explores what de Beauvoir’s influence on feminists in the 1960s and 70s might have been.

We will have an in class tutorial on how to make a powerpoint presentation using Microsoft Office Powerpoint software for the assignment due Week 9. Extra individual sessions can be scheduled for those who need extra assistance.

Week 8
Michael Messner, “The Male Consumer as Loser”
Watch in class, Sarah Haskins, “Target Women: Cleaning”
Watch in class, Killing Us Softly

Week 9
In class: student power point presentations on the commoditization of gender
Students will collect examples of media portrayals of gender and present an argument on how such commercial representations become internalized models for behavior.

Week 10
England et al., “Hooking Up and Forming Relationships on Today’s College Campuses”
Audre Lord, “Uses of the Erotic”
Dykes to Watch Out For (excerpt) by Allison Bechdel
Annie Proulx, Brokeback Mountain

**Assignment:** Write a one-two page opinion paper in which you discuss the struggles of desire in gay and straight attraction. How are the struggles the same and what, if anything, differentiates them?
Week 11  
Chris Lynch, *Inexcusable*

**Assignment:** Write two diary entries about what happened between the two main characters, one from the point of view of Keir and one from the point of view of Gigi.

Week 12  
Joan Acker, “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations”

**Assignment:** Come to class dressed in a way that exemplifies or exaggerates an aspect of gender identification, broadly interpreted. Be prepared to explain to the class why and how you chose your mode of dress and what larger point you think it makes about our expectations regarding gender.

Week 13  
Christine Halliwell, “It’s Only a Penis: Rape, Feminism, and Difference”  
Joyce Carol Oates, “Where Are You Going, Where Have You Been?”  
Deborah Tolman, “Doing Desire: Adolescent Girls Struggles with/for Sexuality”

**Assignment:** Revisit your opinion paper on desire from week 10 and write a new essay in which you explain your previous thesis and how these readings add to or shift your thinking on the subject.

Week 14  
James Baldwin, Giovanni’s Room (excerpt)

**Final written assignment:** Write a 6-page paper in which you evaluate the underlying premises articulated by Freud in “Femininity” and Edward O. Wilson in “Sex” in terms of contemporary feminist models of gender development advanced by at least two of the other author’s we have read this semester.

Week 15  

**Final discussion:** Goldner argues that gender is a “necessary fiction”. Each student will use their journal entries to discuss how gender operates in their lives and, in the light of those experiences, we will evaluate Goldner’s premise. Participation is mandatory!
THE WHY GENDER MATTERS JOURNAL

You will buy a separate notebook (Composition notebooks are perfect) for this class. This will be your journal. You should bring it to each and every class. You should have it with you when you are doing reading or writing assignments for class. The journal is worth 15% of your final grade.

There must be at least one journal entry every week. In your journal, you can put anything that strikes you/occurs to you related to the course, such as something you witness in your daily activities, something you read in the paper or see online, a conversation with a friend or a professor in another class, a song you hear or an advertisement you see. This is a place to articulate your own experiences around gender. Entries should be at least one page in length.

We will grade the journals at three different points in the semester, two at random and one at the end of the semester. Because journals will be collected randomly, you **always** need to bring your journal to class.

You will need to decorate the cover of your journal with pictures/quotes that convey some aspect of “why gender matters” to you. We will talk about your choices in class. This will be one item on the checklist.

<table>
<thead>
<tr>
<th>Grading Rubric: The Why Gender Matters Journal</th>
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<tbody>
<tr>
<td><strong>To get 15 points, you must:</strong></td>
</tr>
<tr>
<td>Complete 90% of journal entries;</td>
</tr>
<tr>
<td>Have journal ready for collection all 3 times; and</td>
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<tr>
<td>Entries must be legible, clearly labeled, thoughtful and creative.</td>
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: August 1, 2012

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

1. a. Department(s) or program(s) proposing this course: the Latin American and Latina/o Studies Department and the English Department

   b. Name and contact information of proposer(s): Dr. Belinda Linn Rincon and Dr. Richard Perez

      Email address(es): brincon@jjay.cuny.edu, rperez@jjay.cuny.edu
      Phone number(s): (212)237-8750 and (646) 557-4408

2. a. Title of the course: Il/Legal Subjects: U.S. Latina/o Literature and the Law

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Latina/o Lit and Law

   c. Level of this course  ___100 Level  ___200 Level  X 300 Level  ____400 Level

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

      This course is part of a proposed minor in U.S. Latina/o Literature and a general education course for pathways. It will build on the literary skills practiced in the LIT/LLS 2XX Foundations in U.S. Latina/o Literature Survey. It 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 (and a general education course) that focuses on social, cultural, and critical inquiry, this course includes readings in legal opinions, law review articles, treaties, 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.

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

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.)

Approved by UCASC, Oct 26, to College Council. Nov 20, 2012
From the lynching of Mexican Americans in the U.S. Southwest (1848-1928) to the colonization of Puerto Rico (1898 – present), the history of Latinas/os in the U.S. is fraught with legalized injustice. Additional injustices continued into the twentieth century with segregation and discrimination in public education, social services, housing, voting, and employment. Currently, Latinas/os continue to be marked by illegality both through prevalent stereotypes of Latinas/os as “aliens” (regardless of their citizenship status) and as juvenile delinquents. LLS 3XX: Il/Legal Subjects: U.S. Latina/o Literature and the Law will provide a rich avenue for students to examine and debate the law’s role in shaping contemporary Latina/o life in the United States. Students will also examine the points of convergence between law and literature including their mutual reliance on narrative, persuasion, interpretation, and storytelling. Upon completing the course, students will have a deeper understanding of how literature and law are narrative systems and are often co-implicated in shaping social views on justice and equality.

This course uses Latina/o novels, short fiction, plays, poems, and creative non-fiction to help students understand the ambiguous relationship that Latinas/os have with the U.S. legal system. Not only does Latina/o literature help contextualize case law, it also raises questions about the law’s role in denying Latinas/os social and political membership in the polity. For example, Maria Amparo Ruiz de Burton’s historical novel, The Squatter and the Don (1885) provides an early account of the widespread dispossession and disenfranchisement of Mexican Americans. Abraham Rodriguez’s short story “Boy Without a Flag” (1992) illustrates the contradictions inherent in Puerto Rico’s colonial status – a legacy of the Insular Cases, a series of Supreme Court cases that collectively designate Puerto Rico as “foreign in a domestic sense.” Though fictional, these texts, along with numerous others, examine how law often has an adversarial impact on Latina/o communities.

To provide a more comprehensive understanding of law and Latina/o experiences, students will read the legal documents – international treaties, constitutional amendments, legal holdings – directly related to Latino communities. The course focuses on a set of specific legal issues that affect Latino communities including the legal construction of racial categories, the criminalization of Latino youth, Puerto Rico’s colonial status, and legal debates about undocumented immigration and deportation. The course will contribute to an already strong curriculum at John Jay on Literature and the Law by focusing on laws and policies that specifically concern the nation’s largest minority group and by exposing students to a rigorous, theoretical approach to the study of American literature and jurisprudence.

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

This course examines how the law shapes contemporary Latina/o life in the United States. Students will examine the relationships between legal texts and literature. Latina/o literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way Latina/o literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.

Approved by UCASC, Oct 26, toCollege Counci. Nov 20, 2012
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 201

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

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

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

   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?

   Students will:

   1. Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.
   2. Learn key literary and legal terms, concepts, and trends at work in U.S. Latino/a Literature and employ close reading skills in order to make sense of literary language in all of its verbal and syntactical complexity.
   3. Analyze how struggles for justice have shaped U.S. society and culture and evaluate interconnections of race, gender, sexuality, class, and nationality and their formative impact on U.S. Latino/a literature and the law.
   4. Differentiate multiple perspectives on the same subject and study U.S. Latino/a literature as a discipline related to legal developments, important cases, 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 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 and law.
   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.
9. Will this course be part of any major(s), minor(s) or program(s)?
   
   _____No  X Yes

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

   This course will be part of the English and Latin American and Latina/o Studies Department course offerings as electives. It will also be part of a new minor on U.S. Latina/o Literature that is being proposed.

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: College Option

   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:

<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. X</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>

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

   The course uses Latina/o literature to focus on a series of legal challenges that impact Latina/o civil rights including racial profiling, police brutality, and discrimination within the court system, among other issues. Through extensive class discussion, reading, and writing, students will demonstrate their understanding of how Latina/o literature reflects and influences legal, social, and cultural struggles that shape U.S. society and issues of equality. For these reasons, it will, as a general education course in the Justice core, serve to deepen student understanding of literature and its relation to the law and larger national struggles for equality.

   Approved by UCASC, Oct 26, to College Council. Nov 20, 2012
11. How will you assess student learning?

Although different professors will shape assessment to their own preferences, possible means of assessment include short reading quizzes, tests, journals, several short papers, and longer papers. Students may also be asked to do group presentations, lead discussion, or generate topics for in-class consideration. The main assessment tool will be a series of essay assignments of varying page lengths. Each essay will include drafts and will require students to use a specific literary or theoretical approach to analyzing each text. The final essay assignment will also require substantial research and incorporation of relevant secondary sources.

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

   Yes X  No ___

   • If yes, please state the librarian’s name: Marta Bladek
   • Are there adequate resources in the library to support students’ work in the course
     Yes: X  No ______

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

   ✓ The library catalog, CUNY+ X
   ✓ EBSCOhost Academic Search Complete X
   ✓ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X
   ✓ LexisNexis Universe ______
   ✓ Criminal Justice Abstracts ______
   ✓ PsycINFO ______
   ✓ Sociological Abstracts ______
   ✓ JSTOR X
   ✓ SCOPUS ______
   ✓ Other (please name) Project Muse and Westlaw
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](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)

14. **Date of Department curriculum committee** approval: **February 16, 2012**

15. **Faculty** - Who will be assigned to teach this course? **Belinda Rincon, Assistant Professor of Latin American and Latina/o Studies and English; Richard Perez, Assistant Professor of English**

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

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

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

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

The 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.

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:

   **Lisandro Pérez**
   Chair, Proposer’s Department
   
   August 24, 2012
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Il/legal Subjects: U.S. Latina/o Literature and the Law</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Latin American and Latina/o Studies Department</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Latina/o Studies and American Literature</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>Prerequisites</strong></td>
<td>ENG 201</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses</td>
</tr>
</tbody>
</table>

**Course Description**

This course examines how the law shapes contemporary Latina/o life in the United States. Students will examine the relationships between legal texts and literature. Latina/o literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way Latina/o literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

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

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

**John Jay College Option Location**

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

- [ ] Justice Core  
- [x] 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.

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
## Justice Core II: Struggle for Justice and Equality in the U.S.

Please explain how your course meets these learning outcomes.

**Students will:**

<table>
<thead>
<tr>
<th>Readings will provide historical background and political context of legislation, treaties, etc. Through class discussions, students will examine how histories of colonialism, for example, influence the continued criminalization and marginalization of different Latina/o communities.</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write two 10-page essays during the course. Each essay will focus on how a particular novel addresses a legal theme: immigrants’ rights, segregation and educational equity, domestic violence, police brutality, and racism in the criminal justice system. Students will examine how a particular struggle for justice impacts Latina/o communities and how Latina/o authors depict those struggles in literature.</td>
<td>• Analyze how struggles for justice have shaped U.S. society and culture</td>
</tr>
<tr>
<td>The course combines literary texts with law review articles, historical analyses, and anthropological essays. As such, students will read and discuss specific legal issues from a variety of disciplinary approaches. Students will also read novels with overlapping themes written from different perspectives. For example, students may write about and compare the migrant experiences of women from Mexico and Puerto Rico while using legal and social science secondary sources to supplement their literary analyses.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
LLS 3XX: Il/legal Subjects: U.S. Latina/o Literature and the Law
Mondays & Wednesdays 12:30 – 1:45 p.m.
Class Room: ####

Course Description:
This course examines how the law shapes contemporary Latina/o life in the United States. Students will examine the relationships between legal texts and literature. Latina/o literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way Latina/o literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.

Learning Outcomes:
Students will:

1. Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.
2. Learn key literary and legal terms, concepts, and trends at work in U.S. Latino/a Literature and employ close reading skills in order to make sense of literary language in all of its verbal and syntactical complexity.
3. Analyze how struggles for justice have shaped U.S. society and culture and evaluate interconnections of race, gender, sexuality, class, and nationality and their formative impact on U.S. Latino/a literature and the law.
4. Differentiate multiple perspectives on the same subject and study U.S. Latino/a literature as a discipline related to legal developments, important cases, 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 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 and law.
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.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 (10 pages)</td>
<td>30%</td>
</tr>
<tr>
<td>Essay 2 (10 pages)</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Leader and Discussion Paper (5 pages)</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation and attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

Required Readings:


Court Cases (All cases available from WESTLAW):
People v. Zamora (66 Cal.App.2d 166 [1944])
Treaty of Paris (1898) (handout)
De Lima v. Bidwell (182 U.S. 1 [1901])
Downes v. Bidwell (182 U.S. 244 [1901])
Robert Alvarez v. Lemon Grove School District (No. 66625 [1931])
Mendez v. Westminster School District (64 F.Supp. 544 [1946])

Assignment Descriptions:
**Essays:** You will write two essays of 10 pages each. Each essay will require you to compare two novels from the syllabus, develop a clear, defensible thesis, and incorporate textual evidence. You will also be required to draw from one of the theoretical articles from the syllabus in order to inform your analysis of the literature. All essays will include pre-writing assignments including a working thesis statement, outline, 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 major themes in the text and/or specific passages. 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 on important or implicit themes in the reading. You will submit a written version of your presentation at the end of the class to me (5 pages maximum).

**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.). 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.

**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). 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.

Week 1: Race, Stereotype, and the Law
“The Confluence of Stereotype and Law” (1-10), Steven Bender from Greasers and Gringos: Latinos, Law, and the American Imagination (2005)

“Legal Rhetoric and Cultural Critique: An Institutional Context for Reading Chicano Narrative” (1-9), Carl Gutierrez-Jones from Rethinking the Borderlands: Between Chicano Culture and Legal Discourse (1995)

Week 2: Criminalizing Chicano Youth in the Sleepy Lagoon Trial (1942)

Wednesday: People v. Zamora (66 Cal.App.2d 166 [1944])

Week 3: The Zoot Suit Riots and the Court of Public Opinion
Monday: Zoot Suit, Luis Valdez


Week 4: Legal Contradictions: The Insular Cases
Monday: De Lima v. Bidwell (182 U.S. 1 [1901])
Downes v. Bidwell (182 U.S. 244 [1901])
Wednesday: The Treaty of Paris (1898); “Injustice According to Law: The Insular Cases and Other Oddities” (226-240), Jose Trias Monge in Foreign in a Domestic Sense: Puerto Rico, American Expansion, and the Constitution (2001)

**Week 5: Narratives of Puerto Rican Colonial Status**
Monday: “Boy Without a Flag” (11-30), Abraham Rodriguez from The Boy Without a Flag: Tales from the South Bronx (1992)

**Wednesday:** Spidertown (1994), Abraham Rodriguez, (1-112)

**Week 6**
Monday: Spidertown, (113-225)

**Wednesday:** Spidertown, (226-336)

**Week 7: Violence, Abuse, and Latina Survival**
Monday: America’s Dream (1997), Esmeralda Santiago, (1-112)
Assignment due: Essay #1 working thesis

**Wednesday:** America’s Dream, (113-225)
Assignment due: Essay #1 outline and peer review

**Week 8**
Monday: America’s Dream, (226-336)

**Wednesday:** “Literary Representations of Battered Women: Spectacular Domestic Punishment” (42-71), Frances Restuccia in Bodies of Writing, Bodies in Performance (1996)
Assignment due: Essay #1 final draft (10 pages)

**Week 9: Violence, Language, and Law**


**Week 10: The Legal Construction of “Illegality”**


**Week 11: The Trials of Immigration**
Monday: The River Flows North (2009), Graciela Limon, (1-81)
Wednesday: *The River Flows North*, (82-162)

**Week 12**  
**Monday:** *The River Flows North*, (163-243)


**Week 13: Desegregation and Educational Equity**  
**Monday:** *Robert Alvarez v. Lemon Grove School District* (No. 66625 [1931])  
*Mendez v. Westminster School District* (64 F.Supp. 544 [1946])


**Week 14**  
**Monday:** *The Revolt of the Cockroach People* (1970), Oscar Zeta Acosta, (1-87)  
Assignment due: Essay #2 working thesis

**Wednesday:** *The Revolt of the Cockroach People*, (88-174)  
Assignment due: Essay #2 outline and peer review

**Week 15**  
**Monday:** *The Revolt of the Cockroach People*, (175-261)

**Wednesday:**  
*Walkout* (2006), (film clips)  
Assignment due: Essay #2 final draft (10 pages)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 8/13/12

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

1. a. Department(s) or program(s) proposing this course__History___________
   b. Name and contact information of proposer(s) __Matthew Perry__________________
      Email address(es) mperry@jjay.cuny.edu_________________
      Phone number(s) 237-8814____________________

2. a. Title of the course ___Microhistories: A Lens into the Past_____________________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____Microhistories________________________
   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 introductory history course, designed emphasize basic analytical and writing skills.

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

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 designed to provide students with an effective introduction to the study of history by prioritizing historical method, analysis of evidence, and scholarly writing over breadth of content. Students will have the opportunity to study a topic in greater detail and to read multiple primary source documents associated with that particular event, individual, or issue. The primary goal of this course is not to expose students to historical details and developments—although mastery of a particular narrative is certainly a desired byproduct—but rather to teach them the skills that will allow them to critically analyze and assess historical texts, and to

Prepared for UCASC, Oct 26, 2012
establish and evaluate historical narratives on their own. Intense concentration on one particular issue or event (i.e. microhistory) provides a greater opportunity to explore the diverse experiences, opinions, and beliefs within a particular historical context and the variety of methodological “focus points” (i.e. “political history,” “cultural history,” “economic history,” etc.). Accordingly, students will encounter—and evaluate—diverse points-of-view and historical interpretations.

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

   This course will introduce students to the study of history by exploring a particular event, individual, or issue, and its legacy. Each section will focus on a different topic; examples range from Hannibal to Cesar Chavez, to the Silk Road and the War in Vietnam. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped, contemporary 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  _____
   c. Credits  _____

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?

   In this course, students will:

   - Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences.
- Analyze the significance of major developments in U.S. and World History.
- Differentiate multiple perspectives on the same subject.

9. Will this course be part of any major(s), minor(s) or program(s)?
   
   _XX__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 complete the CUNY Common Core Form if part of Required or Flexible Core)

   No _____   Yes __XX__   If yes, please indicate the area: Learning from the Past
   
   **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**: Learning from the Past

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

Students in this course will analyze a historical event, person, or issue and consider its significance and legacy.

11. How will you assess student learning?

   Class Participation/Discussion  
   Formal Writing Assignments  
   Examinations  

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

   _XX__No   Yes___  If yes, please state the librarian’s name________________________________________
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+ _____
➢ 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 ____8/1/12__________________

15. Faculty - Who will be assigned to teach this course? ___All History Dept. Faculty____

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

_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:

Allison Kavey 8/13/12
Chair, Proposer’s Department
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HIS 1xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Microhistories: A Lens into the Past</td>
</tr>
<tr>
<td>Department or Program</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course will introduce students to the study of history by exploring a particular event, individual, or issue, and its legacy. Each section will focus on a different topic; examples range from Hannibal to Cesar Chavez, to the Silk Road and the War in Vietnam. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped, contemporary culture.</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
- [ ] revision of current course
- [x] a new course being proposed

### John Jay College Option Location

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

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

### Learning Outcomes

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

1. **Learning from the Past** - Please explain how your course meets these learning outcomes
   
   Students will:

   - Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences

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Prepared for UCASC, Oct 26, 2012
source documents related to the fall of the Roman Empire. Students will also demonstrate their knowledge of the historical context surrounding the fall of Rome on three exams. On the exams, students will identify key individuals, objects, and concepts, explicate passages from primary source documents, and complete short answer questions on historical development and significance.

Each section will examine a topic in detail and explore its legacy and historical significance. Course assignments (exams, essays, etc.) and class discussions will assess students’ knowledge. In the sample course, students will study the fall of the Roman Empire and assess the impact of this event upon the establishment of Christianity and Islam as world religions, and the social, economic, and political landscape of Europe and Western Asia.

<table>
<thead>
<tr>
<th><strong>• Analyze the significance of major developments in U.S. and World History.</strong></th>
</tr>
</thead>
</table>

Students will read, analyze, and discuss primary source documents incorporating diverse perspectives. Course assignments will ask students to explain various perspectives and place them in their historical context. In the sample course, students will read primary source documents that consider the fall of the Roman Empire different points-of-view. Students will consider how political, religious, and social concerns shaped individuals’ views of the fall of the Roman Empire.

<table>
<thead>
<tr>
<th><strong>• Differentiate multiple perspectives on the same subject</strong></th>
</tr>
</thead>
</table>
Microhistories: A Lens into the Past
Section XX: The Fall of Rome
HIS 1XX
Fall 20xx

Professor Matthew Perry
Office: 8.65.14 New Building
E-mail: mperry@jjay.cuny.edu
Office Phone: 212.237.8814

Course Description: This course will introduce students to the study of history by exploring a particular event, individual, or issue, and its legacy. Each section will focus on a different topic; examples range from Hannibal to Cesar Chavez, to the Silk Road and the War in Vietnam. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped, contemporary culture.

Section Description: This section will focus on the “fall” of the Roman Empire in the fifth century CE. Traditionally viewed as the beginning of the “Dark Ages”—a period characterized by disappearance of civilization and the triumph of barbarism—the dissolution of the Roman Empire is now understood as one element of a larger political and cultural transformation that reshaped the world.

Course Learning Outcomes: In this course, students will:

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences.
- Analyze the significance of major developments in U.S. and World History.
- Differentiate multiple perspectives on the same subject.

Course Requirements: The following requirements will determine students’ final grades:

Midterms (20% each): There will be TWO midterms, consisting of short answer and essay questions based on assigned readings and class activities (lectures, discussions, exercises, etc.). The midterms are scheduled for Class #10 and Class #20.

Final Exam (30%): A longer, more comprehensive exam in the same general format as the midterm. Students must take the final exam at the time/date specified by the John Jay Final Examination schedule.

Make-up Exams: If a student misses an exam for a truly extraordinary and unavoidable reason (e.g. serious illness, family emergency), a make-up exam may be given with no grade penalty, so long as the student contacts the instructor in a timely manner. In such instances, I will require appropriate documentation (and I will determine what documentation is appropriate). In all other cases, students who contact the instructor within 72 hours of the scheduled exam date/time will be given a make-up
exam with a 20% grade penalty. Students who do not contact the instructor within 72 hours may be given a make-up exam at the instructor’s discretion.

**Essays (10% each):** Students will complete THREE 3-4 page essays on specific prompts that address primary source documents. **Essays will be due in class on Class #8, Class #16, and Class #26.** Students will submit an electronic copy of their final essay draft to Turnitin.com and a paper copy to the instructor in class.

Late essays will be penalized one-third of a grade (e.g. from A to A-) for each calendar day they are late. If a student is unable to submit his/her essay on time, he/she should submit it to Turnitin.com AS SOON AS POSSIBLE (waiting until the next class session to submit the paper may result in a greater late penalty). The maximum late penalty assessed will be seven days. Thus, it is always in the best interests of the student to submit a completed essay, regardless of the number of days that it is late (see “A Note on Grades” below).

**As a general policy, I do not grant extensions.** Only in truly extraordinary and unavoidable cases (e.g. emergency hospitalization) will I consider the possibility of an extension. In such instances, I will require appropriate documentation (and I will determine what documentation is appropriate). Please contact me as soon as possible if such a situation arises.

**Class Participation and Attendance (Special):** Students are expected to attend all class meetings as scheduled and to participate in class discussions and exercises. Consistently excellent class participation throughout the entire semester that demonstrates a thoughtful consideration of course readings will have a positive impact on students’ final course grade (up to a maximum of one-sixth of a grade step: e.g. from an A/A- to an A). As per John Jay College and CUNY requirements, attendance will be taken at every class. Late arrivals or early departures from class will count as one-half of an absence. **Missing more than five classes (for any reason, “excused” or “unexcused”) will have a negative impact on students’ final course grade.** If a situation arises where a student must miss an extended number of classes, the student should consult with the instructor immediately regarding possible make-up assignments.

**Policy on Cheating and Plagiarism:** A STUDENT WHO CHEATS OR PLAGIARIZES WILL AUTOMATICALLY FAIL THE ASSIGNMENT AND POSSIBLY THE ENTIRE COURSE.

Plagiarism is theft, and thus a serious academic offense (see official John Jay policy on page 9 of this syllabus). It is the failure to give credit to the source of ideas or words that are not one’s own; it is the copying of passages without attribution of the printed or online source; it is the insertion of someone else’s phrases or sentences—perhaps with small changes in vocabulary—into an essay and not supplying the name of the author and a set of quotation marks around the material; it is the downloading of part or all of an essay from the internet and presenting it as one’s own original work. It is also considered a form of plagiarism to turn in work that you have completed for another course or to copy from another student’s quiz/exam. **ASK FOR GUIDANCE IF YOU ARE UNCLEAR ABOUT WHAT CONSTITUTES PLAGIARISM.**

**Required Text:**

**Schedule and Readings:**
- All “Primary Source” texts can be found on e-Reserve.
All readings should be completed **BEFORE** the date on which they are due.

### Week 1

**Class #1**
Introduction

**Class #2**
The Craft of the Historian
Reading Assignment: *Introduction to Primary Sources* (e-reserve)

### Week 2

**Class #3**
An Introduction to the Roman Empire
Reading Assignment: Brown pp. 7-21
Primary Source: Aelius Aristides, *To Rome*

**Class #4**
Political Instability in the Third Century CE
Reading Assignment: Brown pp. 22-24
Primary Source: *Historia Augusta*, “The Thirty Tyrants”

### Week 3

**Class #5**
Diocletian and the New Order
Reading Assignment: Brown pp. 24-33
Primary Source: *Edict on Prices*

**Class #6**
Roman Society in the Fourth Century
Reading Assignment: Brown pp. 34-45

### Week 4

**Class #7**
Early Christianity
Reading Assignment: Brown pp. 49-59
Primary Source: Justin Martyr (excerpts)

**Class #8**
The Growth of Christianity in the Roman Empire
Reading Assignment: Brown pp. 60-69
Primary Source: *The Martyrdom of Polycarp of Smyrna*

**Essay #1 Due**

### Week 5

**Class #9**
Resistance to Christianity
Reading Assignment: Brown pp. 70-81
Primary Source: Lactantius, *On the Deaths of the Persecutors*, 11-13

**Class #10**
Constantine
Reading Assignment: Brown pp. 82-90
Primary Source: Lactantius, *On the Deaths of the Persecutors*, 44, 48
Week 6
Class #11  MIDTERM #1

Class #12  Religion and Politics in the Fourth Century
  Reading Assignment: Brown pp. 91-95
  Primary Source: Julian, *Letter to the Athenians* (excerpts)

Week 7
Class #13  Romans and Barbarians
  Primary Source: Ammianus Marcellinus (excerpts)

Class #14  The Ascetic Movement
  Reading Assignment: Brown pp. 96-107
  Primary Source: Palladius and Cassian (excerpts)

Week 8
Class #15  The Expansion of Christianity
  Reading Assignment: Brown pp. 107-112
  Primary Source: *Theodosian Code* (excerpts)

Class #16  The Western Revival: 350-450 CE
  Reading Assignment: Brown pp. 115-125
  Primary Source: *Theodosian Code* (excerpts)

Essay #2 Due

Week 9
Class #17  The Fall of the Western Empire
  Reading Assignment: Brown pp. 115-125
  Primary Source: Jordanes, *History of the Goths*, Ch. 38

Class #18  The Price of Survival in the West
  Reading Assignment: Brown pp. 125-131
  Primary Source: Cassiodorus, *Letters* (excerpts)

Week 10
Class #19  The Rise of Europe
  Reading Assignment: Brown pp. 132-135
  Primary Source: Gregory of Tours, *History of the Franks* (excerpts)

Class #20  The Eastern Empire in the Fifth Century
  Reading Assignment: Brown pp. 137-148
**Week 11**
Class #21  MIDTERM #2
Class #22  Justinian and the Roman Empire
    Reading Assignment: Brown pp. 150-159
    Primary Source: Procopius, *Secret History* (excerpts)

**Week 12**
Class #23  Byzantium and Persia
    Reading Assignment: Brown pp. 160-171
    Primary Source: Antiochus Strategos, “Account of the Sack of Jerusalem”
Class #24  The End of the Classical World?: Culture and Religion in the Early Middle Ages
    Reading Assignment: Brown pp. 172-187
    Primary Source: Boniface, *Letters* 1, 2 and 24

**Week 13**
Class #25  The Rise of Islam
    Reading Assignment: Brown pp. 189-203
    Primary Source: Al-Baladhuri, “The Battle of the Yarmuk”
Class #26  The Legacy of the Roman Empire I
    Primary Source: *The Donation of Constantine*
    **Essay #3 Due**

**Week 14**
Class #27  The Legacy of the Roman Empire II
    Primary Source: Otto of Freising (excerpts)
Class #28  The Legacy of the Roman Empire III
    Primary Source: *The Tale of the Princes of Vladimir* (excerpts)

**FINAL EXAM: TBA**

Reminder: All assignments must be submitted by the date/time of the scheduled 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 __September 20, 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 __Honors Program__________________  
   b. Name and contact information of proposer(s)____ James DiGiovanna, Dara N. Byrne____  
      Email address(es)___ jdigiovanna@jjay.cuny.edu; dbyrne@jjay.cuny.edu  
      Phone number(s) ____ (212) 237-8336; (212) 237-8179____________

2. a. Title of the course __Intellectual Foundations I: What is the Common Good?__  
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ________What is Common Good? ___________________  
   c. Level of this course ____100 Level  x ____200 Level  ____300 Level  ____400 Level  

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

   This course is taken by Honors Program students in the second year to expand on knowledge of general concepts of the common good learned in the first year Honors courses. At this level students investigate theoretical issues in historical, religious, scientific, and philosophical approaches to the common good. Students learn to apply acquired research skills and continue to develop their ability to write, read, and critically analyze. The readings and writing assignments challenge students to make use of their own experience with the common good and to develop cogent arguments about the common good in more contemporary contexts. Writing assignments are the appropriate length for Honors courses at this level and will prepare students for upper level work at the 300 and 400 levels.

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

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.)

Approved by UCASC, October 26, to College Council, Nov 20, 2012
The idea of the common good holds a critical place in current discussions of both the political community and our social responsibilities. As such it calls for a comprehensive investigation of both the concept and the role it plays in the articulation of law, the need for political authority and the arguments for normative political theories. As a school of justice, John Jay is especially tasked with leading students to think about the common good; indeed, definitions of justice from Aristotle and Plato, through the scholastics, and up to modern thinkers like Rawls, as well as the long religious traditions of Islam, Confucianism and academic Christianity have seen justice as an instrument of, expression of, or even co-extensive with, the common good. Thus, this course emphasizes how different disciplines frame seminal questions about the historical, religious, scientific, and philosophical contexts that have shaped and continue to shape questions of the common good. The course addresses themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.

Through an investigation of questions such as whether the common good should be understood in relation to the good of the individual within a given community or solely in relation to the good of the community as a whole, whether a commons is an essential part of the common good, how to mediate the need for unity with the liberal will towards a pluralistic society in light of concerns about the common good, and how education and social forces can work towards and against creating agents of change, students will learn to construct arguments, counterarguments, and responses to counterarguments. Further, they will acquire skills needed to fairly and generously evaluate others’ arguments both in the course of class discussions and in their papers; and they will learn to use an array of philosophical methods, including creative counter-example, analysis for consistency, investigation of premises, and case study, in order to evaluate and consider a broad sampling of positions on the common good. Assignments demand students’ creative and critical engagement with texts and arguments and will prepare them to make more complex arguments or their own and engage in philosophical research or scholarship in the junior and senior levels of the Honors Program.

The readings for this course, drawn from philosophy, literature, economics, and the social sciences, and include both historical and modern texts on the question of the common good. Engaging with challenging, up-to-date research, placed in a historical context will lead students to a sophisticated understanding of both the philosophical positions and their empirical correlates. By the end of the course, the students should not only be able to articulate the major abstract ethical positions, but have seen how they connect and fail to connect to research in other fields, and have developed their own informed, critical stance on the nature of the good, community, the individual, and the relation between them. The challenge of this course is fitting for the honors program, and its theme is paradigmatic of the mission of John Jay College.

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.)

Approved by UCASC, October 26, to College Council, Nov 20, 2012
This course emphasizes how different disciplines frame seminal questions about the historical, religious, scientific, and philosophical contexts that have shaped and continue to shape questions of the common good. The course addresses themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.

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

   Eng 201 and Honors Program Code – Sophomore Cohort

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

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

   ___ No  ___ x Yes. If yes, then please provide:
   a. Semester(s) and year(s):  Fall 2011; Fall 2012
   b. Teacher(s): Professor James DiGiovanna; Professor Hernando Estevez; Professor Mucahit Bilici, Professor Anderson Weekes
   c. Enrollment(s): Fall 2011: 450 - 19 students; Fall 2012: section 450 – 22 students, section 451 – 25 students, section 452 – 14 students.
   d. Prerequisites(s): English 201 and HP program code

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 gather, interpret, and assess information from a variety of sources and points of view.
   • Students will evaluate evidence and arguments critically or analytically.
   • Students will demonstrate, both written and orally, their understanding of the relationship between theories of the common good and current events.
   • Students will enhance their ability to interpret and analyze social, political, philosophical and ethical concepts as they relate to the common good.
   • Students will examine how an individual's place in society affects experiences, values, or choices.
Students will apply philosophical conceptions of the common good to engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Students will articulate and assess personal and communal activities as they relate to ethical traditions and their underlying philosophical categories.

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

   _____ No    __x__ Yes

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

   Honors Program – Sophomore Cohort

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:**

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

   **College Option:**

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

   Please explain why this course should be part of the selected area.
Perhaps no theme more strongly and more generally epitomizes the “individual and society” than the common good, which is really just the question of the extent to which the individual must yield to society, and society to the individual, in order to attain some ideal, whether it’s justice, fairness, goodness, equality, meritocracy, community, or freedom. The course examines texts from across the political, geographic and historical spectrum that have asserted claims about the relation between the place of the individual and the demands of the larger society.

Throughout this course students will learn fundamental philosophical concepts that relate to the common good and apply them to problems such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and the universality and relativity of ethics. The philosophical methods students use include ethical analysis and categorization, assessing arguments for cogency and consistency and interpreting texts by explaining metaphors, finding relations between various claims within a text, and comprehending the ways that philosophical, literary and social scientific texts can comment upon themselves, draw from tradition, and both critically assess and uncritically accept disciplinary and cultural assumptions. In this, the students will enact elements of the common, both in drawing from the very long tradition, dating back to Confucius, Lao-Tzu and Plato, that identifies the common good with proper education, and by forming a classroom community in which they will jointly articulate debates about the common good. This will allow them to analyze the relationship between various theories about the common good and apply this knowledge, jointly and individually, to personal and communal experience and contemporary issues.

Class discussions, bi-weekly writing assignments, and term papers encourage students to raise their own questions and probe ethical positions on the basis of their own experience with the common good.

11. How will you assess student learning?

This course assesses student learning through a combination of short quizzes, class discussion, and written assignments, examinations, short papers and a final research paper.

- **Quizzes:**
  There will be a total of eight short, in-class quizzes throughout the semester. Students will work in groups of three to five to respond to quiz questions. Aside from emphasizing overall preparation, quizzes encourage students to consistently probe, discuss and apply reading materials and analyses.

- **Class Discussion:**
  Students will be expected to contribute to the class discussion every day by both asking and answering questions. Full credit will be given to all students who make a good faith effort to participate. Having failed to read the assigned texts will obviously limit ability to participate, and will count against the “good faith” requirement.

Approved by UCASC, October 26, to College Council, Nov 20, 2012
• **Writing Assignments:**
  Bi-Weekly short papers
  Each bi-weekly short paper is two to three pages in length and asks students to respond to the readings. Students will summarize the main point they are responding to, and then produce a cogent argument either supporting that point, criticizing that point, or questioning that point.

Midterm Critical Summary
This assignment is a five to eight page paper, in which students synthesize ideas from several of the texts and provide an analysis and response.

Final Research Paper
The final research paper will include citations from works not assigned in class. Students will have to do additional, independent research and submit an annotated bibliography.

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________

   • 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 _x_
     ➢ PsycINFO _____
     ➢ Sociological Abstracts _____
     ➢ JSTOR _x_
     ➢ 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 [September 17, 2012 (Honors Program approval)]

15. **Faculty** - Who will be assigned to teach this course? [Professors James DiGiovanna, Hernando Estevez, Mucahit Bilici and other qualified professors]

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:

   [Signature]

   Chair, Proposer’s 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>HON 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Intellectual Foundations I: What is the Common Good?</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Honors Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</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>English 201</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>HP Program Code – Sophomore Cohort</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course emphasizes how different disciplines frame seminal questions about the historical, religious, scientific, and philosophical contexts that have shaped and continue to shape questions of the common good. The course addresses themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus attached</td>
</tr>
<tr>
<td>Indicate the status of this course being nominated:</td>
<td></td>
</tr>
<tr>
<td>☐ current course</td>
<td>☐ revision of current course</td>
</tr>
</tbody>
</table>

#### 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>

#### D. Individual and Society

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

During the semester, students will gather, analyze, and critically assess evidence and information from a variety of sources and points of view, including historical, religious, scientific, and philosophical texts that have shaped and continue to shape questions of the common good. Students study the different positions on the common good.

- Gather, interpret, and assess information from a variety of sources and points of view.
in relation to themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. There are eight short, in-class quizzes throughout the semester. Students will work in groups of three to five to respond to quiz questions. Aside from emphasizing overall preparation, quizzes encourage students to consistently probe, discuss and assess reading materials and points of view.

Students evaluate historical conceptions and debates about the common good. Readings are used to explore these conceptions and teach students the relation between different arguments about the common good. Students develop a broad understanding of the canon of philosophers’ responses to the positions of others, both constructive and destructive. Readings range from classic philosophical texts to current events. Students learn to apply differing arguments about the common good to their own experiences. Students will be required to demonstrate knowledge of the evidence and arguments presented in assigned readings. This knowledge will be evaluated in bi-weekly short papers wherein they will summarize the main point they are responding to, and then produce a cogent argument either supporting that point, criticizing that point, or questioning that point.

Students will demonstrate, both written and orally, their understanding of the relationship between theories of the common good and current events. Students learn to analyze arguments and counter-arguments in the readings in detail, giving them a more sophisticated understanding of concepts and positions about the common good. Students are taught to read and work out the meaning and import of key philosophical positions on the common good, to understand and come up with their own illustrations, hard cases, and counterexamples, and to follow out and analyze the shape of these philosophical arguments. Students will generate a midterm paper, in which they will synthesize ideas from several of the texts and provide an analysis and response. The final research paper will include citations from works not assigned in class. Students will do additional, independent research and submit an annotated bibliography.

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Student Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<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>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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<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>• 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>
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</table>
Throughout this course students examine how individual experiences and values of the common good impact on social outcomes or action. Readings and assignments encourage students to raise their own questions and probe positions on the basis of their own experience with the common good. Readings explore a range of social issues such as wealth, law, virtue, citizenship, morality, repression, religion, utopia, power, diversity and notions of universality.

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<tr>
<td><strong>Students will enhance their ability to interpret and analyze social, political, philosophical and ethical concepts as they relate to the common good. By the end of the course students will be able to articulate and assess the ethical principles in various debates about the common good and apply them to local, national, and global events. Students will learn to forge connections between ethical principles about the common good and applications to their everyday experiences. Class discussions, bi-weekly writing assignments, and term papers provide opportunities to articulate and assess these issues.</strong></td>
<td><strong>- Examine how an individual's place in society affects experiences, values, or choices.</strong></td>
</tr>
<tr>
<td><strong>Students will articulate and assess personal and communal activities as they relate to ethical traditions and their underlying philosophical categories. Students learn to synthesize individual and collectivist positions on the common good as well as the development of various arguments and debates within a socio-historical context. Assignments demand students’ creative and critical engagement with local, national, and global ideologies and events. They will construct their own rudimentary arguments and possible objections to individual or collective decisions; evaluate arguments of others in the course of class discussions and use an array of philosophical methods in evaluating and considering the strengths of philosophical positions on the common good as they relate to emerging trends.</strong></td>
<td><strong>- Articulate and assess ethical views and their underlying premises.</strong></td>
</tr>
<tr>
<td><strong>- Articulate ethical uses of data and other information resources to respond to problems and questions.</strong></td>
<td><strong>- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</strong></td>
</tr>
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</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
HONORS PROGRAM
524 W 59TH STREET, 8.64NB
NEW YORK, NY 10019

HONS 299 Section 450:
What is The Common Good?

Professor James DiGiovanna
Office: 325.18T
Office Hours: T/Th, 1:30-4:00 & by appointment
Phone: (212) 237-8336
Email: jdigiovanna@jjay.cuny.edu

COURSE DESCRIPTION
This course will study the common good and how it relates to the regulative principles of social and political life. The course aims to explore how different disciplines frame questions about the philosophical, historical, religious, and scientific contexts that have shaped and continue to shape questions of the good of the individual and the common good. The course will address traditional and contemporary approaches to the theory and practice of the common good through themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.

COURSE PREREQUISITES
English 201 and HP Program Code - Sophomore Cohort

LEARNING OUTCOMES

- Students will gather, interpret, and assess information from a variety of sources and points of view.
- Students will evaluate evidence and arguments critically or analytically.
- Students will demonstrate, both written and orally, their understanding of the relationship between theories of the common good and current events.
- Students will enhance their ability to interpret and analyze social, political, philosophical and ethical concepts as they relate to the common good.
- Students will examine how an individual's place in society affects experiences, values, or choices.
- Students will apply philosophical conceptions of the common good to engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
- Students will articulate and assess personal and communal activities as they relate to ethical traditions and their underlying philosophical categories.

REQUIRED TEXTS: All texts will be available on Blackboard. You’re welcome.

COURSE POLICIES

Attendance/Punctuality/Participation
a. Students must arrive on time for class, and attend classes regularly. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
b. Each two instances of arriving late for class will count as an absence.
c. Pop quizzes may be given at any time, at the professor's discretion. Cheating on a quiz is grounds for immediate failure of the course.
d. In-class exercises cannot be made up outside of class or at a later date for credit.
Classroom Conduct

a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.

b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.

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

Plagiarism

College Policy on Plagiarism

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

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

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

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

Incompletes

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

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

GRADING POLICY

Your final grade for this course will be based upon performance in a number of written assignments and your class participation. The written assignments are extremely important since they reflect the students’ academic seriousness and rigor.

Quizzes: 15% of final grade
There will be a total of 5 short, in-class quizzes throughout the semester. These will not be announced in advance. Generally, you will be asked to work on the quizzes in groups of three to five.

Writing Assignments:
Bi-Weekly short papers: 20% of final grade
These will be two to three pages responding to the readings. You’ll be asked to summarize the main point you’re responding to, and then produce a cogent argument either supporting that point, criticizing that point, or questioning that point.
Midterm Critical Summary: 25% of final grade
This will be a longer, five to eight page paper, in which you synthesize ideas from several of the texts and provide an analysis and response.

Final Research Paper: 30% of final grade (students will receive credit for research logs)
The final research paper will include citations from works not assigned in class. In other words, you’ll have to do additional, independent research. We’ll discuss how to do this and how to handle citations.

Class Participation: 10% of final grade
Students will be expected to contribute to the class discussion every day by both asking and answering questions. Full credit will be given to all students who make a good faith effort to participate. Having failed to read the assigned texts will obviously limit your ability to participate, and will count against the “good faith” requirement.

COURSE SCHEDULE

PART ONE: FOUNDATIONS:
In this first section we’ll look at some of the foundational notions of justice and goodness that enter into most discussions of the common good. Specifically, we’ll draw from the Chinese tradition and its debate between the formalism of the Confucians and the naturalism of the Taoists; the Greek tradition which questions whether the good is internal or external; and the now-ubiquitous split between deontologists, who seek good in impersonal reason, and the Utilitarians, who look for good in the happiness of the greatest number of individuals.

INTRODUCTION TO THE COURSE
Themes and Questions / The Common Good

Week 1: August 26: Overview
Syllabus and the Methodology of the course: General Remarks and Theories of Goodness
Reading (given in class): Standard Classifications of Ethical Theories

THEME ONE: Conceptions of the Common Good: Historical Sources
Questions: What is the common good? How do we define goodness? In what ways is the common good established? Why should we be concerned with the common good?

Week 2: September 2: Greek Thought
• Plato on the Good: Republic Book VI (10 pages)
• Aristotle: Selections from Nicomachean Ethics (8 pages)

Week 3: September 9: Chinese Thought
Bi-weekly Assignment no. 1 due
• Confucius: The Analects (10 pages)
• The Tao Te Ching (10 pages)

Week 4: September 16: Modern European Thought
• Deontology: Kant: Metaphysic of Morals (14 pages)
• Utilitarianism: John Stuart Mill: “On Liberty” (15 pages)

PART TWO: RESPONSES, CRITIQUES AND PROPOSALS
The course now moves largely into the contemporary realm, tackling ways to extend the classical ideas into the practical political sphere (as we see in Rawls and Nozick); criticisms of the classical notions based on the concrete particulars of life in a pluralistic society (Okin, Singer, and Fanon); economic problems that impinge on the possibility of the goodness of freedom (Hardin, Benkler, Ostrom and Marx); the claims of a fundamentalist religion upon our ideas of commonality and goodness (Dostoyevsky, Qutb, Chiang); and the legal manifestations of these ideas in specific constitutions, charters and treaties.
THEME TWO: Common Wealth and the Common Good: Critiques and Proposals

Questions: How should we establish property and apportion wealth? Is ownership a right, privilege, or the product of a convention? How is justice related to property? How do we deal with common property?

Week 5: September 23: Theories

Bi-weekly Assignment no. 2 due
• John Rawls: selections from a Theory of Justice (29 pages)
• Robert Nozick: Selections from Anarchy, State and Utopia (17 pages)

Week 6: The Commons: September 30
• Garret Hardin: Tragedy of the Commons (13 pages)
• Benkler: Political Economy of the Commons (10 pages)

Week 7: October 4: The Commons, Labor, Cooperation

Bi-weekly Assignment no. 3 due
• Benkler: The Unselfish Gene (14 pages)
• Marx: Alienated Labor (10 pages)

Week 8: October 14: Global Poverty and Responsibility
• Singer: Famine, Affluence and Morality (11 pages)

THEME THREE: The Common Good, Criticism, Toleration and Freedom of Thought

Questions: Has our notion of the common good produced harms? Is “the common good” truly the good of all, or has the term come to reflect the interests of those already in power? Can genuine efforts towards a common good also lead to repression? Does the common good require a constant process of rethinking from the perspective of those who have been excluded?

Week 9: October 21: Critiques of Progress

Bi-weekly Assignment no. 4 due
• Susan Moller Okin: Is Multiculturalism Bad For Women (14 pages)
• Michel Foucault: Selections from Birth of the Clinic, Discipline and Punish (23 pages)

Week 10: October 27: The Excluded and The Limits of the Common Good

MIDTERM CRITICAL SUMMARY DUE
• Frantz Fanon: Selections from “The Wretched of the Earth” (30 pages)
• Peter Singer: All Animals Are Equal (10 pages)

THEME FOUR: Religion, Utopia and Centralization of Power in the Common Good

Questions: Does the common good require a universal basis, and if so, must that universal basis be supernatural? Is the common good better served if alternate viewpoints are repressed? Does diversity hinder the common good? Is God necessary for the common good? Must our opinions and points of view be limited for the greater good? Is community opposed to freedom?

Week 11: November 4: Religion as Binding Truth for the Common Good
• Ted Chiang: Hell is the Absence of God (22 pages)
• Sayyid Qutb: Milestones (18 pages)

Week 12: November 11: Utopia and its Opposite

Biweekly Assignment no. 5 due
• Dostoyevsky: The Grand Inquisitor (15 pages)
• Hobbes: Leviathan ch. 13 and 14 (10 pages)

Approved by UCASC, October 26, to College Council, Nov 20, 2012
THEME FOUR: Philosophical Underpinnings of Political Documents

Questions: How has the notion of the common good been employed in political documents? What ideas of the common good do we find at work in our laws and legal agreements? Is there a philosophical basis for our legal theory of right and good?

Week 13: November 18: Constitutions, Charters, Declarations
• United States Constitution
• Constitution of Croatia
• The Constitution of Japan
• Universal Declaration of Human Rights
• The Atlantic Charter

Week 14: December 2: Political Realities

Bi-weekly Assignment no. 6 due
• Ostrom: Polycentricity, Complexity, Commons (12 pages)

• Further readings TBD

December 20: Final Research Paper Due
Course Revision Form

Date Submitted: July 12, 2012

1. Name of Department or Program: Gender Studies Program

2. Contact information of proposer(s):
   
   Name(s): Katie Gentile
   Email(s): kgentile@jjay.cuny.edu
   Phone number(s): 212-237-8110

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

   **BIO 255/GEN 255 Biology of Gender and Sexuality**

   Abbreviated title: – Bio Gender & Sex

4. Current course description:

   This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transsexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.

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

   b. Number of class hours (please specify if the course has lab hours): 3 (no lab hours)

   c. Current prerequisites: ENG 101, NSC107 or Bio103 (or Bio101+Bio102)

5. Describe the nature of the revision:

   The learning objectives for the course are matched to the requirements of PATHWAYS. The prerequisites are being changed to reflect the new General Education options. All prerequisites will remain the same but we are adding SCI 110 as an alternative to the science prerequisites.

Approved by UCASC, October 12, prepared for College Council Nov 20, 2012
6. Rationale for the proposed change(s):

This course is being proposed to be part of E. the Scientific World in the Flexible Core. We have adjusted some of the learning objects to better match this category, without losing the Gender Studies content objectives. We are also changing the science prerequisite to reflect the new general education. We are requiring students to have: ENG 101 and SCI 110 or NSC 107 or BIO 103 (or BIO 101+102) before taking this 200 level science course. The Gender Studies Program and the Science Dept. are prepared to offer more sections based on demand. We already added a fall section since the spring section was filling immediately.

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, and SCI 110 (Origins: From the Big Bang to Life on Earth) or NSC 107 or BIO 103 (or BIO 101+102).

8. Enrollment in past semesters: We were offering it once a year and it filled immediately. We offered an additional semester this past year and it filled quickly. We are currently offering it each semester.

9. Does this change affect any other departments?
   ___ No
   __X__ Yes
   What consultation has taken place?
   Profs. Nathan Lents and Angelique Corthals, the professors for the course were consulted and agreed with all changes.

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

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
   Katie Gentile, Director, Gender Studies Program
   Lawrence Kobilinsky, Science
# 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>BIO 255/GEN 255</td>
</tr>
<tr>
<td>Course Title</td>
<td>Biology of sex and gender</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Gender Studies Program and Sciences</td>
</tr>
<tr>
<td>Discipline</td>
<td>Gender Studies/Science- Biology</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Women's/Gender Studies/Biology</td>
</tr>
<tr>
<td>Credits</td>
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</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101; and SCI 110 or NSC 107 or BIO 103 (or BIO 101+102)</td>
</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></td>
<td>[ ] Fully on-line</td>
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<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
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<tr>
<td></td>
<td>[ ] Freshman Seminar</td>
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<tr>
<td></td>
<td>[ ] Honors College</td>
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<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>This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transsexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.</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  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</td>
<td>[ ] Individual and Society</td>
</tr>
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<td></td>
<td>[ ] US Experience in its Diversity</td>
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<td></td>
<td>X [ ] Scientific World</td>
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<tr>
<td>Reasoning</td>
<td>Creative Expression</td>
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<td>----------------------------------</td>
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<tr>
<td>Life and Physical Sciences</td>
<td></td>
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<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</td>
<td></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.

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

**Students will gain further understanding of the scientific method and the real practice and nature of scientific research, especially, but not limited to, the study of gender and sexuality. Using this focus, students will assess some ways science has constructed gender and sexuality based on cultural biases. Through the readings, class discussions and scaffolded writing assignments, students will gradually learn to assess appropriate information and sources.**

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

**Students will learn to be critical consumers of scientific research on gender and sexuality as they learn to identify important and relevant evidence and analyze arguments. Students are expected to critically engage with the readings, analyze the viewpoints of each author and the scientific methodologies they use to support their claims. Students will demonstrate this learning through reflection and research papers and on pop quizzes.**

- Evaluate evidence and arguments critically or analytically.

**Students are expected to use primary and secondary sources to develop well-reasoned arguments about the biology of gender and sexuality. This objective will be assessed through scaffolded writing assignments and ongoing class discussions.**

- 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:

**Students will gain further understanding of the scientific method and the real practice and nature of scientific research, especially, but not limited to, the study of gender and sexuality. Students will compare and contrast theories of gender and sexuality through time as well as those of animals and humans. Week 1-2 will focus on the scientific method applied to the evolution of sexuality and reproduction. Throughout the rest of the semester students will be applying the scientific method to the analysis of gendered behavior and sexuality in humans and animals in their reflection papers, pop quizzes, and**

- 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.
their research paper.

| Students will consider the evolutionary emergence of sexual reproduction, sexual dimorphism, genders, sexual selection, and sex- and gender-based physiology and behavior, and students will analyze and reflect on what this natural history can tell us about our present understanding of human gender and sexuality. Students will explore several historical scientific understandings of sex and gender and compare these with more modern biological research into sex and gender differences, scientific understanding and research of sexual orientation and sexual behaviors throughout the animal kingdom and in humans specifically. As they learn to evaluate these theoretical contributions they will be able to identify how the theories changed through time, gaining a perspective on the cultural impact on scientific research and theorizing. Beginning in week three with Fausto-Sterling’s critique of science, students will be evaluating the evidence supporting scientific theories of gender and sexuality. Weeks 11-15 will focus students further to critically evaluate scientific theories of gender and sexuality. Reflection papers on these readings and their scaffolded research paper will be used to assess their learning. |
| | ● 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. |
| Students will master basic sex-specific physiology, anatomy, endocrinology, development/embryology, and will apply this knowledge to the dissection of current issues in gender-based medicine including the biology of hermaphroditism, transsexualism, gender identity, and sexual reassignment. Students will also learn about some of the ways gender plays out within the field of science by studying the contributions by important women in science, and considering the issues of fairness and justice that face women scientists today. Readings from weeks 11-15 focus specifically on scientific contributions to the contemporary world in terms of destabilizing gender and sexuality binaries by providing alternative understandings. Reflection papers integrating the content from these readings with the previous assignments and their scaffolded research paper will be used to assess their learning. |
| | ● 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 approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transsexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.

Learning Objectives of Gen-255:

- Students will consider the evolutionary emergence of sexual reproduction, sexual dimorphism, genders, sexual selection, and sex- and gender-based physiology and behavior, and students will analyze and reflect on what this natural history can tell us about our present understanding of human gender and sexuality.
- Students will explore several historical scientific understandings of sex and gender and compare these with more modern biological research into sex and gender differences.
- Students will master basic sex-specific physiology, anatomy, endocrinology, development/embryology, and will apply this knowledge to the dissection of current issues in gender-based medicine. Students will then use the context of this knowledge as they consider the biology of hermaphroditism, transexualism, gender identity, and sexual reassignment.
- Students will learn about important women in science, past and present, and consider the issues of fairness and justice that face women scientists today.
- Students will compare and contrast historical vs. modern scientific understanding and research of sexual orientation and sexual behaviors throughout the animal kingdom and in humans specifically.
- Students will gain further understanding of the scientific method and the real practice and nature of scientific research, especially, but not limited to, the study of gender and sexuality.
Required Texts:
- Judson, Olivia. Dr. Tatiana’s Sex Advice to All Creation. ©2002, Metropolitan Books.

Statement of the College Policy on Plagiarism:
- Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.
- This course will use turnitin.com for all written assignments. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

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

Grades: The grade for Gen255 is a composite of two in-class exams, worth 20% each; six in-class reading quizzes, worth a combined total of 20%; six summary-reflection papers, worth a combined total of 20%; and a research paper, worth 20%. In addition, the instructor will assign points, from 0-5, for each student based on the quality and quantity of their in-class participation. As bonus points, these are not guaranteed to any student, and purely at the discretion of the instructor. The chart here (→) shows the breakdown of the composition of the course grade.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0 and above</td>
<td>A</td>
</tr>
<tr>
<td>90.0 - 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0 - 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0 - 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73.0 - 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0 - 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0 - 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63.0 - 66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
</tr>
<tr>
<td>below 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>

Grading Scale: The grading scale here (←) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale here (←) will then be strictly used. This means that a 72.949% is a “C-” and a 72.950% is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.”
You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through Blackboard and/or your email account.

Important Policies

Course Attendance: You are required to attend the lectures. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. You will be allowed three absences with no required documentation. However, beginning with the fourth undocumented absence, your final course grade will be penalized by two points (2%) for each undocumented absence. Arrivals later than five minutes after the start of class will count as a one-half absence. A participation grade will also be assigned, as described above.

Exams: There will be two in-class exams: a midterm, and a final. The midterm will cover the first half of the course and occur as scheduled in the syllabus. The final exam will cover the second half of the course and take place during the time allotted by the College-wide final exam schedule. These exams will be a combination of multiple-choice and essay questions covering the assigned readings and the lecture material. The two exams will each form 20 points of the possible 100 points for the course grade.

Reading Quizzes: There will be six (6) in-class multiple-choice quizzes covering specific reading assignments. These quizzes will be announced at least one class period ahead of time. The lowest quiz grade (or any missed during an absence, excused or otherwise) will be dropped and the remaining five quizzes will be combined to form 20 points of the possible 100 points for the course grade.

Reflection Papers: There will be six (6) reflection papers covering specific reading assignments. More detail will be given in class, but the expectation of these papers is two-fold: 1) The paper should spend 300-450 words summarizing in your own words the main points of the assigned reading, and another 100-250 words reflecting on the relevance of these readings to your own life experience. These papers will be graded and checked for plagiarism through turnitin.com – thus digital copies MUST be provided by email or Blackboard. The lowest reflection paper grade (or one that is not completed) will be dropped and the remaining five papers will be combined to form 20 points of the possible 100 points for the course grade.

Research Paper: This course requires an original research paper of 1200-1800 words in proper MLA or APA style. This paper shall be a report of recent research findings relevant to a topic covered in this course: gender and/or sexuality, as understood and studied within the biological sciences. The research paper should focus on a specific research report or group of related reports in the area of biological sciences, with the major findings of these reports analyzed against the background of prior work in that specific area. The paper should provide a critical analysis of the study(ies), place the findings in context with previous results, and speculate about future research that could specifically verify, refute, and/or build upon the findings.

The research paper will be turned in and graded in five phases, as shown in the chart below. The instructor must first approve the topic (no points). Then, at each due date, the student will have the opportunity to get feedback from the instructor and subsequently revise their submission to earn a higher grade. The required four sources are those that will serve as key references for the background section of the paper (worth three points). Next, the students will submit an intended outline of the research paper (worth 3 points). Third, the students will turn in 2-3 paragraphs of the introduction/background, and 2-3 paragraphs of the main body of the research paper. Finally, the full research paper is due. The paper and bibliography must conform to MLA or APA style.
# Course Reading List

**Required Texts (student purchase, unless library has e-book):**


**Book Chapters (provided on e-reserve, in the order they are used in class):**


**Articles (provided on e-reserve, in the order they are used in class):**


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*Prepared for 2nd reading at UCASC, October 12, 2012*
Articles for further reading (provided on e-reserve):


# Lecture Schedule

(28 class sessions + final exam)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| One  | Evolution of sexual reproduction (genetic recombination)  
Chapter: ch46.1-2: Animal Reproduction in Biology (Campbell and Reece) |
|      | Evolution of sexual dimorphism in the animal world  
Evolution's Rainbow (Roughgarden), ch1: pp13-21: Sex and Diversity |
| Two  | Biological sex: behaviors and roles in animals  
Dr. Tatiana’s Guide (Judson), ch1-3: pp1-59  
Evolution's Rainbow (Roughgarden) ch2: pp22-41: Sex vs. Gender |
| Three | Biological sex: behaviors and roles in animals, continued  
Dr. Tatiana’s Guide (Judson), ch1-3: pp1-59  
Evolution’s Rainbow (Roughgarden) ch3: pp30-42: Sex within Bodies |
|      | The Age of Enlightenment: early scientific thought regarding the human sexes  
Chapter by Londa Schiebinger, The Philosopher’s Beard: Women and Gender in… |
|      | Introduction to Modern Scientific thought regarding human sexes  
Sexing the Body (Fausto-Sterling), chapter 5: p115-145  
Article by McCabe, Gender as a Spectrum, Not a Dichotomy |
| Four | Embryonic development of gender and external reproductive anatomy  
Chapter: ch5: Sex Hormones, Differentiation… in Understand, Human Sex. (Hyde) |
|      | Internal human reproductive anatomy  
ch46.3 (pp1003-1006): Animal Reproduction in Biology (Reece)  
Ch18 (pp545-551): The Reproductive System in Human Physiology... (Sherwood) |
| Five | Meiosis and Gametogenesis  
ch46.4 (pp1007-1009): Animal Reproduction in Biology (Reece)  
Ch18 (pp551-555): The Reproductive System in Human Physiology... (Sherwood) |
|      | The female menstrual cycle: puberty, menarche, and menopause  
ch18 (pp563-575): The Reproductive System, Human Physiology (Sherwood) |
| | **Topic of research paper due** |
| Six  | The female menstrual cycle: hormones, fertility, contraception  
Chapter: ch7: Contraception and Abortion in Understanding Human Sexuality (Hyde...) |
|      | Human pregnancy, embryonic development, miscarriage, and abortion  
(Continued reading from above, ch7: Contraception and Abortion) |
| Seven | Male puberty, fertility, and the biology of testosterone  
Human Sexuality in a World of Diversity. (Rathus, et al) ch4: Male Sexual Anatomy... |
| | Catch-up day, review for the midterm exam, students announce paper topics |
| | **Sources of research paper due** |
| Eight | MIDTERM EXAM!! |
Current scientific research into gender differences: biology and health
Article by C. Meinert, *The Inclusion of Women in Clinical Trials.*
Article by Lesley Doyal, *Sex, Gender, and Health: The Need for a New Approach.*

**Week Nine**

Current scientific research into gender differences: biology and health, continued
Article by Bird and Riekerb: *Gender matters: an integrated model for understanding…*

**Women in science: trailblazers in history**
Article by Gina Hamilton, *Innovators and Interpreters: The Historic Role…*
Article by Kass, *Records and Recollections: A New Look at Barbara McClintock…*

**Outline of research paper due**

**Week Ten**

Women in science: current leaders, persistence of injustice, the glass ceiling
Article by Wennerås and Wold: *Nepotism and Sexism in Peer-review.*
Article by Phoebe Leboy: *Fixing the Leaky Pipeline.*

Gonochorism, hermaphroditism, and gender switching in the animal world
Dr. Tatiana’s Guide (Judson), ch12-13: pp187-225
*Evolution’s Rainbow* (Roughgarden) ch2: *Gender vs. Sex; and ch4: Sex Roles*

**Week Eleven**

Intersex: the third gender; the five gender model
*Sexing the Body* (Fausto-Sterling), chapter 1: p1-29

**Four paragraphs of research paper due**

Gender identity, transgender, and sexual reassignment
*Sexing the Body* (Fausto-Sterling), chapters 2-3: p30-77

**Week Twelve**

Historical scientific understanding of homosexuality
Article by Herrn: *On the History of Biological Theories of Homosexuality*

Evidence of homosexuality throughout the animal world
*Evolution’s Rainbow* (Roughgarden), ch8: pp127-158: *Same Sex Sexuality*
Dr. Tatiana’s Guide (Judson), ch11: pp167-186

**Week Thirteen**

Evolution of scientific understanding of sexual orientation
*Sexing the Body* (Fausto-Sterling), chapter 5: p115-145

**Research paper due**

**Week Fourteen**

Biological/medical research on sexual orientation
Article by Anthony F. Bogaert. *Biological versus nonbiological older brothers…*

**Week Fifteen**

Biological/medical research on sexual orientation, continued
Article by I. Wickelgren, *Discovery of ‘gay gene’ questioned.*
Article by lemmola and Ciani, *New Evidence of Genetic Factors Influencing Sexual…*

Catch-up day, review for the final exam, students reflect on their research papers

**FINAL EXAM!!**

Prepared for 2nd reading at UCASC, October 12, 2012
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: July 10, 2012

1. Name of Department or Program: Counseling

2. Contact information of proposer(s):

   Name(s): Katie Gentile
   Email(s): kgentile@jjay.cuny.edu
   Phone number(s): 212-237-8110

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

   CSL 360 Counseling in Gender and Work

   (Abbreviated title: CSL GENDER & WORK)

4. Current course description:

   In this course students will explore the meanings of gender, race, ethnicity, class and
   sexual orientation and their roles in vocational development and career choice. We will
   address how the formal and informal types of social control associated with these
   categories operate in psychological development, vocational choice, and the workplace.
   This course is interdisciplinary, so articles from a variety of disciplines including
counseling, psychology, economics, sociology, and anthropology will be read to better
understand the changing roles and expectations of people at work. Each of these
readings will be discussed within the framework of counseling theory.

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

   b. Number of class hours (please specify if the course has lab hours): 3 (no lab hours)
c. Current prerequisites: ENG 102 or 201; PSY 101 and junior standing or above.

5. Describe the nature of the revision:

This course is being revised for inclusion in PATHWAYS for the US and Its Diversity bucket. The learning objectives for the course are changed based on our ongoing Outcomes Assessments and the requirements of the PATHWAYS. The course is being moved down to the 200-level and the reading and written assignments have been changed to be in line with the new level. The course title has also changed to be clearer and the course prerequisites adjusted.

6. Rationale for the proposed change(s):

As fulfillment of B. US Experience in Its Diversity in the Flexible Core.

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

a. Revised course description:

In this interdisciplinary course, articles from a variety of disciplines including counseling, history, psychology, economics, sociology, gender studies, and organizational studies will be read to understand the changing roles and expectations of people at work in the U.S. Students will explore the meanings of gender, race, ethnicity, class, accessibility issues, and sexual orientation in human development. The course will address how formal and informal types of social control associated with these categories operate in career options and choice, and experiences in the workplace. Students will also explore what activities constitute work. For instance, can parenting or other forms of unpaid labor be considered a job?

b. Revised course title: Gender and Work Life

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: ENG 102 or 201

8. Enrollment in past semesters: The class has been offered one semester each year since 2004. Enrollment has averaged 12-20 students.

9. Does this change affect any other departments?

   _X__ No
   ___ Yes

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
What consultation has taken place?

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

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

   *Thomas Stafford*
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>CSL 2XX (formerly 360)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Gender and Work Life</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Counseling</td>
</tr>
<tr>
<td>Discipline</td>
<td>Counseling/Gender Studies</td>
</tr>
<tr>
<td>Subject Area</td>
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<tr>
<td>Contact Hours</td>
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<td>Pre-requisites</td>
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<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td>X In-person</td>
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<td>Hybrid</td>
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<td>Fully on-line</td>
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<tr>
<td>Course Attribute</td>
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<td>☐ Freshman Seminar</td>
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<td>☐ Honors College</td>
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<td>☐ Writing Intensive</td>
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<td></td>
<td>☐ Other</td>
</tr>
<tr>
<td></td>
<td>(specify): _________________________</td>
</tr>
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</table>

Catalogue Description
In this interdisciplinary course, articles from a variety of disciplines including counseling, history, psychology, economics, sociology, gender studies, and organizational studies will be read to understand the changing roles and expectations of people at work in the U.S. Students will explore the meanings of gender, race, ethnicity, class, accessibility issues, and sexual orientation in human development. The course will address how formal and informal types of social control associated with these categories operate in career options and choice, and experiences in the workplace. Students will also explore what activities constitute work. For instance, can parenting or other forms of unpaid labor be considered a job?

Syllabus
Syllabus must be included with submission, 5 pages max

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>
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<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></td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
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Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
<table>
<thead>
<tr>
<th></th>
<th>Life and Physical Sciences</th>
</tr>
</thead>
</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.

### B. U.S. Experience in its Diversity

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

<table>
<thead>
<tr>
<th>Students gain a working knowledge of key concepts in the interdisciplinary field of gender studies and exposure to other fields such as... Students learn to read, interpret, critically analyze and assess articles from a variety of disciplines, using different methods of inquiry. This will occur throughout the course in class discussions and in class writings with feedback.</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 critically engage with the readings, analyze the viewpoints of each author and the methodologies they use to support their claims, and apply these skills to in-class readings, discussions, weekly reflection papers and literature reviews observing the many ways gender and sexuality impact vocational expectations, choices and work life. This will occur throughout the course in class discussions, weekly reflection papers, and literature reviews, an annotated bibliography and a final research paper.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students are expected to use primary and secondary sources to develop well-reasoned arguments about gender, sexuality, and intersections of identity in relation to career development and work life experiences. This will occur and be assessed through low- and high-stakes writing assignments and papers.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

| Students gain a working knowledge of fundamental concepts and methodologies in the interdisciplinary field of gender studies and the field of counseling psychology. The Gender Studies concepts explore the ways in which cultural expectations about gender and sexuality intersect with race, ethnicity, class, and able-bodied privilege to shape individual experiences. The Counseling psychology methods focus on conceptualizing career development as a | • 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. |

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Lifespan activity. All writing assignments in the class require students to use the methods of Gender Studies to apply the concepts to the analysis of texts and media exploring how these expectations impact vocational opportunities. Learning will be assessed through weekly reflection papers, the literature reviews and a research paper as well as a final exam. Counseling terms will be presented in weeks 1, 2, & 6. Articles presenting media analysis will be assigned in weeks 3, 4, & 5. Historical perspectives on the development of wage work and ways to analyze home and work life are presented in weeks 6, 7, & 8. Readings from a variety of disciplines will round out students’ understandings of the ways work and home, public and private experiences are implicated in vocational development.

<table>
<thead>
<tr>
<th>Students will focus on the development of paid and unpaid work in the US focusing on how gender, sexuality, race-ethnicity, accessibility issues, and class shape vocational expectations, options and ones work life. This theme of work is analyzed from different disciplinary perspectives with a focus on human development and counseling. Using the literature in the course, students develop the ability to think critically about US values of work as a paid (vs. unpaid) endeavor, and the ways in which these ideals of work life shape and are shaped by gender and sexuality. Learning will be assessed through weekly reflection papers, the literature reviews and a research paper as well as a final exam. Weeks 1-8 introduce different methods of approaching these ideals and the readings for weeks 9-15 present multi-disciplinary research on vocational life and some of the ways gender, sexuality accessibility issues, race-ethnicity play out in the work world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will examine and critically analyze current ideas of work and home life in the US and reflect on the ways these ideals are shaped by gender, sexuality, race-ethnicity, class, and accessibility issues. Students will examine the historical development of wage work in the US with particular attention to the development of a split between private and public spheres and how this split is gendered, raced, and classed. Learning will be assessed through weekly reflection papers, the literature reviews and a research paper as well as a final exam. Weekly reflection papers will be used to assess and deepen student learning. The readings from weeks 9-15 discuss research focused on the analysis of work and home life in the contemporary U.S.</td>
</tr>
</tbody>
</table>

- 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.
Syllabus for Counseling (CSL) 2XX – Gender and Work Life

Prof. Katie Gentile  
212-237-8110/email: kgentile@jjay.cuny.edu  
Office: 68.15L; hours by appointment.

Course Description

In this interdisciplinary course, articles from a variety of disciplines including counseling, history, psychology, economics, sociology, gender studies, and organizational studies will be read to understand the changing roles and expectations of people at work in the U.S. Students will explore the meanings of gender, race, ethnicity, class, accessibility issues, and sexual orientation in human development. The course will address how formal and informal types of social control associated with these categories operate in career options and choice, and experiences in the workplace. Students will also explore what activities constitute work. For instance, can parenting or other forms of unpaid labor be considered a job?

The class involves readings, discussion, presentations, in-class writing and activities, research and response papers. The readings for this class are interdisciplinary. I expect each student to spend a minimum of 3 hours per week reading and writing. All readings and the syllabus are available on the e-reserve through the John Jay library website, under this class number, the password is gender.

Specific Learning Objectives

Students will:

- know key terms and concepts in the interdisciplinary field of gender studies and in career counseling.
- Exhibit in writing and orally an awareness of how cultural ideals of gender, race, class, ethnicity, and sexuality intersect and impact vocational development, opportunities and choices.
- analyze societal representations of gender, race, class, and sexuality and related biases in research on vocational development.
- use primary and secondary sources to develop well-reasoned arguments about gender, sexuality, and intersections of identity in oral discussions and written research papers and in-class assignments.

Course Requirements:

- Completion of all reading assignments on the assigned day, together with thoughtful, engaged participation in class discussions. The quality of your class participation and the level of effort you put into course assignments will affect your final grade.

- Regular class attendance. Because the learning process in this class will rely primarily on discussion of the texts and on various in-class work assignments, your consistent attendance in class is mandatory for course credit. More than 4 absences will lower your final grade (i.e., C to C-). Each absence beyond 4 will lower it further. Being late more than 4 times will equal one full absence. Documented medical or emergency situations will be dealt with on a one-to-one basis. You must contact me via email or telephone at the onset of any certifiable attendance problem.
Reflection papers: are due EACH WEDNESDAY AT THE BEGINNING OF CLASS. They should be NO LONGER THAN 2 PAGES. You should focus on the readings from that week but as the semester progresses you may make connections to previous readings. I expect you to think critically and deeply about the readings considering at least the following questions: What are the authors saying? How are they supporting their contentions? How does gender impact vocational development according to their theory? What do you think about their ideas? How do their ideas impact you and your identity? How do your responses to their ideas impact and influence your critiques – i.e. identify your biases?

Literature review papers: You will be assigned 3 short literature review papers, 4-5 pages.

In the first paper you do your own media analysis of a magazine. Pick a popular magazine that you might be apt to purchase. What messages about gender and sexuality are conveyed in the magazine in its stories and advertisements? Who does what activities? At whom is the magazine targeted, and how do you know this? You need to integrate and review the different theories of gender and sexuality we have read and how they relate to psychological development to write this analysis. I expect you to integrate your own ideas from your reflection papers (keep in mind any questions or comments I gave you from these papers). You must discuss at least 5 papers we have read in class and apply the respective theory or argument to the magazine you choose to discuss.

In the second paper you will focus on a movie or television show to analyze how the characters are portrayed based on the ideas you have read about femininity and masculinity, including race, class and ethnicity. You need to refer to the articles we have read. Describe the film’s characters. Who are they? Which characters are responsible for what action? What are the relationships between the characters? Who is in charge and how do you know this? How are the ideas you have read about in class reflected in the movie? What messages does the movie send to the viewer about gender, sexuality, race and class in particular in terms of work and who is qualified to do what jobs? What jobs are most valuable in the movie? You must discuss at least 5 papers we have read in class and apply the respective theory or argument to the magazine you choose to discuss.

In the final paper you will take all of the theories you have learned about how gender, race, class, ethnicity, and sexual orientation shape psychological development and integrate them as they might impact the vocational development and career experiences of a worker in your field. Using at least 5 outside sources, you will describe the particular challenges people in your field face on the job based on their particular gender, race, class, ethnicity, and sexual orientation. Describe how theories of vocational counseling succeed and fail in assisting diverse people in your field. Feel free to use the references from our class readings as resources (they will not count in the 5 required outside sources) in addition to library databases such as Psychinfo; Social Science Abstracts; Contemporary Women’s Issues; Criminal Justice Abstracts. ALL STUDENTS MUST HAND IN AN ANNOTATED BIBLIOGRAPHY detailing the question(s) you are exploring in your final paper, the search terms you used to get the outside sources and a list of 10 potential articles you could use in your paper.

RESEARCH PAPERS NOT USING APA FORMAT OR/AND LONGER THAN 5 PAGES WILL NOT BE ACCEPTED AND WILL HAVE TO BE RE-SUBMITTED AS LATE

LATE PAPERS If you hand in a paper late, your grade will go down one grade (i.e. from a B to
a B-) for each day it is late. Incompletes will be granted for the class only at the end of the term and only in cases of emergency for students who are in good standing in this class.

You will be graded in this class on your capacity to understand the readings and use them to support your own analysis of the issues discussed. I expect you to question your own ideas and beliefs about gender, sex, race, ethnicity, and class as they have impacted your vocational development. I expect you to reflect on these concepts and apply them to an occupational setting. Active participation is not merely talking, it is thinking and struggling with the concepts.

In class writings: throughout the semester I will be assigning in class writings. These function similarly to pop quizzes and also are opportunities to reflect on your own experiences and how they may or may not be linked to the readings. 

Peer Engagement: students will be urged to approach writing as a process that includes sharing your work, reviewing the work of peers, reflecting on your writing and re-writing. This will occur through in-class and scaffolded writing assignments.

One two-hour final examination You will need to demonstrate critical reflection on the ideas and terms learned during the semester on an essay based exam.

Grades:
20 pts. class participation
30 pts. 3 literature reviews
30 pts. in-class writings including peer engagement exercises
10 pts. reflection papers
10 pts. final exam

66-63 pts. = D 62-60 pts. = D- 59-0 pts. = F

Academic Integrity
Incomplete Grade Policy Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

Americans with Disabilities Act (ADA) Policies Students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student’s eligibility. OAS is located at 66.01L (212-237-8144).

Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

Class Schedule

Week 1: What is Vocational Development and why sex and gender matter

Week 2: How we learn to be “boys” and “girls”

Week 3: How we learn to be more than just “boys” and “girls”

Week 4: Is beauty a job? Or a job requirement? FIRST PAPER DUE

Week 5: Gendering bodies through activities

Week 6: Desire to meet cultural expectations
Chodorow, N. Why women mother. The Reproduction of Mothering.
Week 7:  **Historical creation of race, gender and class through work**
Welter, B. The cult of true womanhood: 1820-1860

Week 8:  ....and through ideals of “normality”

Week 9:  **Sexuality as control in the workplace**

Week 10:  **The impact of organizational structures on work life SECOND PAPER DUE**
Damaske, S. Brown suits need not apply: The intersection of race, gender, and class in institutional network building.
Fong-Torres, B. Why are there no male Asian anchorman on TV? In Kimmel, M.S. (ed). *Men’s lives*.

Week 11: More on organizational structures and work and home life

Week 12:  **Gender as control in the workplace ANNOTATED BIBLIOGRAPHIES DUE**

Week 13:  **Vocational choice and rule breakers**

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Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012

**Week 14: What is equality?**

**Week 15: Gender, sexuality and vocational experience**

**FINAL PAPER DUE  FINAL EXAM essay format**
CSL 2XX Bibliography


Damaske, S. Brown suits need not apply: The intersection of race, gender, and class in institutional network building.


Fong-Torres, B. Why are there no male Asian anchormen on TV? In Kimmel, M.S. (ed). Men’s lives.


Course Revision Form

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 131 Self, Media and Society
   (Abbreviated title can be found on SIMS) Self Media & Society

4. Current course description:
   This course is an introductory study of the media’s impact on all our lives: Over the semester, we will examine
   a variety of media forms (social media, movies, television, citizen journalism, digital video games, radio, etc.)
   to explore the way these media forms shape our work, knowledge, and entertainment. Students will study how
   the media has evolved into what it is today, deepen their media literacy skills, gain insight into how media
   messages are constructed, and explore how new technologies and media polices influence the media we access.
   Today, an understanding of the operation of the media is essential for personal empowerment, participation in
   social and political life, community building, and for the advancement of justice, as well as being a requirement
   in many workplaces. In this class students will use a variety of the critical approaches to study the impact of the
   media and engage in individual and group research and media communication assignments.
   
   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 course description.
   2) The learning outcomes have been revised to meet the needs of the Pathways “Self and Society”
      category within the Flexible Core.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
3) Minor modifications have been made to dovetail the course’s learning outcomes more fully with the learning outcomes of CTA Speech and Media Minor—for which the course serves as a “gateway” course.

6. Rationale for the proposed change(s):

   1) The course description was simplified to make it more accessible to students, particularly freshmen. Modifications have been made to the learning outcomes to ensure that this course:
   2) fulfills the requirements for the Pathways “Individual and Society” category within the Flexible Core and, 3) links seamlessly with CTA’s learning outcomes and mission.

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

   a. Revised course description:

   In this course we will study social media, movies, television, citizen journalism, digital video games and other media forms, to become literate of how the media influences our knowledge, work, social lives, and connect the self to society. Using a variety of cultural studies and media analysis methods, students will explore how media literacy impacts personal empowerment and participation in social and political life while engaging in individual and group media research and communication assignments.

   b. Revised course title: DRA131 Self, Media, and Society (unchanged)
   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: 22 (as First Year Seminar)

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:

    ____Seth Baumrin___
CUNY Common Core  
Course Submission Form

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</tr>
<tr>
<td>Course Title</td>
<td>Self, Media and Society</td>
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<td>Discipline</td>
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<td>None</td>
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<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td>X In-person □ Hybrid □ Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
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<td></td>
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<tr>
<td>Syllabus</td>
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Indicate the status of this course being nominated:

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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
CUNY COMMON CORE Location

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

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<td>Creative Expression</td>
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<tr>
<td>X Individual and Society</td>
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</tbody>
</table>

Learning Outcomes

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

D. Individual and Society

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

Over the semester, students will gather, analyze, and critically assess evidence and information from a variety of sources and points of view, including newspaper reports, broadcast media, citizen journalism and other online news sites, etc. Students will study how different forms of media communicate different kind of messages to their viewers and influence the nature and quality of the information we access daily. Students will deliver 10 blog entries (low stakes writing, 500+ words each): these must illustrate a student’s ability to access relevant information and evaluate its relevance and credibility.

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

Through close reading of media texts and an examination of media effects, media policy and media economics, students will evaluate the arguments made by the media messages they access, explore the underlying or submerged messages within various media forms, and examine how text and oral arguments, visual evidence, and kinetic and auditory elements work in concert to influence media consumers. Students will be required to demonstrate knowledge of the evidence and arguments presented in assigned and supplementary readings. This knowledge will be evaluated in 4 in-class quizzes and in-class oral presentations and graded in-class participation.

- Evaluate evidence and arguments critically or analytically.

Students will generate group and individual oral presentations, complete 10 mandatory written online blog/journal entries related to the content of the course and submit an individual research project featuring both written (high stakes writing, 1000+ words) and oral components (5-7 minute oral presentation). Drawing on

- Produce well-reasoned written or oral arguments using evidence to support conclusions.
cultural studies and media theories and methods, students will be required to support their arguments with evidence from their assigned readings and other credible sources.

<table>
<thead>
<tr>
<th>A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
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<tbody>
<tr>
<td>Be able to identify and apply the fundamental concepts and methods used in the disciplines of media and cultural studies. These will include: textual analysis and the study of racial, ethnic, and gender stereotypes in movies and TV; media ownership; audience effects and reception studies and an examination of the varied responses different listeners have to the same broadcasts; applying media literacy to everyday life and the advancement of their personal goals.</td>
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<tr>
<td>Through an examination of their own media use, students will deepen their understanding of how their view of the world around them, their belief systems, values, aspirations, and dreams and fears, have been shaped by the media messages that they access or are exposed to. Stressing the connection between the self and society, students will have an enriched understanding of how the media shapes social and political realities and, through their own research projects and self-authored communication activities (maintain own online blog with 10 entries, and creation of group “citizen journalism” project), students will have become active communicators and media makers in their own right, thereby generating knowledge and becoming empowered to define their own experience in society.</td>
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<tr>
<td>Link scholarly work to their own everyday life: students will have an understanding of how media communication impacts an individual’s place in a local, national, and global world, and an understanding how scholarly research can be applied in their everyday lives. Preparing for life in our increasingly media driven world, students will demonstrate in low and high-stakes writing assignments and online media creation activities (maintenance of own blog and creation of short video “citizen journalism” assignment) that they have</td>
<td></td>
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</tbody>
</table>

- 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.
acquired the knowledge and abilities needed to examine and participate in the creation of a range of civic communication activities, thereby enhancing their roles as citizens, advocates, communicators, and producers of knowledge in our society.
DRA131 Self, Media, and Society (formerly DRA199)  
Fall 2012

GENERAL INFORMATION

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

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

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

COURSE DESCRIPTION

In this course we will study social media, movies, television, citizen journalism, digital video games and other media forms, to become literate of how the media influences our knowledge, work, social lives, and connect the self to society. Using a variety of cultural studies and media analysis methods, students will explore how media literacy impacts personal empowerment and participation in social and political life while engaging in individual and group media research and communication assignments.

COURSE LEARNING OUTCOMES

- Over the semester, students will gather, analyze, and critically assess evidence and information from a variety of sources and points of view, including newspaper reports, broadcast media, online sites, etc.¹
- Students will produce well-reasoned written and oral arguments using evidence to support their conclusions; these activities will include, group and individual oral presentations, blog-based writing assignments, and other digital media communication activities.²
- Course specific knowledge: By the end of the semester, students will be able to identify and apply the fundamental concepts and methods used in the disciplines of media and cultural studies.³
- Linking scholarly work to everyday life, students will have an understanding of how media communication impacts an individual’s place in a local, national, and global world, and an understanding how scholarly research can be applied in their everyday lives.⁴
- Preparing for life in our increasingly media driven world, students will have acquired the knowledge and abilities

¹ Flexible Core learning outcome and Speech and Media Minor learning outcome.
² Flexible Core learning outcomes.
³ Individual and Society learning outcomes.
⁴ Individual and Society learning outcomes and Speech and Media Minor learning outcomes.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
needed to examine and participate in the creation of a range of civic communication activities, thereby enhancing their roles as citizens, advocates, communicators, and producers of knowledge in our society.5

POLICY ON ATTENDANCE, ETIQUETTE, AND PARTICIPATION

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

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

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

All students must have a working John Jay e-mail account: Failure to maintain and check your John Jay email will result in missed assignments or updates. All email correspondence to the instructor must be appropriately addressed with a subject line that links it with the course, and please make sure your name is included.

Participation: class participation is a key feature of college life. Through group discussion and shared research projects students have the opportunity to refine their ideas while developing the communication skills needed for every aspect of college and professional life. Class participation is a required feature of this class, and is graded (see assessment section for details).

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

ASSIGNMENTS

Reading assignments:

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


5 Speech and Media Minor learning outcome.
Your research assignment:

1) **Create and maintain your own blog.** Early in the semester, you will set up a blog using Wordpress. You may add to your blog at any time, it is yours! There will be 10 graded blog assignments (500+ words each) linked to the study of the media.

2) **By mid semester you will choose one theme linked to the course for your in-depth research project.** For your project, you must make an appointment to meet with the instructor to develop a short list of questions that have not been answered by the class readings or in the class discussion. You will then use the research skills you have developed over the semester to answer these questions. Students will be required to “pitch” their research projects to the full class for responses and to bring like-minded projects together for collaboration—**collaborative research projects are encouraged!** The outcome of your research projects will be presented orally in the final weeks of the semester, posted to blogs, and submitted to the instructor as a hard copy. Your in-depth research assignment should be 1000+ words in length; research projects that include other media forms (photos, video, etc.) must exhibit a similar amount of work/content and illustrate student’s literacy ability in visual or media forms. APA referencing required for all writing exercises.

**ASSESSMENT & GRADING**

**Blog media questionnaires (10)** There will be 10 required blog questionnaires on themes related to media study: (5% x 10 = 50% class grade): Your blog entries will be assessed on: (a) their relevance to the content of the course; (b) their demonstration that you are following class discussions and keeping up with the course readings; (c) your ability to connect themes from the course with your everyday experiences; (d) your appropriate terms and concepts drawn from the course materials; (e) good organization of the information posted on your blog; (f) your ability to express your ideas and thoughts clearly in writing; (g) good overall maintenance of your blog.

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

**Final research project**

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

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Media blog</td>
<td>5% x 10 = 50%</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>2.5% x 4 = 10%</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

PLAGIARISM

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. When using Internet based sources for your research there is a temptation to cut-and-paste from others’ work into your own work: this can lead to unintentional plagiarism and should be avoided! Paraphrasing and summarizing as well as direct quotations require citations to the original source. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatement of the ideas of others. Paraphrase, summary and direct quotation are acceptable forms of restatement as long as the source is cited.

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

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

COURSE SCHEDULE

Tuesday, August 30
Introduction
Course outline and discussion of life in college
Meet your peer mentor!
PART ONE: INTRODUCTION TO MEDIA LITERACY

Thursday, September 1
Our media saturated world

Monday, September 5—LABOR DAY, COLLEGE IS CLOSED

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

Thursday, September 8
Creating your student blog!
NOTE: Class meets in library classroom to set up blogs: guest presenter Prof. Jessica Cantiello.

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

Thursday, September 15
Making your first year at college a success! Guest presenter: FYE staff.
BLOG QUESTIONAIRE #1 DUE

PART TWO: MEDIA INDUSTRIES

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

Thursday, September 22
Group in-class assignments: How did the movies become an industry?
Reading: Media Literacy, Chapter 7, “Economic Perspective”, pages 89-114.
BLOG QUESTIONAIRE #2 DUE.

Tuesday, September 27
Radio and Television
Reading: Media Literacy, Chapter 8, “Current Status”, pages 115-122.
NOTE: Quiz #2

September 28-30—NO CLASSES SCHEDULED

October 4—CLASSES FOLLOW FRIDAY SCHEDULE

Thursday, October 6
Group feedback exercise: evaluating and refining student blogs

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Using Library Resources and “Civil Literacy”: guest presenter Prof. Kathleen Collins.
NOTE: Class meets in library classroom.
**BLOG QUESTIONAIRE #3 DUE**': Using college resources to study the media.

**Tuesday, October 11**
Computers and the Internet

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

PART THREE: MEDIA CONTENT

**Tuesday, October 18**
Mass Media Content and Reality
**BLOG QUESTIONAIRE #4 DUE**.

**Thursday, October 20**
What is propaganda?
Screening: *The Crime of Carelessness*.
E-RESERVE

**Tuesday, October 25**
Television: its history and social impact
Guest presenter: Prof. Kathleen Collins, author of *Watching What We Eat: The Evolution of Cooking Shows*.
**BLOG QUESTIONAIRE #5 DUE**.

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

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

**Thursday, November 3**
Class presentations: analyzing *Hitch*.
NOTE: Quiz #3

PART FOUR: EFFECTS

**Tuesday, November 8**
Listen: *The War of the Worlds*
Thursday, November 10
Video Games
NOTE: Class meets in the Writing and Skills Center, Room 438T.
BLOG QUESTIONNAIRE #6 DUE.

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

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

Tuesday, November 22—CLASSES FOLLOW THURSDAY SCHEDULE
Reading: Media Literacy, Chapter 19, “Media Violence”, pages 313-326.
BLOG QUESTIONNAIRE #7 DUE: Studying Video Games, Working With Your Peers!

November 24-27—COLLEGE CLOSED THANKSGIVING

PART FIVE: ISSUES

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

Thursday, December 1
Privacy
Reading: TBA

PART SIX: PRESENTING STUDENT RESEARCH/CONCLUSIONS

Tuesday, December 6
Reading: Media Literacy, Chapter 17, “Privacy With The Media”, pages 285-300. Additional readings on Facebook’s privacy troubles TBA (Internet sources)
BLOG QUESTIONNAIRE #8 DUE.

Thursday, December 8
Oral presentation: Student research projects.
Be prepared to make a 5-7 minute oral report on your research. You will use your blog to support and illustrate your presentation; you may also use linked PowerPoint, video clips or other visual/audio elements to support your presentation.

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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012

**WRITING ASSIGNMENT DUE:** research project in written form due!

*Wednesday, December 14—COLLEGE READING DAY*

**BLOG QUESTIONNAIRE #9 DUE.**

*December 15-22—EXAMS*

**Final exam:** time and location TBA.

**BLOG QUESTIONNAIRE #10 DUE: media exit report.**

###
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: Communication and Theatre Arts

2. Contact information of proposer(s):
   
   Name(s): Dana Tarantino
   Email(s): dtarantino@jjay.cuny.edu
   Phone number(s): 212-279-0338

3. Current number, title, and abbreviated title of course: DRA 225 Criminal Justice in the Theatre
   (Abbreviated title: CJ in Theatre)

4. Current course description:

   Investigates the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society's perception of criminal justice issues; also explores uses of theatrical techniques in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, attend theatre productions, and may engage in playwriting and role play as part of their course work.

   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: ENG 101 and sophomore standing or above

5. Describe the nature of the revision:

   1.) Learning Outcomes added
   2.) Course description is being slightly refreshed and put into sentences.
   3.) Sophomore standing it being dropped as a prerequisite for the course

6. Rationale for the proposed change(s):

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
1.) Goals and Objectives have been revised into measurable Learning Outcomes that map to the minor in Theatre Arts and to the Pathways Creative Expression course content guidelines

2.) The revised catalog description better explains the nature and context of the course. The prerequisite must be removed for the course to be part of the flexible core of the new general education program.

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

   a. Revised course description:

   The course will investigate the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society's perception of criminal justice issues; the course will also explore how theatrical techniques can be used in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, observe theatre productions and film, and may engage in playwriting and role-play as part of their course work. Students will participate in class discussions on the historical and contemporary issues focusing on the performing arts and criminal justice.

   b. Revised course title: n/a

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

   d. Revised number of hours: n/a

   e. Revised learning outcomes:

By the end of the course, the student will have acquired the following knowledge/skills, and the ability to:

- Identify and articulate how victims, perpetrators and witnesses are depicted in dramatic portrayals (theatre and film) that involve crime and the violation of human rights, using characterizations of gender, race, sexuality, class, age, physical appearance, etc.

- Critically analyze and evaluate the portrayal of the criminal justice system in the dramatic and media arts and the messages received from them regarding crime, criminals, and their prosecution and an understanding of how these representations are both shaped by and shape public perceptions and criminal justice policies.

- Identify, analyze, and articulate dramatic issues as they relate to crime, criminal behavior, the law, the criminal justice system, and law enforcement
• Analyze how dramatic portrayals of crime and justice vary across different forms of dramatic and media arts, and describe significant dramatic works in the crime genre.

• Demonstrate critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama and by writing a one-act play on one of the criminal justice themes explored in the course.

f. Revised prerequisites: ENG 101

8. Enrollment in past semesters: An average of six sections are offered each semester and usually run fully subscribed at 36 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: March 6, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision: Seth Baumrin
# 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>
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<tbody>
<tr>
<td>Course Number</td>
<td>DRA 225</td>
</tr>
<tr>
<td>Course Title</td>
<td>Criminal Justice in Theatre</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>Theatre</td>
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<tr>
<td>Subject Area</td>
<td>Theatre</td>
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<tr>
<td>Credits</td>
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<td>Contact Hours</td>
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<td>Pre-requisites</td>
<td>ENG 101</td>
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<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td>X In-person</td>
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<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>
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<td>□ Freshman Seminar</td>
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<td>□ Honors College</td>
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<td>□ Quantitative Reasoning</td>
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<td>□ Writing Intensive</td>
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<td>□ Other (specify): _______________________________________________________________________________</td>
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<tr>
<td>Catalogue Description</td>
<td>The course will investigate the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society’s perception of criminal justice issues; the course will also explore how theatrical techniques can be used in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, observe theatre productions and film, and may engage in playwriting and role-play as part of their course work. Students will participate in class discussions on the historical and contemporary issues focusing on the performing arts and criminal justice.</td>
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<tr>
<td>Syllabus</td>
<td>attached</td>
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### 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>
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<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>
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<tr>
<td>☒ Creative Expression</td>
<td>☒ Scientific World</td>
</tr>
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</table>

### Learning Outcomes

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

#### ➤ ☒ C. Creative Expression

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

Students will demonstrate their ability to synthesize information from research, literature, history, and theory through critical research by examining primary sources (legal documents and dramatic texts), evaluating secondary sources (websites, library and Blackboard resources, peer-reviewed critical writings), and completing both formal (research paper) and informal writing assignments (response papers), engaging in class discussions, and participating in small group activities. Research guides are provided for the students. Through class discussion students will hear and acquire the ability to test the strengths and weaknesses of the multiple interpretations the class offers of the plays being read and viewed.

(Meets course learning outcome #2: student will have acquired the ability to critically analyze and evaluate the portrayal of the criminal justice system in the dramatic and media arts and the messages received from them regarding crime, criminals, and their prosecution and an understanding of how these representations are both shaped by and shape public perceptions and criminal justice policies; and Meets course learning outcome #3: Identify, analyze, and articulate dramatic issues as they relate to crime, criminal
<table>
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<th>Behavior, the law, the criminal justice system, and law enforcement</th>
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<tbody>
<tr>
<td>Students read and view a vigilante or revenge drama (e.g. <em>Sweeney Todd</em>) and prepare a five-page paper and crime scene report. Methods used in this report consist of written notes evaluating evidence and a diagram or sketch. Primary sources must be used and cited. They are permitted to use library and media research as tools of inquiry. Through this assignment, they will distinguish opinion from fact, and be able to draw inferences.</td>
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<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
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**Meets course learning outcome #1**: Student will have acquired the ability to identify and articulate how victims, perpetrators and witnesses are depicted in dramatic portrayals (theatre and film) that involve crime and the violation of human rights, using characterizations of gender, race, sexuality, class, age, physical appearance, etc.; and **Meets course learning outcome #2**: Critically analyze and evaluate the portrayal of the criminal justice system in the dramatic and media arts and the messages received from them regarding crime, criminals, and their prosecution and an understanding of how these representations are both shaped by and shape public perceptions and criminal justice policies. |  |

| Students prepare a five-page documented critical analysis paper (including correct citation methods and bibliography of at least five sources) on specific issues and themes related to John Patrick Shanley’s drama, *Doubt*. Students also choose one analytic essay on the final exam and one compare and contrast essay on the midterm relating to how justice themes were depicted either successfully or not in the viewings and readings seen in class. | Produce well-reasoned written or oral arguments using evidence to support conclusions. |

**Meets course learning outcome #2**: Critically analyze and evaluate the portrayal of the criminal justice system in the dramatic and media arts and the messages received from them regarding crime, criminals, and their prosecution and an understanding of how these representations are both shaped by and shape public perceptions and criminal justice policies; and **Meets course learning outcome #3**: Identify, analyze, and articulate dramatic issues as they relate to crime, criminal behavior, the law, the criminal justice system, and law enforcement. |  |

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

| Students take two quizzes on key terms, genres, and concepts, including elements of drama, specifics of crime drama, and identification of primary and secondary sources. | Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
Students take a midterm, and final exam. Exams consist of multiple choice and essay questions, which ask the student to which argue for a particular interpretation of a play, applying concepts covered in class and using evidence from the play.)

Additionally, through assigned readings, play viewings, and lecture-demonstrations, students acquire knowledge of concepts that stem from the symbiotic relationship of justice and drama. They will examine the interconnectivity of criminal justice themes in drama such as: revenge, gothic criminology, the law, and various genres. Students will demonstrate achievement by completing both formal and informal writing assignments, engaging in class discussions, and participating in small group discussion and role-playing activities.

**[Meets course learning outcome #1:** Identify and articulate how victims, perpetrators and witnesses are depicted in dramatic portrayals (theatre and film) that involve crime and the violation of human rights, using characterizations of gender, race, sexuality, class, age, physical appearance, etc.; and Meets course learning outcome #3: Identify, analyze, and articulate dramatic issues as they relate to crime, criminal behavior, the law, the criminal justice system, and law enforcement.

Students will read plays and assigned critical literature from a variety of periods and diverse cultures and will learn about the cultural-historical circumstances that produced them, i.e., how plays written at different times or under different social conditions reflect the concerns of both the authors and their audiences (e.g., how naturalism in the plays of Zola and Strindberg differs from other genres in the depiction of crime victims.)

Students prepare a three-page essay dealing with self-profile and stereotype, acknowledging the effects of social issues (race, gender, and culture) in their depictions.

Students will demonstrate achievement by completing both formal and informal writing assignments, engaging in class discussions and participating in role-playing activities and exercises. Students will learn such skills as distinguishing among different dramatic conventions, evaluating character’s motives, analyzing relationships, and understanding how reader’s and audience’s changing assumptions over time influence interpretation.

**[Meets course learning outcome #4:** Analyze how dramatic portrayals of crime and justice vary across different forms of dramatic and media arts, and describe significant historic dramatic works in the crime genre.

- 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.
Through in-class performances and presentations, students participate in the creation of some forms of dramatic production as a means of exploring human experience and understanding the concept of justice in the creative process. They will also learn how plays are constructed in different ways to serve different purposes: for example, how a playwright may use dramatic techniques for social or political purposes.

Students prepare both oral and written critiques of in-class performances of student one-act plays (detailed below).

(Meets course learning outcome #2: Critically analyze and evaluate the portrayal of the criminal justice system in the dramatic and media arts and the messages received from them regarding crime, criminals, and their prosecution and an understanding of how these representations are both shaped by and shape public perceptions and criminal justice policies;

and Meets course learning outcome #5: Demonstrate critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama and by writing a one-act play on one of the criminal justice themes explored in the course.)

Students submit their creative project - a ten page original one act play with one of the following criminal justice related themes: revenge justice, crime of passion, vigilante justice, gender or ethnic stereotyping, white collar crime. Four student plays are selected by the instructor to be presented to the class. Student playwrights/directors cast their plays and select a stage manager from the pool of students in the class, rehearse and present their plays to an invited audience consisting of members of the college community and a panel of chosen student critics from the class. The presentations are followed by formal written and oral evaluation of in-class performance/presentation

(Meets course learning outcome #5: Demonstrate critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama and by writing a one-act play on one of the criminal justice themes explored in the course.)

Students use library and online sources (gathered from a variety of print, non-print and digital resources) to prepare research paper, and present their findings (topics) in class presentations. Students are taught to use Celtx** playwriting

| 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. |
software and demonstrate their proficiency in the use of Celtx in their playwriting assignment.

(**Celtx is a free playwriting/screenwriting software program available on all operating systems.)

From these technologies, students create written, visual, oral and multimedia to present their research findings as well as their creative projects (one-act play assignment).

(Meets course learning outcome #5: Demonstrate critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama and by writing a one-act play on one of the criminal justice themes explored in the course.)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
899 Tenth Avenue
New York, NY 10019
Department of Communication and Theatre Arts

COURSE:  DRA 225 Criminal Justice in Theatre
SECTION:  03
SEMESTER:  Spring 2012
ROOM/TIME:  Room 330T; M/W 10:50-12:05 PM
PROFESSOR:  Dr. Dana Tarantino
OFFICE:   336T, Room 5 (Hours: 1-2:30 Mondays, Wednesdays)
CONTACT HOURS:  3 hours; 3 credits
E-MAIL / PHONE:  tarantino@verizon.net or dtarantino@jjay.cuny.edu; 917-757-1447
WEBSITE: Use Blackboard on a regular basis for assignments, updates, etc.

COURSE PREREQUISITE:  ENG 101

COURSE DESCRIPTION

The course will investigate the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society's perception of criminal justice issues; the course will also explore how theatrical techniques can be used in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, observe theatre productions and film, and may engage in playwriting and role-play as part of their course work. Students will participate in class discussions on the historical and contemporary issues focusing on the performing arts and criminal justice.

The purpose of this course is to provide an introduction of fundamental concepts of the interrelationship between theatre, film, crime and criminal justice. The course will examine topics such as: dramatic literature, script and production analysis, audience, acting, directing, crime and justice in the performing arts media, effects on attitudes toward crime and justice, and media as a cause of crime. The course helps students understand the interrelationships that exist among the dramatic and media arts, crime and criminal justice.

LEARNING OUTCOMES
By the end of the course, the student will have acquired the following knowledge/skills, and the ability to:

- Identify and articulate how victims, perpetrators and witnesses are depicted in dramatic portrayals (theatre and film) that involve crime and the violation of human rights, using characterizations of gender, race, sexuality, class, age, physical appearance, etc.

- Critically analyze and evaluate the portrayal of the criminal justice system in the dramatic and media arts and the messages received from them regarding crime, criminals, and their prosecution and an understanding of how these representations are both shaped by and shape public perceptions and criminal justice policies.

- Identify, analyze, and articulate dramatic issues as they relate to crime, criminal behavior, the law, the criminal justice system, and law enforcement.

- Analyze how dramatic portrayals of crime and justice vary across different forms of dramatic and media arts, and describe significant dramatic works in the crime genre.

- Demonstrate critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama and by writing a one-act play on one of the criminal justice themes explored in the course.

**COURSE POLICIES**

**Attendance:**

You are expected to be in attendance for every class and be on time and ready to start. If you must be absent or late for medical or personal reasons, please speak to me and provide appropriate documentation. Each student is expected to participate in discussion. More than three absences can seriously affect your final grade. Any lateness counts as half of an absence.

**Electronics:**

Please turn off all cell phones before class. Do not answer them, do not leave the classroom to answer them, and do not text while in class. Similarly, please don’t disrupt class with personal conversations. To eliminate distracting your classmates and the professor, the use of cell phones, pagers, text-messaging devices, computers, or electronics of any kind are prohibited during class.

**Guests:**

Guests (other than infants or small children) are always welcome in class, but please contact me beforehand to let me know you have a guest coming.
E-mail:

Check your John Jay e-mail daily—and check Blackboard often. I will send any communication to your John Jay e-mail. With so much information that needs to be distributed to students concerning theatre classes, outside productions, etc., it is EXTREMELY important that every student checks their email regularly. Over the years students have missed out on information and opportunities because they did not check their email.

Blackboard:

We will use Blackboard in this course. Students will be able to read announcements, and download syllabi, articles, and other course handouts. All students are responsible for class information posted on the announcements section of Blackboard.

Class participation:

Theatre is a hands-on, collaborative art form, and I expect that you will come to class having carefully prepared the assigned materials, ready to participate with questions and comments about the assigned plays, exercises, and readings. Please note that I will evaluate participation on both quantity and quality. Good participation entails thoughtful and courteous responses to your colleagues, as well as engaged listening. Participation will count for 10% of your grade.

Reading:

All readings should be completed before the class meeting for which they are indicated.

Extra Credit:

With the exception of the extra credits earned via the playwriting competition at the end of the semester (see Blackboard), there is no extra credit in this course.

A Note on Course Content:

Theatre can often deal with complex and controversial issues; it is often challenging and at times uncomfortable. Sometimes the content of some of the plays and readings we will encounter deal with potentially difficult issues including religion, gender, race, sexuality, class, violence, and politics. In our discussions, all thoughtfully and respectfully expressed viewpoints are welcome and encouraged. Please be prepared to discuss these topics and others without prejudice or judgment.

REQUIRED TEXT


Required Plays/Films/Materials: The following plays and films are widely available in paperback, and, in some cases, online. You may obtain them on your own, borrow them from the library, or purchase them from the John Jay Bookstore, where they have been ordered for this course.


Therese Raquin By Emile Zola; Publisher: Penguin. ISBN: 9780140449440.


"The Motion Picture Production Code of 1930 (Hays Code)." Available on Blackboard and online at the following link: http://www.artsreformation.com/a001/hays-code.html

Required Playwriting software:
Celtx is free software that can be used on both Mac OS and Windows platforms.

It uses an industry standard scriptwriting editor typical for screenplays and play scripts. You will need it to format your one act play. Download CELTX here: http://www.celtx.com/

GRADING / ASSESSMENT:
The final grade will be based on the following distribution:

Quiz #1 = 10%
Quiz #2 = 10%
One Act Play = 30%
Term Paper = 20%

Classroom Participation via assignment and discussion = 10%

Final Exam = 20%

Quizzes / Exams

There will be two announced quizzes covering lectures, performances, readings, and classroom discussions. There will be a Final Exam.

Term Paper:

Each student will prepare a term paper of approximately 5 pages in length. It should be a focused and organized discussion appropriate to the assignment. The detailed assignment will be posted on Blackboard. The paper should reflect critical use of relevant materials, and demonstrate effective and formal writing requirements. Research papers must demonstrate efforts to identify varied pertinent sources, to employ those materials critically in the text of the papers, and to provide error-free citations of those resources.

Include a bibliography and footnote accordingly. If you are unsure of how to correctly prepare footnotes and/or bibliography, check the "APA Style Guide" folder on Blackboard.

Your papers should typed in 12-point Times New Roman font, double-spaced, with one-inch margins on all sides. Please number your pages and make sure your name is on the paper. You must submit your papers **both in class and via e-mail** before class. Late papers will be reduced by a full grade per week late. Papers are evaluated on both on your ideas and how well you communicate them. Hence, spelling, grammar, and composition count.

One Act Play

Each student will write an original one act play with one of the following criminal justice related themes: Revenge justice; Crime of passion; Vigilante justice; Gender or Ethnic Stereotyping; or White Collar Crime. The plot should be kept simple, extraneous elements should be excluded and no more than one setting (or locale) should be used. A one-act play must include a complete story and theme and solid characterization. Refer to your notes on my “Structured Action” lecture for help in setting up the dramatic form. (i.e. balance, disturbance, obstacles, etc.) Similarly, refer to your notes on my “Characterization” lecture for ideas in fleshing out the characters. The play must be at least 8 pages long. It must be typed in 12-point font, double-spaced, and include a title and your name on the front page. It is acceptable if you wish to make a film or video of your play. Full details, and examples of correct formatting are available on the “One Act Play” section of Blackboard.

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 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.

Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete.

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. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

STATEMENT OF THE COLLEGE POLICY ON PLAGIARISM

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

DRA 225 COURSE SCHEDULE (Spring 2012)
<table>
<thead>
<tr>
<th>SESSION</th>
<th>WEEK &amp; TOPIC of CLASSROOM DISCUSSION</th>
<th>READING/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30</td>
<td>Course Objectives, Requirements &amp; Overview; Syllabus review</td>
<td>Read Black (“Murder as Fine Art,”) pps. 1-29; Start Reading <em>Sweeney Todd</em></td>
</tr>
<tr>
<td>2/1</td>
<td>Theories of justice and drama; Qualitative and Quantitative parts of a play; Dramatic Structure, Form, Style. Plot as Structured Action</td>
<td>Coleman, Chapter 2</td>
</tr>
<tr>
<td>2/6</td>
<td>Characterization/Production Styles as applied to the one-act play students will write in the course</td>
<td>Coleman, Chapter 3</td>
</tr>
<tr>
<td>2/8</td>
<td>Role-play exercise on storytelling and character credibility Part I</td>
<td>Read Crime Library article on Blackboard:</td>
</tr>
<tr>
<td>2/13</td>
<td>No Classes – Lincoln’s Birthday</td>
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</tr>
<tr>
<td>2/15</td>
<td>Role-play exercise on storytelling and character credibility Part II</td>
<td>Coleman, Chapter 4; hand in written scenarios</td>
</tr>
<tr>
<td>2/20</td>
<td>No Classes – Presidents Day</td>
<td>Coleman, Chapter 5; hand in written scenarios</td>
</tr>
<tr>
<td>2/21</td>
<td>Revenge Themes in Drama; The Psychology of Audience identification with Vigilante Protagonists; The Killer’s Artistic Role and our experience as Audience, Witness, or Voyeur</td>
<td>Read Black (“Catharsis and Murder,”) pps. 188-210.</td>
</tr>
<tr>
<td>2/22</td>
<td>Class viewing of <em>Sweeney Todd</em> excerpts</td>
<td>Coleman, Chapter 6</td>
</tr>
<tr>
<td>2/27</td>
<td>In-class discussion of <em>Sweeney Todd</em>; Review for Quiz #1</td>
<td>Read “Crime Inspired by the Entertainment Media” article on Blackboard</td>
</tr>
<tr>
<td>2/29</td>
<td>Reconciling justice in drama with patterned moral preferences; Quiz #1</td>
<td>Read Coleman (“Murder and Murder-Suicides,”) pps. 135-48.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>3/5</td>
<td>Role-play exercise on extenuating circumstances and alibis Part I</td>
<td></td>
</tr>
<tr>
<td>3/7</td>
<td>Role-play exercise on extenuating circumstances and alibis Part II</td>
<td>Read Mastrosimone’s play, <em>Extremities</em></td>
</tr>
<tr>
<td>3/12</td>
<td>Portrayal of Sexual Harassment in theatre &amp; film</td>
<td>Coleman, Chapter 7; Term paper due</td>
</tr>
<tr>
<td>3/14</td>
<td>In-class viewing of Mastrosimone’s play, <em>Extremities</em></td>
<td>Coleman, Chapter 8</td>
</tr>
<tr>
<td>3/19</td>
<td>Class discussion of <em>Extremities</em></td>
<td>Read Mamet’s play, <em>Oleanna</em></td>
</tr>
<tr>
<td>3/21</td>
<td>In-class viewing of excerpts Mamet’s play, <em>Oleanna</em>; class discussion of <em>Extremities</em> and Mamet’s treatment of sexual harassment</td>
<td>Read Zola’s play, <em>Therese Raquin</em></td>
</tr>
<tr>
<td>3/28</td>
<td>Crimes of Passion; discussion <em>Therese Raquin</em></td>
<td>Coleman, Chapter 9</td>
</tr>
<tr>
<td>4/2</td>
<td>Play preparation, formatting, use of Celtx software; students present drafts of the plays</td>
<td>Read Black (“Writing After Murder,” pp. 210-229.</td>
</tr>
<tr>
<td>4/4</td>
<td>The Dramatic Treatment of the Gangster Genre</td>
<td>Read The Hays Code of 1930 posted on Blackboard</td>
</tr>
<tr>
<td>4/9</td>
<td>Spring Recess</td>
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<tr>
<td>4/11</td>
<td>Spring Recess</td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Stereotypes: how specific stereotypical images are reproduced and propagated in drama</td>
<td>Coleman, Chapter 10; Assignment due: 2 page written self-profile and stereotype paper; View &quot;Loose Change&quot; at home. Link to video is posted on Blackboard</td>
</tr>
<tr>
<td>4/23</td>
<td>Depiction of Terrorism; In-class</td>
<td>Coleman, Chapter 11</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Reference Information</td>
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<tr>
<td>4/25</td>
<td>Discussion of Loose Change</td>
<td>Coleman, Chapter 12; View PowerPoint presentation on <em>Devil’s Advocate</em> on Blackboard</td>
</tr>
<tr>
<td>4/30</td>
<td>In-class viewing of excerpts from The Devil’s Advocate and To Kill a Mockingbird</td>
<td>Coleman, Chapter 13, 14</td>
</tr>
<tr>
<td>5/2</td>
<td>Announcement of the four finalists of one-act Plays; Finalists present a synopsis of their plays and cast them from the class. Assignment of production assistants and stage managers</td>
<td>Coleman, Chapter 15</td>
</tr>
<tr>
<td>5/7</td>
<td>Rehearsals for student one act plays</td>
<td></td>
</tr>
<tr>
<td>5/9</td>
<td>Rehearsals for student one act plays</td>
<td></td>
</tr>
<tr>
<td>5/14</td>
<td>Presentation of one act plays</td>
<td>Student critics hand in evaluation forms for plays; Review lecture notes and semester PowerPoints on Blackboard for Final Exam</td>
</tr>
<tr>
<td>5/23</td>
<td>Final Exam. 12:30-2:30 PM</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

Date Submitted: August 26, 2012

1. Name of Department or Program: Latin American and Latina/o Studies Department

2. Contact information of proposer(s):

   Name(s): Belinda Rincon
   Email(s): brincon@jjay.cuny.edu
   Phone number(s): (212) 237-8750

3. Current number, title, and abbreviated title of course: ETH 124 Introduction to Latina/os in the United States

   (Abbreviated title: Latina/o in the U.S.)

4. Current course description:

   This course is an interdisciplinary introduction to the establishment, growth, and development of the diverse Latina/o communities in the United States. The course focuses on Latino/as’ contemporary histories and experiences of conquest, colonization, racialization and integration in US society. Students will explore the intersections of race, class, ethnicity, gender, and sexuality, through such topics as identity formation, and generational and socio-cultural change, bilingual education and language rights, economic and political participation, transnational immigration, law and civil rights, and the emergence and evolution of Latina/o social justice movements.

   a. Number of credits: 3.0
   b. Number of class hours (please specify if the course has lab hours): 3.0
   c. Current prerequisites: NA

5. Describe the nature of the revision: The course has a new prefix, title, and revised description

6. Rationale for the proposed change(s):

   The new prefix indicates that the Latin American and Latina/o Studies Department will continue to teach this course after the Ethnic Studies general education requirements have been phased out. The modified title and description have been revised for a more concise presentation and to underscore that this will be an introductory course in Latin American and Latina/o Studies where the connections between the two fields are articulated and contextualized.

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

   a. Revised course description:

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
This course is an interdisciplinary introduction to the field of Latin American and Latina/o Studies focusing on the establishment and development of the diverse Latina/o communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights and social justice movements.

b. Revised course title: Latina/os in the United States

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Latina/os in the US

d. Revised learning outcomes

In this course, students will learn to

1. Define and use basic terms, concepts, and theories relevant to the study of race, class, ethnicity, gender, and sexuality and their intersections;

2. Identify and analyze the historical trajectory of Latina/o groups, including experiences of conquest, colonization, racialization, and integration in U.S. society;

3. Discuss and evaluate contemporary topics facing Latinas/os in the United States, including but not limited to identity formation, generational and socio-cultural change, bilingual education and language rights, economic and political participation, transnational immigration, law and civil rights, and the emergence and evolution of Latina/o social justice movements;

4. Compare, contrast, and discuss the differences and similarities among the various Latina/o groups in the United States; and

5. Compare, contrast, and discuss the Latina/o experience in the United States to other racial and ethnic groups in U.S. society.

e. Revised assignments and activities related to revised outcomes

1. An annotated bibliography assignment will require students to gather, evaluate, and summarize a variety of sources that include periodicals, books, academic journals, and legitimate online sources.

2. Through class discussions of assigned readings and through the annotated bibliography, students will identify an author’s argument, determine its strengths and weaknesses, and discuss the validity of evidence or data used.

3. Students will write a 10-page research essay that critically examines a topic related to Latina/os in the U.S. Students will develop their own thesis statements and write outlines that help organize the evidence they collect in order to produce a persuasive argument.

4. Course readings are drawn from multiple disciplines in order to expose students to the interdisciplinary and multidisciplinary nature of Latina/o Studies.

5. Through class discussions and exam questions, students will analyze and discuss major themes in US history, such as Manifest Destiny, from the perspective of colonized peoples in the Southwest.
6. Through course readings on Spanish colonialism and U.S. imperialism in Latin America, students will learn and evaluate how the histories of oppression, genocide, and slavery inform U.S. institutions and laws and how they relate to current experiences of Latina/os in the U.S.

7. Students will answer, in detail, a series of short answer questions that relate to the United States’ economic, political, military, and cultural interventions in the Hispanophone Caribbean, Mexico, Central and South America and how these interventions impacted Latin American immigration into the United States as well as the cultural identity of Latina/o Diasporas.

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: 40

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

   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 X
   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
   Learning from the Past
   Communications

9b. Please explain why and how this course fits into the selected area:

   This course suits the “U.S. Experiences in its Diversity” category because it covers the specific histories, contributions, and experiences of the largest minority group in the U.S. Students will identify and analyze the historical trajectory of Latina/o groups including experiences of conquest, colonization, racialization, and integration into U.S. society. Students
will also compare, contrast, and discuss the differences and similarities among the various Latina/o groups as well as other racial and ethnic groups in the United States.

9c. If yes, frequency and number of sections to be offered for General Education:

- Every semester: X 12-15
- Fall semesters only: ______
- Spring semesters only: ______

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: August 24, 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Lisandro Pérez
Chair of the Latin American and Latina/o Studies Department

August 24, 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 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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LLS 124 (formerly ETH 124)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Latinas/os in the United States</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies Department</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latina/o Studies</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>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Catalogue Description
This course is an interdisciplinary introduction to the field of Latin American and Latina/o Studies focusing on the establishment and development of the diverse Latina/o communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights, and social justice movements.

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>☐ 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.

B. U.S. Experience in its Diversity
A Flexible Core course must meet the three learning outcomes in the right column.

The annotated bibliography assignment will require students to gather, evaluate, and summarize a variety of sources that include periodicals, books, academic journals, and legitimate online sources.

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

Through class discussions of assigned readings and through the annotated bibliography, students will identify an

- Evaluate evidence and arguments critically or analytically.
author’s argument, determine its strengths and weaknesses, and discuss the validity of evidence or data used.

 Students will write a 10-page research essay that critically examines a topic related to Latina/os in the U.S. Students will develop their own thesis statements and write outlines that help organize the evidence they collect in order to produce a persuasive argument.

- 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:

<table>
<thead>
<tr>
<th>Course readings are drawn from multiple disciplines in order to expose students to the interdisciplinary and multidisciplinary nature of Latina/o Studies. Additionally, the research essay will require students to learn how to evaluate the kind of evidence and data used in different fields including history, economics, and political science. Students who choose the ethnographic research essay option will learn interviewing methods, how to develop questions, and how to incorporate secondary research – all skills that are common to anthropology and sociology disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>Through class discussions and exam questions, students will analyze and discuss major themes in US history, such as Manifest Destiny, from the perspective of colonized peoples in the Southwest. Students will discuss and answer questions related to U.S. westward expansion and how the Mexican and indigenous perspective of the movement differs from traditional depictions in US history.</td>
</tr>
<tr>
<td>- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
</tr>
<tr>
<td>Through course readings on Spanish colonialism and U.S. imperialism in Latin America, students will learn and evaluate how the histories of oppression, genocide, and slavery inform U.S. institutions and laws and how they relate to current experiences of Latina/os in the U.S. Students will also read a significant number of articles on the immigration and migration of peoples from Latin America during the 19th – 21st centuries in order to explain, on specific exam questions, the reasons behind demographic changes in the U.S.</td>
</tr>
<tr>
<td>- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
</tr>
<tr>
<td>Students will answer, in detail, a series of short answer questions (on both the midterm and final exams) that relate to the United States’ economic, political, military, and cultural interventions in the Hispanophone Caribbean, Mexico, Central and South America and how these interventions impacted Latin American immigration into the United States as well as the cultural identity of Latina/o diasporas.</td>
</tr>
<tr>
<td>- Explain and evaluate the role of the United States in international relations.</td>
</tr>
<tr>
<td>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
</tbody>
</table>
This course is an interdisciplinary introduction to the field of Latin American and Latina/o Studies focusing on the establishment and development of the diverse Latina/o communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights, and social justice movements.

**Learning Outcomes**

In this course, students will learn to

1. Define and use basic terms, concepts, and theories relevant to the study of race, class, ethnicity, gender, and sexuality and their intersections;

2. Identify and analyze the historical trajectory of Latina/o groups, including experiences of conquest, colonization, racialization, and integration in U.S. society;

3. Discuss and evaluate contemporary topics facing Latinas/os in the United States, including but not limited to identity formation, generational and socio-cultural change, bilingual education and language rights, economic and political participation, transnational immigration, law and civil rights, and the emergence and evolution of Latina/o social justice movements;

4. Compare, contrast, and discuss the differences and similarities among the various Latina/o groups in the United States; and

5. Compare, contrast, and discuss the Latina/o experience in the United States to other racial and ethnic groups in U.S. society.

**Required Textbooks**


Essays followed by “(BB)” are available on Blackboard

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (10 pages)</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td>5%</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
**Essay:** You will write a 10-page essay for this course that demonstrates your ability to do research, critically examine a topic related to the study of Latina/os in the U.S., and write a clear, well-organized college-level essay. The final essay grade will include smaller writing assignments related to the final draft and will include an outline, first draft, and peer review. You have two options for writing this paper. You can either write a traditional research essay or an auto/biographical essay that incorporates extensive research. For the auto/biographical essay, you can either write about yourself or someone you know who is Latina/o. This other person could be a friend, a relative, or anyone else who is willing to help you. If you write about someone else, you will have to spend a significant amount of time interviewing this person (depending on how well you know the person to begin with). After you have interviewed the person, pick a topic that interests you. You will develop a statement that describes the topic of the essay and how the subject of the paper (either you or the person interviewed) illuminates a specific aspect of the topic. Your goal with this essay is to place a specific aspect of the person’s life (or your own life) within a larger social, historical, or political context. The topic should be something that can be supported by research. For example, if I wanted to write about my father’s military service, I know that I could support an examination of his experience with research on Chicanos who served in the American War in Viet Nam. If I wanted to write about myself, more specifically, my college experience, I know that I could find sources on Latinas in higher education. Possible topics and issues for either essay option include, but are not limited to the following:

- Racial profiling or policing in general
- Education
- Incarceration or the prison system in general
- The criminal justice system
- Immigration legislation
- Economic status, income disparities, policies that impact Latina/os
- Specific state or federal legislation

**Annotated Bibliography:** An annotated bibliography is a list of sources that include brief summaries. For this particular assignment, you will find 8 sources related to the topic of your research paper. Most likely, you will not be able to use all 8 sources in your essay, but you must use at least three.

You will need 8 sources that include:
- 2 newspaper or news magazine articles
- 2 books
- 2 articles from academic journals
- 2 other sources (these can include policy reports, government websites, etc.)

For each source, you will write a brief one-paragraph summary of the source’s content and why it is relevant to your research paper. Each source must include the author, title, year, and other relevant citation information. For all blogs, websites, or other online sources, you must include the URL or website address. All sources must be from credible, legitimate websites (no Wikipedia allowed).

**Midterm:** The midterm will consist of an in-class test that may include multiple choice, fill in the blank, short answer responses, and matching sections. You will be tested on all the material.
covered on the syllabus up to the date of the midterm. You will also be given a take-home essay one week before the in-class midterm. The essay will be due the day of the midterm.

**Final Exam:** The final exam will have a similar format to the midterm. The major difference is that you will be given an in-class essay assignment. I will distribute possible essay prompts one week before the final exam so that you can prepare your thoughts before the day of the exam. The exam will test your knowledge of material covered on the syllabus from the date after the midterm up to the date of the final exam.

**Midterm and Final Exams:** You must take the midterm and final exam on the designated date and time listed on the syllabus. *You cannot reschedule* either exam. Missing either exam will result in a 0 or F for that exam.

**Participation:** Your participation grade will be based on the consistency and quality of your comments in class. To do well on this portion of the course grade you should come to class prepared with drafts, responses, and the willingness to share your views on the topics. You should attempt to answer and ask questions about the readings. Finally, you should engage your peers and me in mature, respectful dialogue so that we can learn from each other’s experiences. **Each time you use a texting device or cell phone in class, you will have 5 points deducted from your participation grade.**

**Late Work:** Each day an assignment is late, 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. 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 remarks.
Writing Policies
- Use only the APA method of documentation for all essay assignments
- 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.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Interventions, Colonization, &amp; The Struggle for Independence</td>
<td>February 1: Introductions</td>
<td>February 3: “Foreigners in their Native Land: Manifest Destiny in the Southwest,” Ronald Takaki (166-190) (BB)</td>
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<td>“Treaty of Guadalupe Hidalgo” (BB)</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>February 15:</td>
<td></td>
</tr>
<tr>
<td>Histories and Migrations: Latinos/as in the U.S.</td>
<td>“Exiles, Immigrants, and Transnationals: The Cuban Communities of the United States,” María Cristina García (146-166)</td>
<td></td>
</tr>
</tbody>
</table>

| Week 3 | February 17: |
| | “Exiles, Immigrants, and Transnationals: The Cuban Communities of the United States,” María Cristina García (166-180) |

| Week 4 | February 22: |

| Week 4 | February 24: |

| Week 4 | |
| | Film clip: *Zoot Suit Riots* |

| Week 5 | March 1: |
| | “Mexicans: Pioneers of a Different Type” Juan Gonzalez (96-107) |

| Week 5 | March 3: |
| | “Latinos in the United States: Invitation and Exile,” Gilbert Paul Carrasco (77-85) (BB) |

| Week 6 | March 8: |
| | “El Plan Espiritual de Aztlan”; “El Plan de Santa Barbara” (235-244) (BB) |

| Week 6 | March 10: |

| Week 7 | March 15: |

<p>| Week 7 | March 17: |
| | “Young Lords Party: 13 Point Program and Platform” (BB) |
| | “Nobody Likes Garbage” from <em>We Took the Streets</em>, by Miguel “Mickey” Melendez (88-111) (BB) |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>May 22:</th>
<th>May 24:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>In-class Midterm</strong></td>
<td>\“Transnational ties and Incorporation: The Case of Dominicans in the United States\” Peggy Levitt (229-256)</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<tr>
<th>Week 9</th>
<th>March 29:</th>
<th>March 31:</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td>\“Central American Immigrants: Diverse Populations, Changing Communities\” Norma Stoltz Chinchilla and Nora Hamilton (187-210)</td>
<td>\“Central American Immigrants: Diverse Populations, Changing Communities\” Norma Stoltz Chinchilla and Nora Hamilton (210-228)</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<thead>
<tr>
<th>Week 10</th>
<th>April 5:</th>
<th>April 7:</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td>\“The Other \‘Other Hispanics\’: South American-Origin Latinos in the United States\” Marilyn Espitia (257-280)</td>
<td>\“White Lines\” Ian Haney López, (1-26) (BB)</td>
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<tr>
<td><strong>Thursday</strong></td>
<td>The Racial Prerequisite Cases (BB)</td>
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<tr>
<th>Week 11</th>
<th>April 12:</th>
<th>April 14:</th>
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</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td>\“Who\’s the Leader of the Civil Rights Band? Latinos\’ Role in Brown v. Board of Education,\” Nicolás C. Vaca (303-311) (BB)</td>
<td>\“The Educational Experiences of Latinos in the United States,\” William Vélez (129-144) (BB)</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>April 19:</th>
<th>April 21:</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td>No Class – Spring Break</td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<thead>
<tr>
<th>Week 13</th>
<th>April 26:</th>
<th>April 28:</th>
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</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td>No Class – Spring Break</td>
<td>\“Hernandez v. Texas: Legacies of Justice and Injustice,\” Kevin R. Johnson (BB)</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<td></td>
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<tr>
<td>Week 14</td>
<td>May 3:</td>
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<tr>
<td><strong>Essay outline due in class</strong></td>
<td><strong>May 5:</strong></td>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th>May 10:</th>
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</thead>
<tbody>
<tr>
<td><strong>Immigration &amp; Globalization</strong></td>
<td>“Immigration: Trends, Demographics, and Patterns of Political Incorporation,” Jessica Lavariega Monforti (52-72) (BB)</td>
</tr>
<tr>
<td><strong>First draft of Essay due in class; Peer Review</strong></td>
<td>May 12:</td>
</tr>
<tr>
<td></td>
<td>“Globalization and the American Nation,” Sheila Croucher (11-30) (BB)</td>
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</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>May 17:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arizona</strong></td>
<td>Arizona and other legislation:</td>
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<tr>
<td></td>
<td>Senate Bill 1070</td>
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<td></td>
<td>House Bill 2281</td>
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<td></td>
<td>Development, Relief and Education for Alien Minors Act</td>
</tr>
<tr>
<td><strong>Final draft of essay due in class</strong></td>
<td>May 19:</td>
</tr>
<tr>
<td></td>
<td>Review for Final Exam</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th>May 24:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-class Final Exam:</strong></td>
<td></td>
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<tr>
<td>4:00 – 6:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: August 8, 2012

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

   Name(s): Richard E. Ocejo
   Email(s): rocejo@jjay.cuny.edu
   Phone number(s): (212) 237-8687

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

   SOC 101 Introductory Sociology: Sociological Analysis

   (Abbreviated title: Introductory SOC)

4. Current course description:

   The study of modern society: social groups, social organization, process of interaction, social disorganization, and change. Such topics as deviant behavior, social control, ethnic and class relations, culture and personality and urbanization are considered.

   a. Number of credits: 3

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

   c. Current prerequisites: None

5. Describe the nature of the revision:

   We are changing the title of the course from “Introductory Sociology: Sociological Analysis” to “Introduction to Sociology.” We have also rewritten the course description. Finally, we have revised the course’s learning outcomes.

6. Rationale for the proposed change(s):

   We felt that title of the course was too cumbersome, and that the existing course description was out of date, incomplete, and unclear. We aimed for a simpler title, and describe the course in a manner that fits within both are proposed new major and the general education curriculum. This modification of the title and course description reflects the way most sections
are actually taught, addresses specific learning outcomes, and facilitates the department’s efforts at outcome assessment.

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

   a. Revised course description:

   This course provides an overview of the theoretical frameworks and data-collection methods that sociologists use to analyze political trends, economic developments, and cultural changes in society. It investigates the many ways that a society may influence the attitudes and actions of individuals and entire groups. In particular, this course examines social institutions like families and school systems; social stratification in the form of racial and ethnic groups, privileged groups, and social classes; cultural norms such as gender roles; organizations like bureaucracies and corporations; and social processes such as discrimination, de-industrialization, globalization and militarization. Divisive issues and social problems (such as poverty and crime) that spark social conflicts, generate movements, and raise questions of social justice will be explored.

   b. Revised course title: Introduction to Sociology

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Intro to Sociology

   d. Revised learning outcomes

   Through discussions, readings, and assignments, students by the end of this course will learn how to:

   · Identify and apply the fundamental concepts and methods of sociology to explore the relationship between the individual and society
   · Describe and discuss how people’s place in society affects their experiences, values, or choices
   · Articulate ethical uses of data and other information resources to respond to problems and questions on matters in society
   · 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

   Since so many sections of this course are taught by so many different faculty, we constructed the learning outcomes to be broad enough so that professors with a wide array of interests, pedagogical backgrounds, and intellectual proclivities can design their own syllabus, assignments, and forms of evaluation around them in a manner that satisfies the goals of the course and department.

   For this particular model syllabus, I am using an assignment that I have implemented in this course before. The assignment requires students to select a community of people and examine
the surrounding social conditions that influence their lives. For this project they must know and apply and several methods in sociology, such as the US Census as well as qualitative field methods. Students must also use empirical evidence to discuss how social conditions have an effect on the lives and decisions on specific people in society.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters:

We usually have 36 students per section, and 25 to 30 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           |
   | E. Scientific World                 |

   **X**

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

This course fits into the selected area because sociology is the examination of the relationship between individuals and their society. Sociologists aim to understand and explain the social forces and social institutions that influence people to think and act in certain ways. This course fits into this selected area by addressing several of its learning outcomes, including ensuring that students learn about the larger structures of and forces in society that have an impact on their lives and the those of others and introducing them to the discipline’s foundational concepts and methods, including issues of sources, data, and ethics that surround sociological research.

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

   Every semester __X__    Number of sections: **25 to 30**
   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: August 8, 2012

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

    Dr. Andrew Karmen
## 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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SOC 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Sociology</td>
</tr>
<tr>
<td>Discipline</td>
<td>Sociology</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>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
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</tbody>
</table>

**Catalogue Description**
This course provides an overview of the theoretical frameworks and data-collection methods that sociologists use to analyze political trends, economic developments, and cultural changes in society. It investigates the many ways that a society may influence the attitudes and actions of individuals and entire groups. In particular, this course examines social institutions like families and school systems; social stratification in the form of privileged groups and social classes; cultural norms such as gender roles; organizations like bureaucracies and corporations; and social processes such as discrimination, de-industrialization, globalization and militarization. Divisive issues and social problems (such as poverty and crime) that spark social conflicts, generate movements, and raise questions of social justice will be explored.

**Special Features (e.g., linked courses)**

**Sample Syllabus**
Syllabus must be included with submission, 5 pages max recommended (see attached)

**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</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>X Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>
### 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>D. Individual and Society</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>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

#### D. Individual and Society

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

| Students will be exposed to a wide array of readings that cover diverse topics in sociology. The readings are intended to present alternative points of view for students to consider, such as the distinctions between qualitative field research and quantitative survey-based research. They will also learn how to access the library's resources for the purpose of obtaining different academic sources that have examined social issues. They will do so through visits to the library and the library classroom, where a librarian will provide them with instructions on how to use these resources such as its numerous databases. As the model syllabus shows, students will also receive instruction in how to use the US Census database, which is a valuable tool in sociological research. Through their projects students will learn how to interpret such information as changing demographic trends in their census tracts. | ● Gather, interpret, and assess information from a variety of sources and points of view. |

| Students will be required to read examples of sociological research and assess the arguments put forth in them based on their own interpretation of the material. They will do so through writing assignments that require them to both demonstrate comprehension of the material as well as an ability to analyze relevant contemporary issues and events in society using sociological concepts. Students will also be required to gather and examine their own evidence for their own research projects. This assignment will teach students how to think critically about phenomena that exist in society and perhaps also in their everyday lives. | ● Evaluate evidence and arguments critically or analytically. |

| Students will learn how to organize their thoughts and communicate arguments effectively, as sociologists do, in writing that requires reference to the course material. There will be numerous formal and informal writing assignments that will require students to make claims about a social issue using various forms of evidence, such as data gathered from the Census and from the field and arguments found in texts. | ● 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:

| Learn how sociologists aim to understand and explain the social forces and social institutions that influence people to think and act in certain ways by being introduced to the discipline’s fundamental foundations, concepts, and areas of study through readings, discussions, and assignments. | ● 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. |

| Understand the ways in which people’s behaviors and attitudes | ● Examine how an individual’s place in society affects experiences, |

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Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
are shaped by their position within larger social structures through readings, discussions, and assignments. Students will conduct their research project that require them to focus on a specific group of people and how they are shaped by their position within the social structure. This includes their race, gender, and family, ethnic, and social class backgrounds.

<table>
<thead>
<tr>
<th>Values, or choices.</th>
</tr>
</thead>
</table>

- Articulate and assess ethical views and their underlying premises.

Read examples of sociological research and consider the validity and reliability of the arguments and findings as well as the ethical implications of the data collection and use. Through their readings of a way array of sociological work, students will learn how to discuss the ethics of research, which includes the collection, analysis, and dissemination of data.

<table>
<thead>
<tr>
<th>Articulate ethical uses of data and other information resources to respond to problems and questions.</th>
</tr>
</thead>
</table>

- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Learn how to apply sociological theories and concepts to social trends and patterns and complex and everyday issues in society to understand their impact on people’s behavior through readings, discussions, and assignments. Students will conduct their research project that require them to focus on a specific group of people and how they are shaped by social forces that exist at the local, national, and global levels. These include cultural values systems, national economic shifts, and global immigration patterns, all of which have significant impacts on people’s lives. Students will explore and engage with these issues through a project on a topic of their choice.

<table>
<thead>
<tr>
<th>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</th>
</tr>
</thead>
</table>
SOC 101: INTRODUCTION TO SOCIOLOGY

Class Meeting Times: Mondays and Wednesdays, TBA; Room: TBA
Contact Hours: Walk-in and by appointment, Room T/520.12
Contact Information: Email: All questions/issues: rocejo@jjay.cuny.edu
All assignments: JJ.Assignments@gmail.com
Phone: (212) 237-8687 (I reply very promptly to email)

Course Description:
This course provides an overview of the theoretical frameworks and data-collection methods that sociologists use to analyze political trends, economic developments, and cultural changes in society. It investigates the many ways that a society may influence the attitudes and actions of individuals and entire groups. In particular, this course examines social institutions like families and school systems; social stratification in the form of racial and ethnic groups, privileged groups and social classes; cultural norms such as gender roles; organizations like bureaucracies and corporations; and social processes such as discrimination, de-industrialization, globalization and militarization. Divisive issues and social problems (such as poverty and crime) that spark social conflicts, generate movements, and raise questions of social justice will be explored.

Learning Outcomes:
Through discussions, readings, and assignments, students by the end of this course will learn how to:

· Identify and apply the fundamental concepts and methods of sociology to explore the relationship between the individual and society
· Describe and discuss how people’s place in society affects their experiences, values, or choices
· Articulate and assess ethical concerns in society and their underlying premises using knowledge generated by sociological research
· Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

Course Prerequisites:
N/A

Required Books:


These books are available at John Jay’s Barnes & Noble bookstore. I have also put personal copies of them on reserve at the library. And since they are personal copies, I ask that you please not write in them.

Assignments:
Papers: There are 5 assignments that are due throughout the semester. Each assignment will assess your understanding of the material and ability to apply it to specific examples of actual people and places in society. They will also require you to make arguments on controversial topics using sociological insights and perspectives. I will give you the topics of these assignments as the semester proceeds.

Research Project: Each student will conduct their own semester-long research project. You are required to pick a specific community of people within a single Census tract and study it. This will include describing the tract using Census data, conducting research in the actual place and among the community’s people, and then comparing and contrasting the Census information with your own observations in and research on the place. In particularly, you will focus on how conditions within this tract as well as in the larger neighborhood, city, and society influence the
lives of the people in your community. You will submit a Midterm and a Final Paper based on this research, and make a presentation.

Each assignment consists of questions that you are required to answer and concepts that you are required to explain. In order to receive the highest grades, assignments must be complete, answer all questions, and explain all necessary concepts in a clear, well-organized manner. Make sure that your assignments fully answer the questions and provide detailed explanations that draw from the texts, our discussions, and your understanding of the material.

I only accept assignments by email. Please send them to jj.assignments@gmail.com.

All assignments must be:
- Double-spaced
- 12-point font
- 1-inch margins
- Saved in a Word format (.doc or .docx)

I accept drafts of any paper and will provide feedback (handing in a draft does not exempt you from point deductions for lateness, so be sure to get me a draft in advance of the due date).

There are no specific methods of citation, documentation, or formatting required for this course.

**Grading:**

Papers: 25 (5 at 5 points each)
Presentation: 10
Midterm: 15
Final: 30
Group work: 10
Class participation: 10
Total: 100 points

A 93 - 100 (points)
A- 90 - 92
B+ 87 - 89
B 83 - 87
B- 80 - 82
C+ 77 - 79
C 73 - 77
C- 70 - 72
D+ 67 - 69
D 63 - 67
D- 60 - 62
F below 60

I accept late assignments, but you will have a point deducted for every class day that an assignment is late.

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

All students are allowed two unexcused absences. Each unexcused absence after the second will result in a deduction of five points from your point total. Excused absences must be brought to my attention. In either situation, you are responsible for getting all notes and handing in all assignments on time.

I only grant “Incomplete” grades in the most extreme of circumstances. You must request an Incomplete grade in advance of the final. Please note that Friday, November 9 is the last day to withdraw without academic penalty (i.e. to drop with the grade of “W”) for the fall 2012 semester.

**E-Reserve and Blackboard:**
Many of your reading assignments (as well as this syllabus) are on E-Reserve through the Library and on our course’s Blackboard page. Neither is difficult to access. For E-Reserve, go to John Jay’s homepage at
As a John Jay student, you already have a Blackboard account; you just have to set it up (if you have not done so already). Go to www.jjay.cuny.edu, click on “BlackBoard Online” at the top right. Click on Portal Login/Blackboard/eSIMS and from there click on Blackboard 9 Direct. If you have trouble accessing Blackboard, call the help desk at (212) 237-8200 or email them at helpdesk@jjay.cuny.edu.

**Extra Work During the Semester:**
Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students. See page 232 of *John Jay College of Criminal Justice Undergraduate Bulletin, 2011 – 2012*.

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


**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](http://www.jjay.cuny.edu/academics/654.php), see Chapter IV Academic Standards*)

**COURSE SCHEDULE**

*next to a date indicates an assignment is due on that date.
You are responsible for all readings listed below each date, on that date.

8/27 (Mon): Introduction
8/29 (Wed): Foundations of Sociology

**Readings:**
- Randall Collins, “The Sociological Eye” (*Sociological Odyssey*, Chapter 1, pp. 7-9)
• C. Wright Mills, “The Promise of Sociology” (*Sociological Odyssey*, Chapter 2, pp. 10-15)

9/3 (Mon): No class
9/5 (Wed): Categories and Generalizations

*Readings:*

• Joel Charon, “Should We Generalize about People?” (*Sociological Odyssey*, Chapter 3, pp. 16-23)
• Keith M. Kilty and Maria Vidal de Haymes, “What’s in a Name?” (*Sociological Odyssey*, Chapter 4, pp. 24-29)

*9/10 (Mon) & 9/12 (Wed): Sociological Research

*Readings:*

• Howard Schuman, “Sense and Nonsense about Surveys” (*Sociological Odyssey*, Chapter 7, pp. 47-52)
• Patricia A. Adler and Peter Adler, “The Promise and Pitfalls of Going into the Field” (*Sociological Odyssey*, Chapter 8, pp. 53-62)
• “Introduction,” pp. 1-18 in *In Search of Respect*

*Paper #1 due

9/17 (Mon) & 9/19 (Wed): How to Use the Library/Census (meet in library on both dates)

9/24 (Mon): Socialization

*Readings:*

• “Culture and Socialization” (*Sociological Odyssey*, introduction to Part II, pp. 63-70)

9/26 (Wed): No class

*10/1 (Mon): Culture

*Readings:*

• Ross Haenfler, “Core Values of the Straight Edge Movement” (*Sociological Odyssey*, Chapter 11, pp. 90-100)

*Paper #2 due

10/3 (Wed): The Presentation of Self

*Readings:*

• Spencer E. Cahill, “Meanwhile Backstage: Behavior in Public Bathrooms” (*Sociological Odyssey*, Chapter 15, pp. 131-141)
• “Violating Apartheid in the United States,” Chapter 1 in *In Search of Respect* (pp. 19-39 only)

10/8 (Mon): No class

10/10 (Wed): Social Deviance

*Readings:*

• Devah Pager, “The Mark of a Criminal Record” (*Sociological Odyssey*, Chapter 17, pp. 156-167)

*10/15 (Mon), 10/17 (Wed), & 10/22 (Mon): Social Class

*Readings:*

• Karyn R. Lacy, “Black Middle-Class Suburbia” (*Sociological Odyssey*, Chapter 20, pp. 191-200)
• Hillary Potter, “African American Urban Poor in the Aftermath of Katrina” (*Sociological Odyssey*, Chapter 21, pp. 201-212)
• “A Street History of El Barrio” and “‘Goin’ Legit’: Disrespect and Resistance at Work,”Chapter 2 and 4 in *In Search of Respect*

*Paper #3 due

*10/24 (Wed), 10/29 (Mon), & 10/31 (Wed): Race and Ethnicity

*Readings:*
Miliann Kang, “Korean Immigrant-Owned Nail Salons” (*Sociological Odyssey*, Chapter 24, pp. 234-244)
“Violating Apartheid in the United States,” Chapter 1 in *In Search of Respect* (pp. 39-47 only)

* Midterm due
11/5 (Mon) & 11/7 (Wed): Student conferences: Individual conferences with professor (meet in my office at scheduled time)
*11/12 (Mon): Gender
Readings:
- “Redrawing the Gender Line on the Street” and “Vulnerable Fathers,” Chapters 6 and 8, pp. 213-258 and 287-317 in *In Search of Respect*

*Paper 4 due
11/14 (Wed) & 11/19 (Mon): Family
Readings:
- Edward R. Anderson and Shannon M. Greene, “Repartnering After Divorce” (*Sociological Odyssey*, Chapter 28, pp. 280-286)
- “Families and Children in Pain,” Chapter 7, pp. 259-286 in *In Search of Respect*

11/21 (Wed) & 11/26 (Mon): Film: *Do the Right Thing*
11/28 (Wed) & *12/3 (Mon): Education
Readings:
- Elizabeth Aries and Maynard Seider, “Lower Income College Students at Elite vs. State Schools” (*Sociological Odyssey*, Chapter 33, pp. 319-328)
- “School Days: Learning to be a Better Criminal,” Chapter 5, pp. 174-212 in *In Search of Respect*

* Paper 5 due
12/5 (Wed): Work
Readings:
- Patricia A. Adler and Peter Adler, “The Incessant Worker: Laboring Around the Clock in Resorts” (*Sociological Odyssey*, Chapter 35, pp. 340-348)
- “Crackhouse Management: Addiction, Discipline, and Dignity,” Chapter 3, pp. 77-113 in *In Search of Respect*

12/10 (Mon) & 12/12 (Wed): Student Presentations

Final Exam
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:

1. Name of Department or Program: ENGLISH

2. Contact information of proposer(s):
   Name(s): Allison Pease
   Email(s): apease@jjay.cuny.edu
   Phone number(s): (212) 237-8565

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   LIT 230 Classical Literature

4. Current course description:

   A study of early or fundamental literature in a variety of cultures. Close readings and analysis of epics, lyrics, dramas, and sacred texts, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as heroism, divinity, sacrifice, duty, and justice.
   
   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201

5. Describe the nature of the revision:

   - Revised title
   - Revised course description
   - Revised learning outcomes

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 2012
6. Rationale for the proposed change(s):

To include LIT 230 in the CUNY Common Core we have updated the title, course description, prerequisites, and revised the learning outcomes to meet those of Category C: Creative Expression.

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

a. Revised course description:

Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

b. Revised course title: Expressions of the Living Past: Reading Ancient Worlds

c. Revised number of credits: n/a

d. Revised number of hours: n/a

e. Revised prerequisites: ENG 101

8. Enrollment in past semesters:

<table>
<thead>
<tr>
<th></th>
<th>F12</th>
<th>Sp12</th>
<th>F11</th>
<th>Sp11</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 230</td>
<td>811</td>
<td>615</td>
<td>733</td>
<td>804</td>
</tr>
</tbody>
</table>

9. Does this change affect any other departments?

_X___ No  _____ Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: September 13, 2012

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

Allison Pease

Approved by UCASC, Oct 12, prepared for College Council, Nov 20, 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>LIT 230</td>
</tr>
<tr>
<td>Course Title</td>
<td>Expressions of the Living Past: Reading Ancient Worlds</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>English</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Creative Expression</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>
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<td></td>
<td>□ Honors College</td>
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<td></td>
<td>□ Quantitative Reasoning</td>
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<tr>
<td></td>
<td>□ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>□ Other (specify):</td>
</tr>
</tbody>
</table>

### Catalogue Description

Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Syllabus

Syllabus must be included with submission, 5 pages max

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**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>
<tr>
<td></td>
<td>□ Scientific World</td>
</tr>
</tbody>
</table>
```
## C. Creative Expression

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

<table>
<thead>
<tr>
<th>Students will examine maps, classical texts, ancient art and artifacts, and contemporary films in order to gain insight into ancient cultures and ideas.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through group work, class discussion, mini-essays, and a written final exam, students will be asked repeatedly to evaluate evidence and arguments critically and analytically.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will write and revise ten short and three extended essays in which they will formulate arguments and use textual evidence to support conclusions.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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>Students will learn to look at and read ancient art, artifacts, epic poems and plays carefully to extract as much cultural information from them as possible.</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>Students will analyze and write about how past cultures conceived of various topics such as national identity, war, honor and heroism, justice and revenge, love and marriage, and funeral practices.</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>Through analysis of different media such as sculpture, maps, artwork, and literary texts, students will write about how meaning is created and how experience is conveyed.</td>
<td>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
</tr>
<tr>
<td>Through study of the composing and transmission of oral poetry and of the connections between poetry and the visual arts, students will learn how and why ancient poets and artists created their works.</td>
<td>• Demonstrate knowledge of the skills involved in the creative process.</td>
</tr>
<tr>
<td>Students will use podcasts as they tour the Metropolitan Museum to study connections between ancient poetry and art and will explore examples of Greek vase paintings online.</td>
<td>Use appropriate technologies to conduct research and to communicate.</td>
</tr>
</tbody>
</table>
Lit. 230 Expressions of the Living Past: Reading Ancient Worlds

Professor’s Name, Office, Contact Hours, Phone and Email to be announced

Course Description:

Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction, and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Learning Outcomes: After this course, students will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically and analytically
- Produce well-reasoned written and oral arguments using evidence to support conclusions
- 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 and the processes that created them
- Articulate how meaning is created in the arts 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.

Course Prerequisite: English 101

Requirements:

1. Read the assigned texts, not summaries of them. Always bring the text to class.
2. Debate, question, argue, comment in class discussion.
3. On the days listed in the syllabus, write in class 10-15-minute mini-essays on the reading due that day. These are ungraded and may be used in the papers written at home. Missing in-class writings or those that display no knowledge of the text will be counted against your grade.
4. Write three 3-4-page essays (at least 750 words), complete with quotations and other textual references. The first essay must be done in two stages, proposal/outline and later, the final version. You may revise and expand one or more of your mini-essays on the text(s) in question for these essays. There are four sets of topics for four different due dates, and you may choose any three. One essay MUST be written on a museum topic, using information you have gathered during a museum visit.
5. In a small group to be formed in class, present a dramatic reading in Week 6 of lines from specific books of the Iliad to be assigned in class. Comment in writing on the group's ability to work together.
6. Sometime before the first paper due date, visit the Metropolitan Museum with the Iliad podcast to take the Greek Art tour. You may also write your first essay using some of the material you gather on your visit. Or you can wait and visit the museum sometime before the last week of class with the Roman podcast to take the Roman Art tour. You may also write your third paper using the material you gather on your visit. Whichever tour you take, you must complete the appropriate museum handout.
7. Throughout the term, practice slow, careful looking at works of visual art and close reading of the assigned texts, making comparisons and noting contrasts where they occur.

7. Write the final exam.

8. ATTEND class regularly. More than 4 absences lowers your grade. Be on time so you don’t miss the in-class writings, which cannot be made up. Do not eat or drink in class, and turn off all electronic devices.

**Required Texts:** To be read in the order listed


Several short readings will also be on E-reserve in the college library or will be handed out in class.

**Grading:**

The three 3-4-page essays count for 30% of your final grade.

The mini-essays count for 30% of your final grade.

The group presentation in Week 6 counts for 10% of your final grade.

The museum visit counts for 10% of your final grade.

The final exam counts for 20% of your final grade.

Students who participate actively all term will have 1-3 points added to their final grade.

**Course Calendar:**

**Theme One: The Hero at War**

**Week 1:** Introduction to course: watch and discuss the film *Black Athena* on the debate over Egypt’s influence on the ancient Greeks; look at map of Homer’s world; lecture on Schliemann’s discoveries and creating oral poetry; read *Iliad*, books 1 & 3

**Week 2:** Read Iliad, books 4, 6, 9, 14 and 16. Write a mini-essay. Listen to introduction to ancient Greek drinking vessels, the symposium, and vase painting; look carefully at the example of Achilles binding Patroclus’ wounds (Berlin F7288).
Week 3: Read Iliad, books 18-22. Write a mini-essay. Look carefully at John Flaxman’s 19th century illustrations of the Iliad. Compare these with ancient vase paintings.

Week 4: Read Iliad 23-24. Write a mini-essay. In computer classroom, work in small groups on “Slow Looking at Vase Paintings of the Iliad.”

Week 5: Small groups dramatize selected lines from the Iliad. Topic and outline of the first paper due. Museum assignment explained. Read The Epic of Gilgamesh, the Introduction and then Tablets 1-5, pp. 1-34. Look at map of the ancient Near East, tablets written in cuneiform, Near Eastern animal art.

Week 6: Read Gilgamesh, Tablets 6-11, pp. 35-89. Write a mini-essay. Hand in the first paper.

Week 7: Read Virgil’s Aeneid, books 1, 2, 4 and 6. Write a mini-essay. Examine a map of the ancient Roman Empire and the Bernini sculpture of Aeneas fleeing Troy. Look carefully at the “Prima Porta” statue of Augustus Caesar. Listen to Dido’s lament from Purcell’s Dido and Aeneas.

Week 8: Write a mini-essay comparing/contrasting Achilles and Aeneas. Read Pericles’ Funeral Oration from Thucydides’ History (on E-reserve). Look at ruins of the Parthenon. Compare Pericles’ ideas on a national identity with those presented in the Iliad and the Aeneid. Discuss how people present themselves as a nation through their warfare, their heroes, and their funeral practices, citing the Iliad, Gilgamesh, and the Aeneid.

Theme Two: Crime and Punishment

Week 9: In Sophocles’ Theban Plays, read Oedipus Tyrannus. Lecture and illustrations on the ancient Greek theater and theater practice. Write a mini-essay.

Week 10: With your small-group members, dramatize one scene from Oedipus Tyrannus. Write a mini-essay. On E-reserve, read selection from Aristotle’s Poetics on his theory of plot. Watch parts of a modern film (Minority Report) and observe Aristotle’s theory of plot within it.

Week 11: In Sophocles’ Theban Plays, read Oedipus at Colonus. Watch scenes from the modern adaptation The Gospel at Colonus. Write a mini-essay. Hand in the second paper. Start reading Euripides’ Medea. On E-reserve read Chap. 1 of Rena Fraden’s Imagining Medea which presents an adaptation of Medea developed by incarcerated women.

Week 12: Finish reading Medea. With your small-group members, dramatize one scene from the play. Read. Write a mini-essay.

Theme Three: Love, Beauty, and Sex

Week 13: Read anonymous Egyptian love poems and the poems of Sappho, handouts. Listen to lecture on fragments from the past. Look carefully at Sappho mss and some Greek sculpture of Aphrodite (Venus) with missing parts. Read the 20 poems of Catullus on E-reserve. Write a mini-essay. Make a list of characteristics of love and beauty seen in the poems of Sappho and Catullus.

Week 14: Read selections from Ovid’s The Art of Love, handout. Bring in a modern song of love that recalls Sappho, Catullus, and/or Ovid and displays characteristics of love or beauty noted by these poets. Write a mini-essay. Look carefully at paintings of Venus by Italian Renaissance artist (Botticelli, Veronese, Titian, etc.), and compare to the Greek sculpture. Discuss how the idea of beauty changes through the ages. Review for final exam.

Week 15: Final Exam
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: Sept 18, 2012

1. Name of Department or Program: English

2. Contact information of proposer(s):

   Name(s): Allison Pease
   Email(s): apeare@jjay.cuny.edu
   Phone number(s): (212) 237-8565

3. Current number, title, and abbreviated title of course: LIT 232 Modern Literature

4. Current course description:

   A study of literature from the 18th century to the present. Close readings and analysis of fiction, drama and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as reason, freedom, idealism, materialism and alienation.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 102 or ENG 201

5. Describe the nature of the revision:
   - Revised title
   - Revised course description
   - Revised learning outcomes
   - Revised prerequisites

6. Rationale for the proposed change(s):
To include LIT 232 in the Flexible Core we have updated the title, course description and
prerequisites, and revised the learning outcomes to meet those of category C Individual and Society.

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

   a. Revised course description:

   Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

   b. Revised course title: Breaking with Tradition: Reading the Modern World

   c. Revised number of credits: n/a

   d. Revised number of hours: n/a

   e. Revised prerequisites: ENG 101

8. Enrollment in past semesters:

<table>
<thead>
<tr>
<th>SP12</th>
<th>F11</th>
<th>SP11</th>
<th>F10</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 232</td>
<td>768</td>
<td>753</td>
<td>702</td>
</tr>
</tbody>
</table>

9. Does this change affect any other departments?

   ___X___ No  _______ Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: September 13, 2012

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

   Allison Pease
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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LIT 232</td>
</tr>
<tr>
<td>Course Title</td>
<td>Breaking with Tradition: Reading the Modern World</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>Literature</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>n/a</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.</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 ☑ 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 course assignments and activities that will address the learning outcomes in the right column.

<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>
<tr>
<td>Students will read and analyze literary texts of different genres and authors in order to gain insight into the relationship between individual and society in modern cultures.</td>
<td>● Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Through group work, class discussion, and a variety of writing assignments and/or exams, students will be asked repeatedly to evaluate evidence and arguments critically and analytically.</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will write several essays in which they will formulate arguments and use evidence to support conclusions.</td>
<td>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

|  |
|--------------------------|---|
| Students will read and analyze literary texts, applying the concepts and methodologies of literary study as they examine the way the relationship between the individual and society is conceptualized. | ● 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. |
| Through analysis of a variety of literary texts and genres, students will gain perspective on the way issues of gender, race, and class affect personal identity and individual values and choices. | ● 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. |
| Through analysis of a variety of literary texts and genres, students will gain perspective on modern responses, both individual and collective, to issues of gender, race, class, identity, and personal and cultural history. | ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
SYLLABUS
BREAKING WITH TRADITION: READING THE MODERN WORLD

Lit 3XX Section X
Professor XXX
Office: 7.65.24 NB
Office Hours: Wednesday 10:30-1:30 and by appointment
646-557-4408
xyzyz@jjay.cuny.edu

Course Description:

Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This specific iteration of Reading the Modern World will examine the divergent literary production of Modern writers both in Europe and globally. We will discuss the different social, psychic, and philosophical trajectories taken in Modern literature. We will begin with three theoretical inquiries: what does it mean to be a “Modern” writer and individual? How do Modern writers explore issues of justice, violence, identity, and the relationship between individual and society through literature? Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Course Learning Outcomes:
Students will:

- Identify and apply the fundamental concepts and methods of literary studies exploring the relationship between the individual and society.
- 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.

Course Pre-requisites
Eng. 101

Requirements/Course Policies:

- 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 three short papers, and one final paper 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 come 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.

**Required Texts:**


Soyinka, Wole. *Death and the King’s Horsemen*. New York: W.W. Norton & Company,


**Grading:**

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 10%
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
90% of your final grade.

**Notable Due Dates:**

Week Three: Paper #1 Due – 5 pages.
Week Seven: Paper #2 Due – 5 pages.
Week Eleven: Paper #3 Due – 5 pages.
Week Fifteen: Final Exam.
College Wide Policies for Undergraduate Courses

A. Incomplete Grade Policy


B. Extra Work During the Semester


C. Americans with Disabilities Act (ADA) Policies


Statement of the College Policy on Plagiarism


READING SCHEDULE

Introduction: Reading, Identity, and the Imagination

Week One: Imaginative Flights; Interior Projections


Week Two: Lyricism in/of Nature


Week Three: Apocalyptic Landscapes


Class Six: *Wuthering Heights* - Volume II Chapters 1-10.
Week Four: Narrative Desires: Love, Death, and Renewal

Class Seven: *Wuthering Heights* - Volume II Chapters 11-16.


Week Five: Geographies of Race

Class Eight: *Heart of Darkness* – Part One.

Class Nine: *Heart of Darkness* – Part Two.

Week Six: Dissolution of the Self

Class Ten: *Heart of Darkness* – Part Three.

Class Eleven: *Heart of Darkness* – Conclusion.

Week Seven: The Invisible Violence of Everyday Life

Class Twelve: *The Trial* - pgs. 3-90.

**Paper #2 Due 5 pages.**

Class Thirteen: *The Trial* - pgs. 91-120.

Week Eight: States of Exception

Class Fourteen: *The Trial*, pgs. 121-175.

Class Fifteen: *The Trial* – pgs. 176-231.

Week Nine: Afro-Religious Sensibilities: Community and the Individual

Class Sixteen: *Death and the King’s Horsemen* – Act I.

Class Seventeen: *Death and the King’s Horsemen* – Act II.

Week Ten: To Live in Death

Class Eighteen: *Death and the King’s Horsemen* – Act III-IV.

Class Nineteen: *Death and the King’s Horsemen* – Act V.

Week Eleven: Languages without Tongues

Class Twenty: *Foe* – pgs. 5-50.

**Paper #3 Due 5 pages.**

(This paper will address LO: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. It will
ask students to analyze Death and the King’s Horsemen with a particular focus on imperialism/decolonization)

Class Twenty-One: *Foe* – pgs. 51-80.

**Week Twelve: Hy-stories**

Class Twenty-Two: *Foe* – pgs. 81-130.


**Week Thirteen: The Opacity of Silence**

Class Twenty-Four: *The God of Small Things* – pgs. 3-83.

Class Twenty-Five: *The God of Small Things* – pgs. 84-147.

**Week Fourteen: De/generative Currents**


**Week Fifteen: Disidentifications**


Class Thirty: Concluding Remarks

**Final Exam** (This exam will address LO: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. It will ask students to analyze aspects of *Death and the King’s Horsemen, Foe, and The God of Small Things*; specifically as differing literary responses to ationalism/decolonization/globalization)
Course Revision Form

Date Submitted:

1. Name of Department or Program: ENGLISH

2. Contact information of proposer(s):
   Name(s): Allison Pease
   Email(s): apease@jjay.cuny.edu
   Phone number(s): (212) 237-8565

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   
   LIT 233 American Literature

4. Current course description:
   
   A study of American literature from its beginnings to the present. Close readings and analysis of American fiction, poetry, drama and nonfiction, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as liberty, individualism, utopianism, race and success.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201

5. Describe the nature of the revision:

   • Revised title:
   • Revised course description:
   • Revised learning outcomes:
   • Revised prerequisites

6. Rationale for the proposed change(s):

   To include LIT 233 in the new gen ed we have updated the title and course description and revised the learning outcomes to meet those of U.S Experience in its Diversity.

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

This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

b. Revised course title: **American Stories**

c. Revised number of credits: n/a

d. Revised number of hours: n/a

e. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters:

<table>
<thead>
<tr>
<th></th>
<th>F12</th>
<th>S12</th>
<th>F11</th>
<th>S11</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 233</td>
<td>566</td>
<td>617</td>
<td>550</td>
<td>655</td>
</tr>
</tbody>
</table>

9. Does this change affect any other departments?

  _X____ No           _____ Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: Sept 13, 2012

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

  **Allison Pease**
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>
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<th>College</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LIT 233</td>
</tr>
<tr>
<td>Course Title</td>
<td>American Stories</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>Literature</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>
</tbody>
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Catalogue Description: This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Sample Syllabus: Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

- [ ] current course  
- [ ] revision of current course  
- [ ] 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>
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<td>Mathematical and Quantitative Reasoning</td>
<td>X 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>
<tr>
<td></td>
<td>[ ] Scientific World</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.
### B. U.S. Experience in its Diversity

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

<table>
<thead>
<tr>
<th>Students will read multiple literary texts of different genres, written by different authors.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through class discussion, informal writing assignments and formal papers, students will repeatedly evaluate evidence and provide their own analysis of the course texts.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Through class discussion, informal writing assignments and formal papers, students will continuously practice creating well-reasoned arguments based on analysis of evidence and presentation of the facts.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will read US literature in multiple genres from a range of perspectives and cultures. They will write short papers in which they identify critical questions about the literature and the perspectives offered by texts.</th>
<th>• 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze how notions of American belonging structure social, political and cultural equality for various groups in the USA.</td>
<td>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
</tr>
<tr>
<td></td>
<td>• Explain and evaluate the role of the United States in international relations.</td>
</tr>
<tr>
<td></td>
<td>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
<tr>
<td>Students will analyze the literatures concerned with the struggle for important US social justice movements such as the abolitionist movement, the suffragettes, the civil rights movement, and/or the gay rights movement. Students will also be alerted to, and learn to understand how race, ethnicity, class, gender, sexual orientation, belief or other forms of social differentiation affect literary narrative, perception, and analysis.</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
LIT 233: American Stories

Professor and contact info to be determined

Course Description

This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This particular version of LIT 233 will begin with the question “what is an American?” We will examine the literature from three historical periods to help us answer this question: the Revolutionary period, the Antebellum period and the post WWI period.

Required Text

_The Heath Anthology of American Literature, Concise edition, 5th ed._
ISBN: 061854240X
Sinclair Lewis, _Babbitt_.

Learning Outcomes

Students will:

- Identify and apply the fundamental concepts and methods of literary and cultural studies to exploring the U.S. experience in its diversity, primarily in U.S. literature and related media.
- 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
- Differentiate multiple perspectives on the same subject

Performance Outcomes [qualifying this course as an CUNY English Major gateway course]

Students will:

- Be able to respond proficiently in writing (i.e. per the outcomes for “A”) to literary works;
- Display familiarity with literary works by a variety of authors in a variety of genres;
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other;
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work;
Demonstrate an understanding of the role of context in determining meaning.

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reading quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>5-page paper</td>
<td>20%</td>
</tr>
<tr>
<td>5-page paper</td>
<td>20%</td>
</tr>
<tr>
<td>5-page paper</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Attendance

Because I value participation and because students who do not attend regularly and on time tend to do poorly, I expect you to be present and punctual. Attendance is your responsibility. If you miss more than 4 classes you will automatically fail the course.

Texts

Please bring the reading for the day to class. You may not use electronic texts on your cell phone. Laptops, tablets, and other e-readers are permitted. However, if I discover that people are using such things for purposes unrelated to class I will rescind this permission.

Students With Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 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

Plagiarism and cheating are violations of CUNY’s policy on academic integrity: (http://www1.cuny.edu/portal Ur/content/2004/policies/image/policy.pdf).

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

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. Paraphrasing, summarizing, 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.
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. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

*Continued enrollment in this course indicates that you have read and agreed to abide by all the policies stated above.

N.b. The following is a tentative schedule and subject to change.

**Week 1: What is An American?**
1) Introduction to the course
2) Crevecoeur, “What is an American?”

**Week 2: Revolutionary Fervor**
2) Jefferson, “The Declaration of Independence”

**Week 3: Troubling Antecedents**
1) Franklin, “Remarks Concerning the Savages of North America.”
2) Handsome Lake, “How America Was Discovered.”

**Week 4: Voices from the Margins**

**Week 5: Post Revolutionary Discontent**
2) Walker, from *David Walker’s Appeal.*

**Week 6: Antebellum Agitation**
1) Thoreau, “Resistance to Civil Government”
2) Garrison, from *The Liberator.* DUE PAPER 1

**Week 7: Midterm**
1) Midterm review
2) In-class midterm *(Exam will ask students to analyze the changes wrought during the revolutionary period from multiple points of view.)*

**Week 8: The Slave Narrative**
1) Douglass, from “Narrative in the Life…”
2) Jacobs “Incidents in the Life of a Slave Girl”

**Week 9: War and Reunion**
1) Lincoln, “The Gettysburg Address”
2) Whitman “When Lilacs Last in the Dooryard Bloomed”
Week 10: America North and South
   1) Faulkner, “Barn Burning”
   2) Millay, “Euclid alone has looked on Beauty bare” “Love is not all: it is not meat nor drink” “The Return” “Justice Denied in Massachusetts” DUE: PAPER 2

Week 11: Lost Generations
   1) Wharton, “Valley of Childish Things”
   2) Hemingway, “Hills Like White Elephants”

Week 12: The Middle-West
   1) Lewis, Babbitt Chapters I-XI
   2) Lewis, Babbitt, Chapters XII-XVII

Week 13: The Culture of Conformity
   1) Lewis, Babbitt, Chapters XVIII-XXX
   2) Lewis, Babbitt, XXXI-XXXVI

Week 14: The New Negro Renaissance
   1) Hurston, Sweat

Week 15: Western Visions
   1) Cather, “Wagner Matinee”
   2) Final paper review

   • FINAL PAPER DUE: TBA
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: 8/13/12

1. Name of Department or Program: History

2. Contact information of proposer(s):
   - Name(s): Matthew Perry
   - Email(s): mperry@jjay.cuny.edu
   - Phone number(s): 237.8814

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   - HIS 203  Global History: Prehistory to 500 CE     HISTORY TO 500

4. Current course description:
   This course introduces students to critical themes and events in global history that occurred before 500CE. Students consider the major religious movements of the period, the changing meanings of civilization and empire, the emergence of evidence-based thought and systematized reason as alternatives to faith, and the defining cultural collisions and interactions of this long historical epoch. Civilizations and locations covered include Egypt, Mesopotamia, sub-Saharan Africa, India, China, and Europe. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.
   
   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201

5. Describe the nature of the revision: Change course title, change prerequisite

6. Rationale for the proposed change(s): The history faculty wanted to make the title more straightforward.
Change in prerequisite makes the course a better fit for the new GenEd model.

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

   a. Revised course description: N/A

   b. Revised course title: The Ancient World

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): THE ANCIENT WORLD

   d. Revised learning outcomes:

   In this course, 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 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.

   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: 900

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 _XX_  If yes, please indicate the area:

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

   **Flexible Core:**

   | A. World Cultures and Global Issues | XX |

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Please explain why and how this course fits into the selected area:

This is a global history course focusing on non-US cultures.

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

- Every semester _XX__ Number of sections: _2___
- Fall semesters only _____ Number of sections: ______
- Spring semesters only _____ Number of sections: ______

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 8/1/12

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

Allison Kavey, 8/13/12
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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>HIS 203</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Ancient World</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</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>N/A</td>
</tr>
</tbody>
</table>

Catalogue Description: This course introduces students to critical themes and events in global history that occurred before 500CE. Students consider the major religious movements of the period, the changing meanings of civilization and empire, the emergence of evidence-based thought and systematized reason as alternatives to faith, and the defining cultural collisions and interactions of this long historical epoch. Civilizations and locations covered include Egypt, Mesopotamia, sub-Saharan Africa, India, China, and Europe. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

Sample Syllabus: Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☑ current course ☐ revision of current course ☐ 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.)

Required
☐ English Composition
☐ Mathematical and Quantitative Reasoning
☐ Life and Physical Sciences

Flexible
☒ World Cultures and Global Issues
☐ US Experience in its Diversity
☐ Creative Expression
☐ Individual and Society
☐ Scientific World

Learning Outcomes:

In the left column explain the course assignments and activities 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 addition to reading texts written by contemporary scholars, students will also consider evidence from different cultures and/or analyze primary source documents incorporating diverse perspectives. In the sample course, both essays and exams will require students to explicate and evaluate passages from the assigned primary source documents.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course assignments require students to evaluate ideas, events, and beliefs within their historical contexts. In the sample course, students will read and evaluate primary source documents from diverse world cultures on topics such as religious belief, law and justice, social status and gender roles, and cross-cultural exchange. Students will also locate these primary source documents in their historical contexts (as established by lectures and the textbook) and assess their contribution to the historical narrative.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Assignments (essays and exams) will require students to evaluate evidence in order to support conclusions. In the sample course, students will craft arguments that evaluate and compare the beliefs, assumptions, and goals of historical authors using evidence from primary source documents.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</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:

| Students will contextualize evidence in the historical narrative and explain how this evidence contributes to our understanding of the past (and its significance). Assessment of these disciplinary skills will occur both in class discussions and in course assignments. In the sample course, students will analyze and compare primary source documents in order to craft arguments that evaluate and compare the beliefs, assumptions, and goals of historical authors. Students will also locate primary source documents in their historical contexts (as established by lectures and the textbook) and assess their contribution to the historical narrative. | • 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 primary source documents and/or secondary scholarship that reveal diverse points of view. Students will demonstrate their awareness of these diverse points of view both in class discussions and in course assignments. In the sample course, students will examine cultural differences and similarities, and the influence of cross-cultural exchange. They will examine diverse points of view on topics such as political administration, law and social order, social status and gender roles, the value of trade and cross-cultural exchange, and the role of religion. The first essay asks students to compare attitudes toward law and justice or the relationship between gods and humans as evidenced in primary source documents from different cultures (The Epic of Gilgamesh, the Code of Hammurabi, the Tale of the Eloquent Peasant, the Iliad). In the second essay, students will compare attitudes toward good governance, the relationship between religion and politics, or the role of women in documents from different cultures (Han Feizi, Confucius, Ban Zhao, the Book of Samuel, the Shu Jing, Musonius Rufus). On the exams, students will be asked to explain various factors shaping cross-cultural exchange and the creation of common cultures, including the rise of agriculture, climate change, the creation of large multi-ethnic empires, the development of universal religions, and the establishment of long-distance trade. | • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| This course explores the history of several non-us societies. Students will demonstrate understanding of the historical development of these societies in class discussions and in course assignments. In the sample course, students will analyze the rise of influential cultural communities in Southwest Asia and the Mediterranean Region, East Asia, South Asia, Sub- | • Analyze the historical development of one or more non-U.S. societies. |
Saharan Africa, Mesoamerica, and the Andean Region. Students will demonstrate their knowledge on quizzes and exams by identifying key individuals, objects, and concepts, and by answering questions about the historical development of these regions.

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<tbody>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</td>
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<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></td>
</tr>
<tr>
<td>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
<td></td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice, CUNY  
899 Tenth Avenue, New York, NY 10019

The Ancient World  
HIS 203 Spring 2012

Professor Matthew Perry  
Office: 8.65.14 New Building  
E-mail: mperry@jjay.cuny.edu  
Office Phone: 212.237.8814

Office Hours: Monday/Wednesday  
(also by appointment)

Course Prerequisite: ENG 101

Course Description: This course will introduce students to the forces and events that shaped early cultures throughout the world. Students will examine the political, social, and cultural structures that allowed for the growth of diverse civilizations, and the global implications of such transformations.

Course 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 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.

Course Requirements: The following requirements will determine students’ final grades:

Midterm (20%): The midterm will consist of a map exercise, term identifications, and short answer/essay questions based on assigned readings (textbook, primary source documents) and class activities (lectures, discussions, exercises, etc.). The midterm is scheduled for Monday, March 19.

Final Exam (30%): A longer, more comprehensive exam in the same general format as the midterm. Students must take the final exam at the time/date specified by the John Jay Final Examination schedule.

Quizzes (20%): There will be thirteen multiple-choice style quizzes, out of which the ten highest grades will contribute to students’ final course grade. Quizzes will be given at the beginning of class every Monday (as well as Wednesday, February 15 and Wednesday, February 22) and will test students on the week’s reading assignment (the assignment due that Monday and the assignment due the previous Wednesday). Since the three lowest quiz grades are automatically dropped, there will be no make-up quizzes given.

Essays (30%): Students will complete two 3-4 page essays on specific prompts that address primary source documents. The essay prompts will ask students to ascertain, evaluate, and compare the beliefs, assumptions, and goals of historical authors as represented in the assigned documents. Essays will be due in class on Wednesday, March 7 and Wednesday, May 9. Students will submit an electronic copy of their final essay draft to Turnitin.com and a paper copy to the instructor in class.
Policy on Cheating and Plagiarism: A STUDENT WHO CHEATS OR PLAGIARIZES WILL AUTOMATICALLY FAIL THE ASSIGNMENT AND POSSIBLY THE ENTIRE COURSE.

Plagiarism is theft, and thus a serious academic offense (see official John Jay policy on page 9 of this syllabus). It is the failure to give credit to the source of ideas or words that are not one’s own; it is the copying of passages without attribution of the printed or online source; it is the insertion of someone else’s phrases or sentences—perhaps with small changes in vocabulary—into an essay and not supplying the name of the author and a set of quotation marks around the material; it is the downloading of part or all of an essay from the internet and presenting it as one’s own original work. It is also considered a form of plagiarism to turn in work that you have completed for another course or to copy from another student’s quiz/exam. ASK FOR GUIDANCE IF YOU ARE UNCLEAR ABOUT WHAT CONSTITUTES PLAGIARISM.

Required Text:

Schedule and Readings:
- Students should bring the World Together, Worlds Apart textbook and the assigned primary source document to every class.
- All “Primary Source” texts can be found on Blackboard in the “Course Documents” section.

Week 1
Mon. Jan. 30  Introduction

<table>
<thead>
<tr>
<th>Part 1: Becoming Human</th>
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</thead>
<tbody>
<tr>
<td>Wed. Feb. 1  Development and Migration of Early Humans</td>
</tr>
<tr>
<td>Reading Assignment: WTW A pp. 3-23</td>
</tr>
</tbody>
</table>

Week 2
Mon. Feb. 6  Food Supply: The Agricultural Revolution
     Reading Assignment: WTW A pp. 24-36

Quiz #1 (on WTW A pp. 3-36)

Wed. Feb. 8  Agriculture and Revolutions in Social Organization
     Reading Assignment: WTW A pp. 36-40
     Primary Source: Epic of Gilgamesh Section 1

Week 3
Mon. Feb. 13  [NO CLASS- Lincoln’s Birthday]

<table>
<thead>
<tr>
<th>Part 2: Rivers, Cities, and First States (4000-2000 BCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Feb. 15  First States in Mesopotamia</td>
</tr>
<tr>
<td>Reading Assignment: WTW A pp. 43-58</td>
</tr>
<tr>
<td>Primary Source: Epic of Gilgamesh Section 2</td>
</tr>
</tbody>
</table>

Quiz #2 (on WTW A pp. 36-58 and Epic of Gilgamesh Sections 1 and 2)
### Week 4

**Mon. Feb. 20**  
[NO CLASS- Presidents’ Day]

**CLASS MEETS ON TUESDAY FEBRUARY 21**

**Tues. Feb. 21**  
First States in the Indus River Valley and Egypt  
Reading Assignment: *WTWA* pp. 58-70  
Primary Source: *Hymn to the Nile River*

**Wed. Feb. 22**  
Riverine Cultures in East Asia  
Reading Assignment: *WTWA* pp. 71-83

**Quiz #3 (on WTWA pp. 58-83 and Hymn to the Nile River)**

### Week 5

**Mon. Feb. 27**  
Nomads and Territorial States I: Egypt  
Reading Assignment: *WTWA* pp. 85-95  
Primary Source: *The Code of Hammurabi* Section 1

**Quiz #4 (on WTWA pp. 85-95 and The Code of Hammurabi Section 1)**

**Wed. Feb. 29**  
Nomads and Territorial States II: Southwest Asia and the Indus River Valley  
Reading Assignment: *WTWA* pp. 96-106  
Primary Source: *The Code of Hammurabi* Section 2

### Week 6

**Mon. Mar. 5**  
Nomads and Territorial States III: East Asia and World Microsocieties  
Reading Assignment: *WTWA* pp. 106-122  
Primary Source: *Hymns from the Rig Veda*

**Quiz #5 (on WTWA pp. 96-122, The Code of Hammurabi Section 2, and Rig Veda)**

### Part 4: First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE

**Wed. Mar. 7**  
The Neo-Assyrian Empire  
Reading Assignment: *WTWA* pp. 125-135

**Essay #1 Due**

### Week 7

**Mon. Mar. 12**  
The Persian Empire and Mediterranean Cultures  
Reading Assignment: *WTWA* pp. 135-147  
Primary Source: *Hebrew and Persian Religious Texts*

**Quiz #6 (on WTWA pp. 125-147 and Hebrew and Persian Religious Texts)**

**Wed. Mar. 14**  
Vedic States and the Early Zhou Empire  
Reading Assignment: *WTWA* pp. 147-159

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Primary Source: *Shu Jing (The Classic of History)*

**Week 8**
Mon. Mar. 19  **MIDTERM**

**Part 5: Worlds Turned Inside Out, 1000-350 BCE**

Wed. Mar. 21  Warring States and Philosophical Thought in Zhou China  
Reading Assignment: *WTWA* pp. 161-173  
Primary Source: Confucius, *Analects*

**Week 9**
Mon. Mar. 26  Challenges to Political and Religious Authority in South Asia  
Reading Assignment: *WTWA* pp. 173-182  
Primary Source: *Setting in Motion the Wheel of the Law*

**Quiz #7 (on *WTWA* pp. 161-182, Confucius, *Analects*, and *Wheel of the Law*)**

Wed. Mar. 28  Building Communities: Religion and Culture in Africa and the Americas  
Reading Assignment: *WTWA* pp. 182-190

**Week 10**
Mon. Apr. 2  Political and Philosophical Thought in Ancient Greece  
Reading Assignment: *WTWA* pp. 190-200  
Primary Source: Thucydides, *History of the Peloponnesian War*

**Quiz #8 (on *WTWA* pp. 182-200 and Thucydides, *Peloponnesian War*)**

**Part 6: Shrinking the Afro-Eurasian World, 350 BCE-250 CE**

Wed. Apr. 4  Alexander the Great and the Spread of Hellenism  
Reading Assignment: *WTWA* pp. 203-216  
Primary Source: *Hellenistic Documents*

**SPRING BREAK: FRIDAY, APRIL 6 TO SUNDAY, APRIL 15**

**Week 11**
Mon. Apr. 16  Converging Ideas in Central and South Asia  
Reading Assignment: *WTWA* pp. 216-228  
Primary Source: Aśoka, *Rock and Pillar Edicts*

**Quiz #9 (on *WTWA* pp. 203-228, *Hellenistic Documents*, and *Rock and Pillar Edicts*)**

Wed. Apr. 18  Trade: The Silk Road and Indian Ocean Routes  
Reading Assignment: *WTWA* pp. 228-238

**NOTE: Thursday, April 19 is the last day to withdraw from the course without academic penalty.**

**Part 7: Han Dynasty China and Imperial Rome, 300 BCE – 300 CE**

**Week 12**
Mon. Apr. 23  Qin Unification of China
Reading Assignment: *WTWA* pp. 241-249
Primary Source: Ban Zhao, *Lessons for Women* Section 1

**Quiz #10 (on *WTWA* pp. 228-249 and Ban Zhao, *Lessons for Women* Section 1)**

**Week 13**

**Mon. Apr. 30**  
The Roman Empire I  
Reading Assignment: *WTWA* pp. 250-267  
Primary Source: Aelius Aristides, *To Rome*

**Quiz #11 (on *WTWA* pp. 250-270, *Lessons for Women* Section 2, and *To Rome*)**

**Wed. May 2**  
The Roman Empire II  
Reading Assignment: *WTWA* pp. 270-278  
Primary Source: Paul of Tarsus, *Epistle to the Romans*

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**Part 8: The Rise of Universal Religions, 300-600 CE**

**Week 14**

**Mon. May 7**  
The Rise and Spread of Christianity  
Reading Assignment: *WTWA* pp. 281-294  
Primary Source: *The Gospel of Thomas* (excerpts)

**Quiz #12 (on *WTWA* pp. 270-294, *Epistle to the Romans*, and *Gospel of Thomas*)**

**Wed. May 9**  
The Crossroads of Asia  
Reading Assignment: *WTWA* pp. 294-306

**Essay #2 Due**

**Week 15**

**Mon. May 14**  
Religion and Faith in East Asia, Africa, and the Americas  
Reading Assignment: *WTWA* pp. 306-318

**Quiz #13 (on *WTWA* pp. 294-318)**

**Wed. May 16**  
[NO CLASS- Reading Day]

**Final Exam Schedule**

<table>
<thead>
<tr>
<th>Section</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 (MW 8:00-9:15 AM)</td>
<td>Mon. May 21 8:00 AM to 10:00 AM</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
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: 8/13/12

1. Name of Department or Program: History

2. Contact information of proposer(s):
   
   Name(s): Matthew Perry  
   Email(s): mperry@jjay.cuny.edu  
   Phone number(s): 237.8814

3. Current number, title, and abbreviated title of course:  
   (Abbreviated title can be found on SIMS)
   
   HIS 204   Global History: 500-1650 CE   HISTORY 500-1650

4. Current course description:

   This course introduces students to the global events, intellectual preoccupations, and institutions that defined the historical period between 500 and 1650. Geographic coverage includes Africa, India, China, Europe, and the Americas; topics covered may include Islam, Catholicism, the Reformation, the roots of nation-states as political units, the growth of market economies, colonialism, cultural contact, and competing ways for making sense of the world. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201

5. Describe the nature of the revision: Change course title, change prerequisite

6. Rationale for the proposed change(s): The history faculty wanted to make the title more straightforward. Change in prerequisite makes the course a better fit for the new GenEd
model.

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

   a. Revised course description: N/A

   b. Revised course title: The Medieval World

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): THE MEDIEVAL WORLD

   d. Revised learning outcomes:

   In this course, 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 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.

   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: 900

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 _XX__  If yes, please indicate the area:

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

   **Flexible Core:**

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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
C. Creative Expression  
D. Individual and Society  
E. Scientific World

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

This is a global history course focusing on non-US cultures.

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>XX</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: _2_

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 8/1/12

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

Allison Kavey, 8/13/12
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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>HIS 204</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Medieval World</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</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>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course introduces students to the global events, intellectual preoccupations, and institutions that defined the historical period between 500 and 1650. Geographic coverage includes Africa, India, China, Europe, and the Americas; topics covered may include Islam, Catholicism, the Reformation, the roots of nation-states as political units, the growth of market economies, colonialism, cultural contact, and competing ways for making sense of the world. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>Sample Syllabus</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>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 course assignments and activities 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 addition to reading texts written by contemporary scholars, students will also consider evidence from different cultures and/or analyze primary source documents incorporating diverse perspectives. In the sample course, the writing assignments and class presentations will require students to acquire and assess information from scholarly texts and primary source documents.</th>
<th>● Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course assignments require students to evaluate ideas, events, and beliefs within their historical contexts. In the sample course, students will read and evaluate scholarly texts discussing diverse world cultures and global issues such as long distance trade, the Crusades, and the spread of universal religions. Students will also evaluate primary source documents and assess their contribution to the historical narrative.</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Writing assignments will require students to evaluate evidence in order to support conclusions. In the sample course, students will craft arguments that evaluate primary and secondary sources in order to assess the historical significance of events such as Imperial Confucianism, the cultural influence of Islam, the Mongol conquests, and trade along the Swahili coast.</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:

<p>| Students will contextualize evidence in the historical narrative and explain how this evidence contributes to our understanding of the past (and its significance). Assessment of these disciplinary skills will occur both in class discussions and in course assignments. In the sample course, students will analyze primary and secondary sources in order to craft arguments about the significance of historical events. Students will also locate primary source documents in their historical contexts and assess their contribution to the historical narrative. | ● 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 primary source documents and/or secondary scholarship that reveal diverse points of view. Students will demonstrate their awareness of these diverse points of view both in class discussions and in course assignments. In the sample course, students will examine cultural differences and similarities, and the influence of cross-cultural exchange. They will examine diverse points of view on topics such as political administration, law and social order, the value of trade and cross-cultural exchange, and the role of religion. Writing assignments will ask students to assess differing views on global events/topics such as the spread of Islam, the rise of trade along the Swahili coast, the Crusades, and the Mongol conquests. | ● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| This course explores the history of several non-us societies. Students will demonstrate understanding of the historical development of these societies in class discussions and in course assignments. In the sample course, students will analyze the historical development of various medieval cultures, including the Islamic Caliphate(s), the Mongol Empire, Tang and Song China, and the Swahili coast. Students will demonstrate their knowledge in writing assignments by answering questions about the historical development of these regions. | ● Analyze the historical development of one or more non-U.S. societies. |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
</tr>
</tbody>
</table>
History 204: Global History from 500-1650
Instructor: Allison Kavey

Contact: akavey@jjay.cuny.edu

Office Hours: Mondays and Wednesdays after class and by appointment

This course introduces students to significant themes and events in global history from 500-1650. We will be using the ideas of dark ages, conquest, and contact to make sense of this incredibly rich period of history. Traversing the globe through religious conflict, trade routes, and intellectual currents, we will develop a narrative about global history that explains the notions of statecraft, nation, religion, and imperialism that defined the modern world.

Required Texts: available at the bookstore or on Amazon.com.


Primary Sources will be posted on Blackboard for every class with full citation information. Please make sure to either have your paper or electronic copy for our discussion.

Means of Assessment:

5 papers: 75%

2 presentations and class participation (actual participation, not simple attendance): 25%

Rules of the course:

You will not learn anything from this class if you do not read the required assignments and participate in class. All papers are due electronically and must be double-spaced, 12 point type, required length, and submitted by the end of class. Participation in class discussions and completion of all assignments will earn you full marks for this course. You will be required to do to class presentations on the assigned readings. Should you be out of class on the day of that presentation for any reason, you must email me the written text of your presentation before class. That is the only way you will receive credit for the assignment. If you are concerned about your progress or have any questions about the readings, assignments, or history in general, please come to my office hours! If you cannot make it to office hours, please make an appointment to meet at another time. I cannot help you if I do not know you need help.

Plagiarism Statement:
The College policy on plagiarism reads: ‘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. Paraphrasing, summarizing, 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.’


All cases of plagiarism will result in an F for that assignment. Any second offenses will be reported to the Dean of Undergraduate Studies and may result in your dismissal from the College. Please do not plagiarize.

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

Course Learning Outcomes:
In this course, 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 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.

Week One: The Fall of the Tang dynasty and the Rise of the Song dynasty.
8/27: Introduction; what was the world like in 500 and how do historians approach their work?

8/29: The imperial strategies that caused the fall of the Tang dynasty

Week Two

9/3: Labor Day, no class

9/5: Confucian ruling principles in the Song dynasty as an antidote to Tang abuses.


Week Three

9/10: Song China after the first three emperors, or how Confucian principles maintained the empire even under weak rulers.

Read: Dieter Kuhn, *The Age of Confucian Rule*, (Cambridge, MA: Belknap Press of Harvard University Press) 2005, ch. 3 and 4. These chapters address the continuation of Confucian principles in the Song dynasty, even under weak emperors, the struggles in the north, and the importance of the civil service in running a coherent empire.

9/12: Movable type and the importance of inexpensive books in the success of spreading Confucian literacy and thus ensuring the success of the civil service expansion and the broader principles of the Song dynasty.


Week Four

9/17: No class

9/19: China and paper review; please bring a draft of your introduction to class. We will be working together to strengthen your thesis statements, the kinds of evidence you intend to use, and the outline of the argument you will make.

Assignment: In a paper of 4-6 double-spaced, well written, tightly argued, and carefully edited pages, please use the primary Confucian documents we have been discussing in class to make an historical argument about the following prompt: Dieter Kuhn contends that Confucian principles motivated the imperial strategies of the first three Song emperors and outlasted their reigns to ensure the continued success of the dynasty after their deaths. Assess the specific military, educational, and bureaucratic approaches of these three emperors according to the Confucian principles defined in at least three of the assigned primary sources and write an independent historical argument about how Confucian and durable they really were.

Make sure to use the chapters you have been reading from Dieter Kuhn’s *The Age of Confucius* to provide historiographic context for your argument. Full citations must be provided for all sources, including your class notes.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Week Five:

9/24: Papers due in my email box by 6PM

9/26: Introduction to the intersections of Islam and China. The Silk Road as an important intermediary between the East and the Middle East, the cultural and intellectual exchange it made possible, and the growth of empires instead of specific kingdoms in the East and Far East versus Europe.

Week Six

10/1 The birth of Islam; the teachings of Muhammad, the relationship between the three major Western religions and their texts, and the divisions between the two major Islamic sects.

Read: Silverstein, *Islamic History: A Very Short Introduction*, ch. 1 This chapter concentrates on the historical context of the rise of Islam through the preaching and writing of the Koran in the 7th century. It also concentrates on the schism between Shia and Sunni Islam.

10/3 Islam on the move. The spread of the Islamic faith, the meaning of jihad, and imperial ambitions.

Read: Silverstein, ch. 2 This chapter talks about the dissemination of Islamic philosophy from Saudi Arabia across the Middle East, the rise of the Islamic empire, and the importance of militarism.

Week Seven

10/8: No class

10/10: The Islamic empire and the creation of a cultural and intellectual center in Baghdad.

Read: Silverstein, ch. 3 This chapter talks about the creation of the caliphate and the cultural flowering of the Islamic empire.

Week Eight

10/15: The expansion of Islam into Europe and the creation of Islamic states in Jerusalem and Spain.

Read: Silverstein, ch. 4 This chapter talks about the spread of Islam to Europe, the creation of el-Andalus, and the cultural exchanges resulting from the Crusades.

10/17: The ongoing impact of Islam in Europe by the 16th century, despite the increasing power of European monarchs and the continued hostility of the Catholic Church.

Read: Silverstein, ch. 5 This chapter discusses the ongoing conflicts with Europe, the emergence of the Turkish empire and its relationship to the caliphate, and the Islamic decline in c18.

Week Nine

10/22: Review of Islam and paper writing; please bring a draft of your paper to class. We will review the strength of your thesis statement, the evidence you will use to support your argument, and assess the strengths and weaknesses of your claims.
Assignment: In a paper of 4-6 double-spaced, well written, tightly argued, and carefully edited pages, please use the primary sources we discussed in class and the Silverstein book to address the following question: Silverstein contends that Islam reached the height of its cultural power in the 12th century. Use at least three of the assigned primary sources about the cultural contacts in Jerusalem and Spain lasting through the 15th century to either support or contradict his argument. Make sure to provide full citations for each source, including your class notes, and to clearly ground your own argument in the historiography provided by Silverstein.

10/24: Papers due in my email inbox by 6PM; class will not be held

Week Ten

10/29: Crusades as a lens for understanding the political and religious context of medieval Europe, religious conflict within Europe and with other empires, and the role of cultural contact in changing the crusading kingdoms.

Read: Riley-Smith, chapters 1 and 2. These chapters review the origin of the Crusading movement, the creation of the Crusader states, and ongoing interactions with Islam.

10/31: The Crusades as technological and medical motivators, and the importance of contact with Islamic military and medical technology in changing European approaches.

Read: Riley-Smith, chapter 3 and 4. These chapters discuss the details of the second and third Crusades, the military and medical technologies that resulted from them, and the intellectual and cultural exchanges occurring in Jerusalem.

Week Eleven

11/5: The informal Crusades as a lens for understanding the cultural power of crusading and its popular appeal.

Read: Riley-Smith, ch. 5. This chapter discusses the popular crusading movements in Europe, including the Children’s Crusade, Peter the Hermit, and their relationship to the official crusading position of the Church.

11/7: Crusading within Europe against other Europeans. The Albigensian Crusade and others as examples of the Church’s attempts to control religious sentiment within Europe and to support its own authority through the manipulation of existing conflicts among the European aristocracy.

Read: Riley-Smith, ch. 6 This chapter discusses the crusades that occurred within Europe and their relationship to the larger Crusading goals outlined for the first crusade and elaborated in later efforts.

Week Twelve

11/12: The slow decline of the crusading impulse as realized by the failure of the Fourth Crusade and the financial and cultural implications of the end of this militarized defense of the Church. The rise of kingship in response to a slow decline in the power of the papacy and vice versa.
This chapter discusses the fourth crusade, the ways in which it failed to accomplish the Church’s goals and reflected declining interest in this military and religious project. It also discusses the increasingly contested relationship between the popes and the kings who he sent to be his military commanders.

**Read:** Riley-Smith, ch. 7 and 8. This chapter discusses the downfall of the Crusading states, the increasing conflict within Europe, the financial crises that perpetuated the decline of the Crusading impetus, and the long term cultural, military, social, and religious impact of the Crusades.

**11/14:** Crusades review

**Read:** please bring a draft of your paper with you to class. We will work through your thesis statement, the content and structure of your argument, the kinds of evidence you are using to support your claims, and the strengths and weaknesses of your current work.

**Assignment:** In a paper of 4-6 double-spaced, well written, tightly argued, and carefully edited pages, that makes use of at least three of the assigned primary sources and grounds its historiographic approach in the book by Riley-Smith, address the following: The Crusades have frequently been viewed as among the most important factors in producing cultural exchange with the Middle East that prompted critically important technological, cultural, medical, and institutional transformations. Craft your own argument about the relative importance of the Crusades in this arena, either providing evidence to support this claim or producing an evidence driven argument against it.

**Week Thirteen**

**11/19:** The Mongols as a culture and the rise of the Khan as critical to their imperial rise.

**Read:** Rossabi, ch. 1-2. These chapters discuss the rise of the Mongols as a military power and the emergence of their leader, the Khan, as a political as well as military ruler. They also discuss the Mongol culture before its contact with non-migratory peoples.

**11/21:** Mongol approaches to warfare, the importance of mounted conquest, and the creation of the first Mongolian empire.

**Read:** These chapters discuss the early conquests of the Mongols, their military strengths, their approach to their early imperial goals, and the establishment of the first part of their empire.

**Week Fourteen**

**11/26 The creation of the Yuan empire as a model for cultural borrowing by the Mongols in their creation of a unified empire.**

**Read:** Rossabi, ch. 5-6 These chapters discuss the growth of the Mongol empire into a coherent, centralized state with clear intellectual, cultural, and religious characteristics borrowed from the nations it absorbed. It also discusses the increasing push back against the Mongol invasions by their tributary kingdoms.

**11/28:** Mongols review; please bring a draft of your papers to class. We will review the quality of your thesis statements, the strength of your evidence and the ways you use it to support your claims, and the strengths and weaknesses of your argument.
Assignment: In a paper of 4-6 double-spaced, well written, tightly argued, and carefully edited pages that makes use of Rossabi’s book and at least three of the assigned primary sources, make an evidence-driven and historiographically grounded argument about the following: The Mongols have frequently been dismissed as empire builders, since they borrowed significant aspects of many of their conquered kingdoms in developing their bureaucratic approaches. Either provide evidence to support this argument and make a specific set of claims about their cultural borrowing practices or provide evidence to indicate that there were principles of the Mongol empire that existed before the cultural contact with other places that remained true even after its expansion.

Week Fifteen

12/3 Exams due in my inbox by 6PM

12/5: Africa as both a social and economic powerhouse from the 7th-12th centuries.

Read: Parker and Rathbone, 1-3. These chapters introduce the idea of Africa in the medieval world as it was conceived by various African kingdoms and by outsiders from Europe, the Middle East, and the Far East. The second chapter discusses the formation of Swahili culture as an example of a permanent effect of cultural contact and reviews the various indigenous cultures that existed in North and Sub-Saharan Africa. The third chapter addresses the historical sources available to historians studying Africa and provides both an archaeological and social historical approach to making sense of them.

Week Sixteen

12/10: Africa as an important site of cultural collision and formation, and the role played by colonialism in determining Africa’s fate.

Read: Parker and Rathbone, 4-5. Chapter four discusses the role that Africans played in the global economy and culture. It reviews, among other things, the importance of Ethiopia in European myths about Prester John and the home of Christianity and the cultural connections between Rome and Ethiopia that flourished during the Renaissance. Chapter five addresses colonialism between African kingdoms and by external empires toward various African locations. It details the economic motivation for internal colonialism, the importance of the slave trade within Africa, and the connections between colonialism, the decline of indigenous African kingdoms, and the growth of the slave trade and African diaspora.

12/12: conclusions; paper review—please bring a draft of your paper to class. We will review the quality of your thesis statements, the strength of your evidence and the ways you use it to support your claims, and the strengths and weaknesses of your argument.

Assignment: In a paper of 4-6 double-spaced, well written, tightly argued, and carefully edited pages that uses all of the assigned primary sources for this section of the class and situates your argument within the context provided by Parker and Rathbone, address the following: The Swahili coast has long been identified as an economic, intellectual, and cultural hybrid. Provide an evidence-driven argument that either supports or refutes this.

Final paper due between 4 and 6 PM on December 17.
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: 8/13/12

1. Name of Department or Program: History

2. Contact information of proposer(s):

   Name(s): Matthew Perry
   Email(s): mperry@jjay.cuny.edu
   Phone number(s): 237.8814

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

   **HIS 205  Global History: 1650 to Present**  Abbreviated title: HISTORY 1650 TO PRESENT

4. Current course description:

   By examining events in Africa, Asia, Europe, and the Americas, this course explores the major historical processes that shaped the modern world, including industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, and accelerating global contacts among peoples. The course considers how a globalized world dominated by a few industrialized nations arose, as well as how new and often competing ways of understanding the world took root. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201

5. Describe the nature of the revision: Change course title, change prerequisite

6. Rationale for the proposed change(s): The history faculty wanted to make the title more straightforward. Change in prerequisite makes the course a better fit for the new GenEd model.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: N/A

   b. Revised course title: The Modern World

   c. Revised abbreviated title: THE MODERN WORLD

   d. Revised learning outcomes:

   In this course, 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 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.

   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: 900

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 _XX_  If yes, please indicate the area:

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

   Flexible Core:

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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Please explain why and how this course fits into the selected area:

This is a global history course focusing on non-US cultures.

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

<table>
<thead>
<tr>
<th></th>
<th>XX</th>
<th>Number of sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Fall semesters only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring semesters only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

   XX No       ____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 8/1/12

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

   Allison Kavey, 8/13/12
# 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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>HIS 205</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Modern World</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</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>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>By examining events in Africa, Asia, Europe, and the Americas, this course explores the major historical processes that shaped the modern world, including industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, and accelerating global contacts among peoples. The course considers how a globalized world dominated by a few industrialized nations arose, as well as how new and often competing ways of understanding the world took root. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>Sample Syllabus</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>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>Scientific World</td>
</tr>
<tr>
<td>Creative Expression</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

In the left column explain the course assignments and activities 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.
Students will read two books related to colonial encounters, before independently forming historical arguments in written papers and class discussions explaining the major historical processes that shaped the modern world, including industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, and accelerating global contacts among peoples.

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

Students are expected to think critically, evaluate readings and cite their sources throughout the course, even during class discussions. They will be exposed to arguments about industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, for example.

- Evaluate evidence and arguments critically or analytically.

Assignments, including written papers, oral discussions and debates, and exams will require students to marshal and evaluate evidence in order to advance arguments.

- 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.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019

SYLLABUS:
GLOBAL HISTORY 205 AD1650-2000.

Professor: Dr. David Munns
Professor's office: New Building, 8th floor: 8.65.10
Semester: Spring 2012
Course Code: HIS: 205
Course Section: 11/06
Classroom: TBA
Class time: 10:50-12:05pm/period 3; 4:15-5:30pm/period 6.
Office Hours: Mon @ 3.00-4.00
Professor's phone and e-mail: (646) 557-0000: dmunns@jjay.cuny.edu

Bulletin Course Description:

By examining events in Africa, Asia, Europe, and the Americas, this course explores the major historical processes that shaped the modern world, including industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, and accelerating global contacts among peoples. The course considers how a globalized world dominated by a few industrialized nations arose, as well as how new and often competing ways of understanding the world took root. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

Additional Description for this section: From 1600 to the present, two contrasting global phenomena have been at work. On the one hand, every people and culture around the world has come into contact with every other people and culture through migration, war, trade, and technology. On the other hand, there has also been the coincident rise in the idea, and reality, of nations, alongside the formation of identities formed through nationalism and nationhood. These have been understood also through religious, class, gender, race, and economic identities. The core questions of global history in the last half-millennia have surrounded the negotiated culture and identity of individuals within the larger communitarian structures of nation, class, ethnicity, language, and faith. That identity is not formed in isolation, but is the product of a negotiated matrix of contact experiences. We shall concentrate on contact experiences, between cultures, between classes, between political ideologies and systems, environmental ideologies and systems, and even between the bodies of people.

Learning Outcomes:

In this course, 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 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.

Policy on Attendance, Etiquette, and Participation:
- Attendance is mandatory; Punctuality is polite; An open and inclusive attitude of critical academic inquiry and
discourse is expected at all times. All arguments will be respected, and respectfully challenged.

- It is inappropriate, and inconsiderate to use your cell phone in class time. Please switch off your cell phone.
- All reading assignments are to be done before class, and participation in class discussion is expected.
- The Undergraduate Bulletin (p. 43) states that “students are automatically considered excessively absent and are not eligible for passing grades” if they exceed two weeks’ worth of classes (whether meeting once or twice a week).
- The course emphasizes reading, debating, and writing skills that are essential to university graduates. There are no notes available, only lecture handouts. YOU are expected to take notes, and then share and compile notes with your fellows. Practice in note-taking is like practicing the piano: you only learn by doing. Essays and exams can be considered similarly. You should write, and then re-write your essays; you should practice exam questions within your study group. Say there are four of you compiling notes in your group. For four days each of you takes turns to write out a question and then together you explore the answers. The readings are, in reality, only the beginning. They will be focused on in discussion, and used as a springboard in many lectures. You should be taking notes on the readings, and deepening your knowledge of the historical issues through more reading. The best way to test your knowledge of the lecture and reading material is via discussion in the tutorials. If you don’t come to class, nor do the reading, nor attend and participate fully in the tutorials it is exactly like buying a math's text and never doing a single practice problem: how well do you expect to do? Moreover, when you have that job that you are doing your major classes to get, and you have to make a presentation to the company, do you think that they are concerned about your facts? No. They will be listening to your arguments, and reading your explanations about why they should spend money on you. In short, the ability to recall information is a necessary, but not sufficient, condition to future success. Whereas reading, writing, and argument – the skills you get in this course - are both necessary and sufficient conditions.

Required Text/s:

ALL OTHER READINGS will be available on Blackboard, via the CUNY Portal.

Recommended Text:

Assessment:

- Assessment Formula:
  - 20% Class Participation. NB: Only participation, not simple attendance, is graded. Some 2/3’s of the classes are discussions of readings or other topics: your participation in these discussions is expected. You are further expected to have fully read any and every assigned reading.
  - 30% First Paper
  - 30% Second Paper
    - NB: Please deliver essay to my door or dept mailbox (8.65.10) a physical printed copy of your essay, length 1500-words ±10%. TNR; 12-pt; double-spaced, single sides; page numbers and your name. Pay attention to footnoting and referencing.
  - 20% Final Exam

- Grades shall be assigned according to the following criteria:
  A, A-    Excellent
  B+,B,B-   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 Withdraw Unofficially

SCHEDULE OF CLASSES
All dates and holidays can be accessed from the online Academic Calendar, which is the most up to date version. You should also carefully note the following:

- Final Exam on TBA.

LECTURE SCHEDULE

Week 1 (M Jan 30): Introduction

(W Feb 1): A History of Our Own Choosing - Noel Perrin, *Giving Up the Gun: Japan’s Reversion to the Sword, 1543-1879* (David Godine, 1979), Chapters 1-5. {This Reading is on BLACKBOARD: you are expected to have read it before class, and actively participate in the class discussion.}

Week 2 (M Feb 6): The Fur Trade - Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge, 1991), 50-93. {This Reading is on BLACKBOARD: you are expected to have read it before class, and actively participate in the class discussion.}

(W Feb 8): Robert Darnton – ‘Workers Revolt: the great cat massacre of the Rue Saint-Séverin,’ *The Great Cat Massacre and Other Episodes in French Cultural History* (Basic Books, 1984): 75-104. {This Reading is on BLACKBOARD: you are expected to have read it before class, and actively participate in the class discussion.}

Week 3 (M Feb 13): Lincoln’s B’Day: NO CLASS


(W Feb 22): A Brief history of the Colony of Australia, as an introduction to the book.

Week 5 (M Feb 27) Question of Sources - Inga Clendinnen, *Dancing with Strangers: the true history of the meeting of the British First Fleet and the Aboriginal Australians, 1788* (Canongate, 2003), 12-66.

Class, the first installment of our study of how one "dances with strangers". EACH of you is expected to have read pp. 3-66. I would encourage a close reading of both Philip and Tench. Most of you will know little of the circumstances of the British voyage. I have reviewed the wikipedia article for the First Fleet and you may find the numerical breakdown of the numbers of ships and people useful. [http://en.wikipedia.org/wiki/First_Fleet](http://en.wikipedia.org/wiki/First_Fleet)

In short, the British government decided to settle a colony in Australia in the wake of the American Revolution. The new Australian colony was made up of convicts, prisoners whose punishment was "transportation" and labor for either 7 or 14 years. Styles of punishments have varied over the centuries. We saw the invention of the guillotine as a "humane" method of execution - transportation and labor are punishments that suggest that the criminal can be rehabilitated via a constructive enterprise - such as building a settlement. Transportation was started to the American colonies by the British government in the 1760s, and it is fair to say that among the many reasons the southern colonies joined the rebellion is that convict labor presented substantial economic competition to the growing wealth of slave owners. After 1783, large numbers of now un-transportable convicts filled ships floating on the river Thames in London, and by 1787 the decision was made that nearly 1000 convicts would be transported to Australia to build a colony there. That is in brief the origin of the story which follows in Clendinnen's "Dancing With
Strangers,” because almost immediately after the British convicts, settlers, and soldiers arrived they encountered the Australians. Enjoy.

(W Feb 29): Dancing with Strangers - Clendinnen, Dancing with Strangers, 67-93.

Week 6
(M Mar 5): Negotiating one’s Place - Clendinnen, Dancing with Strangers, 102-167.
(W Oct 5): Paper Revision day: Bring your introductory paragraph to class for constructive criticism.

Week 7
(M Mar 12) No CLASS

(W Mar 14): Essay Submission Day – Cultures Coming into Contact. Using both White’s ‘Middle Ground’ AND Clendinnen’s ‘Dancing with Strangers’ explain the historical process(es) by which cultures change over time. In other words, using the examples of the Algonquians and Aboriginal Australians encountering foreign peoples, write an essay explaining the major ways in which new cultures are negotiated between strange peoples, and explain why culture changes over time.


Week 8


Week 9


Week 10
(M Apr 2): Lecture – La Tour Eiffel.

(W Apr 4): Lecture – The Origins of World War One.

Week 11
(M April 9): SPRING BREAK

(W April 11): SPRING BREAK

Week 12
(M April 16): Lecture – World War One.

(W Apr 18): Lecture - The Rise of Hitler.

Essay Submission Day – Using only Abbott’s history of sugar, explain the system of slavery and abolition in the canefields. In other words, explain how the production of sugar writes the history of many people. Can a more global history be accessed via the study of a single commodity like ‘sugar’?

Due Wed April 18. The essay should by 1500-words +/- 10%. YOU WILL HAVE REFERENCES. SEE the John Jay College, Rhetoric, Research, and Strategies Second Edition (Pearson, 2007), p. 127-171. ISBN: 0-536-44733-0. Include references to all quoted sources, page numbers, and your name. Your paper will contain an argument, reference specific quotations, passages, and
details from the two books. Do not look up the topic on the internet. Please deliver a printed copy to my office – 8th Floor New Building 8.65.10, or the History Dept Mailbox.

Week 13  (M Apr 23): Lecture – World War Two.


Week 14  (M Apr 30): Lecture – The Atomic Bomb.


- **Final Exam** on TBA.
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: Communication and Theatre Arts

2. Contact information of proposer(s):
   
   Name(s): Dana Tarantino
   Email(s): dtarantino@jjay.cuny.edu
   Phone number(s): 212-279-0338

3. Current number, title, and abbreviated title of course: DRA 212 History of the Drama I
   (Abbreviated title: History of Drama)

4. Current course description:

   A study of both the plays and modes of stage production in the chief dramatic ages from the classical period to about 1800.

   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: ENG 101

5. Describe the nature of the revision:

   1.) Learning Outcomes added; Goals and Objectives have been revised into measurable Learning Outcomes that map to the minor in Theatre Arts and to the Pathways Creative Expression course content guidelines
   2.) Course title change from “History of Drama I” to “History of Theater from Ancient Greece to the Restoration”
   3.) The revised course description better explains the nature and content of the course.

6. Rationale for the proposed change(s):

   1.) Goals and Objectives have been revised into measurable Learning Outcomes that map to the minor in Theatre Arts and to the Pathways Creative Expression course content guidelines
   2.) The two Drama courses, DRA 212 and DRA 222 are Drama History Courses. The proposed
change in title eliminate the “I and II” from the course name, and will eliminate confusion about DRA 212 as a pre-requisite for DRA 222.

3.) The revised course description better explains the nature and content of the course.

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

a. Revised course description:

This course surveys drama and theatre history from ancient Greece through the Restoration. The course provides an in-depth study of theatre practices, conventions, developments, movements, dramatic criticism, dramatic literature, script and production analysis, audience, acting, directing, scene and costume design, and theatre history. We will examine theatre as an art that both reflects and participates in the social, political, religious, and theatrical aspects of the various periods to better acquaint the student with these areas and their place in the development of modern drama.

b. Revised course title: History of Theater from Ancient Greece to the Restoration

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

d. Revised number of hours: n/a

e. Revised prerequisites: n/a


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 6, 2012

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

Seth Baumrin
# 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>DRA 212</td>
</tr>
<tr>
<td>Course Title</td>
<td>History of Theater from Ancient Greece to the Restoration</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Communication and Theatre Arts</td>
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<tr>
<td>Discipline</td>
<td>Theatre</td>
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<td>Subject Area</td>
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<td>Contact Hours</td>
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<tr>
<td>Pre-requisites</td>
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<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<tr>
<td></td>
<td>X In-person</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
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<tr>
<td></td>
<td>☐ Freshman Seminar</td>
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<td>☐ Honors College</td>
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<td></td>
<td>☐ Quantitative Reasoning</td>
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<td></td>
<td>☐ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify):</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course surveys drama and theatre history from ancient Greece through the Restoration. The course provides an in-depth study of theatre practices, conventions, developments, movements, dramatic criticism, dramatic literature, script and production analysis, audience, acting, directing, scene and costume design, and theatre history. We will examine theatre as an art that both reflects and participates in the social, political, religious, and theatrical aspects of the various periods to better acquaint the student with these areas and their place in the development of modern drama.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>See attached</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.) |

---

Approved by UCASC, October 26, to College Council, Nov 20, 2012
## Required
- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

## Flexible
- World Cultures and Global Issues
- Individual and Society
- US Experience in its Diversity
- Scientific World
- Creative Expression

### 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.

### C. Creative Expression

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

Students will demonstrate their critical research and reading abilities by examining primary sources (dramatic texts), evaluating secondary sources (websites, Blackboard resources, critical writings), and completing both formal (research paper) and informal writing assignments (response papers), engaging in class discussions, and participating in small group discussions. Research guides are provided for the students. Through class discussion students will hear and acquire the ability to test the strengths and weaknesses of the multiple interpretations the class offers of the plays being read.

(Meets course learning outcome #3: Enhance critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama; and Meets course learning outcome #4: Acquire the ability to analyze scripts and critically assess those elements that contribute the theatre process.)

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.

Oral and written reports on *Oedipus Rex* and the issue of moral vs. divine law; Midterm exam essay

Students read and analyze plays from each historical period studied and other assigned readings on the dramatic criticism of the play and present their findings in oral reports and in written essays. Students are asked to write out their observations and reflections on specific issues related to the plays (discussion of artistic symbolism, of formal conventions or dramatic techniques, of theme and meaning). They are permitted to use library and media research as tools of inquiry.
Through this assignment, they will distinguish opinion from fact, and be able to draw inferences.

(Meets course learning outcome #1: Develop a general understanding and appreciation of major periods of theatre history and major pieces of dramatic literature with perspectives in western and nonwestern traditions and gender and ethnic identities; Meets course learning outcome #4: Acquire the ability to analyze scripts and critically assess those elements that contribute the theatre process; and Meets course learning outcome #3: Enhance critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama.)

Students will demonstrate, in writing and discussion, an understanding of the material covered and texts assigned by preparing an eight-page documented research paper (including correct citation methods and bibliography of at least five sources) on how the external conditions of one of the covered historical periods of theatre determine the nature of the drama of the era. Paper must focus on any historical period covered in class and will examine how the selected plays of the period were understood at the time they were written by relating them to their physical production, audience, philosophical context, political meaning, etc. This project consists of two parts: the written paper and a 5-10 minute oral report to be presented to the class. Students also choose one analytic essay on the final exam and one compare and contrast essay on the midterm.

(Meets course learning outcome #4: Acquire the ability to analyze scripts and critically assess those elements that contribute the theatre process; and Meets course learning outcome #3: Enhance critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama.)

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

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

Students take two quizzes on key terms, genres, and concepts, and identification of primary and secondary sources. The quizzes cover various assigned readings from textbooks, peer-reviewed articles, books, and original source seminal texts. Students take a midterm, and final exam. Exams consist of multiple choice and essay questions.

- 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.

Additionally, through assigned readings and lecture-demonstrations, students acquire knowledge of concepts that stem from the symbiotic relationship of drama and stagecraft, inherent in production. They will examine the interconnectivity of these arts through ideas such as: musical underscoring (interludes) of dramatic action, Renaissance art and stage design, and the development of technology in stagecraft.
Students will demonstrate achievement by completing both formal and informal writing assignments, engaging in class discussions, and participating in small group discussion.

( **Meets course learning outcome #2:** Identify the characteristics of the major theatre genres, and know how each of these genres and styles have engendered distinctive forms of playwriting, acting, directing, and theatrical design; **and Meets course learning outcome #1:** Develop a general understanding and appreciation of major periods of theatre history and major pieces of dramatic literature with perspectives in western and nonwestern traditions and gender and ethnic identities.)

Students will read plays from a variety of periods (ancient ritual theatre through the Restoration and 18th century) and diverse cultures and will learn about the cultural-historical circumstances, including theatrical conditions, that produced them, i.e., how plays written at different times or under different social conditions reflect the concerns of both the authors and their audiences (e.g., nature of revenge in *Hamlet*, class and social strata in *Way of the World*, and gender in *Lysistrata*) and also are related to the kind of theatre that produced them (e.g., Elizabethan platform stage, 19th-century proscenium stage, Renaissance perspective scenic design).

Students will acquire knowledge of the effects of historical events (political and economic) and social issues (race, gender, and culture). Students will demonstrate achievement by completing both formal and informal writing assignments, engaging in class discussions and participating in small group. The student is being asked to develop a sensitivity to both text and subtext, verbal and visual means of communication. As described above, students will learn such skills as distinguishing among different dramatic conventions, evaluating character’s motives, analyzing relationships, and understanding how reader’s and audience’s changing assumptions over time influence interpretation.

( **Meets course learning outcome #1:** Develop a general understanding and appreciation of major periods of theatre history and major pieces of dramatic literature with perspectives in western and nonwestern traditions and gender and ethnic identities; **and Meets course learning outcome #5:** Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.)

Students will demonstrate evidence of well-reasoned written/oral arguments using evidence to support conclusions by preparing their research paper (detailed above), through class presentations and readings, and essays. For example, students write an exam essay on the innocence or guilt of Gertrude in *Hamlet* and the contemporary relevance of Greek

- 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.
comedy such as *Lysistrata* or *Clouds*.

Through in-class performances and presentations, students participate in the creation of some forms of dramatic production as a means of exploring human experience and understanding the creative process. They will also learn how plays are constructed in different ways to serve different purposes: for example, how a dramatist may use the techniques of satire for political purposes, or the didactic purposes of the church in Medieval drama.

Performing individually / or in pairs with the intent to communicate and project to an audience, students rehearse and present commedia dell’Arte scenarios, dramatic monologues, and scenes in class, followed by formal evaluation of in-class performance/presentation.

*(Meets course learning outcome #4: Acquire the ability to analyze scripts and critically assess those elements that contribute the theatre process; Meets course learning outcome #5: Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces; and Meets course learning outcome #3: Enhance critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama.)*

| • Demonstrate knowledge of the skills involved in the creative process. |
| • Use appropriate technologies to conduct research and to communicate. |
DRA 212 History of Theater from Ancient Greece to the Restoration

Tarantino

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
899 Tenth Avenue
New York, NY 10019
Department of Communication and Theatre Arts

COURSE: DRA 212 History of Theater from Ancient Greece to the Restoration
SECTION: 01
SEMESTER: Spring 2011
ROOM/TIME: Room 330T; M/W 10:50-12:05 PM
PROFESSOR: Dr. Dana Tarantino
OFFICE: 336T, Room 5 (Hours: 1-2:30 Mondays, Wednesdays)
CONTACT HOURS: 3 hours; 3 credits
E-MAIL / PHONE: tarantino@verizon.net or dtarantino@jjay.cuny.edu; 917-757-1447
WEBSITE: Use Blackboard on a regular basis for assignments, updates, etc.
COURSE PREREQUISITE: ENG 101
COURSE DESCRIPTION:

This course surveys drama and theatre history from ancient Greece through the Restoration. The course provides an in-depth study of theatre practices, conventions, developments, movements, dramatic criticism, dramatic literature, script and production analysis, audience, acting, directing, scene and costume design, and theatre history. We will examine theatre as an art that both reflects and participates in the social, political, religious, and theatrical aspects of the various periods to better acquaint the student with these areas and their place in the development of modern drama.
LEARNING OUTCOMES:

By the end of the course, the student will have acquired the following knowledge, and the ability to:

**Program-level (Theatre Minor) outcomes reinforced by this course include:**

1. Develop a general understanding and appreciation of major periods of theatre history and major pieces of dramatic literature with perspectives in western and nonwestern traditions and gender and ethnic identities.

2. Identify the characteristics of the major theatre genres, and know how each of these genres and styles have engendered distinctive forms of playwriting, acting, directing, and theatrical design.

3. Enhance critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama.

4. Acquire the ability to analyze scripts and critically assess those elements that contribute the theatre process.

5. Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.

**Pathways “CREATIVE EXPRESSION” outcomes reinforced by this course include:**

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

   Students will acquire knowledge by examining literature (plays, books, and other sources) that form the basis of drama and theatre, identifying the creative expression involved in technical theatre and design, and defining socio-political and economic factors that have shaped the development of this genre. Students will acquire knowledge by learning and understanding appropriate terminology associated with drama and theatre, in regards to dramatic structure, genre,
theatrical conventions, and design (scenic/costume/ lighting/sound). Students will demonstrate achievement by completing both formal and informal writing assignments, quizzes, midterm, and final exams, engaging in class discussions and participating in small group presentations.

2. 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.

Students will acquire knowledge by examining the historical roots of dramatic and theatrical tradition, the influence of dramatic works for the stage originating in Europe and non-western countries; and by examining works which reflect European and non-western traditions. Students will acquire knowledge of the effects of historical events (political and economic) and social issues (race, gender, and culture) in the development of theatre and dramatic works. Students will demonstrate achievement by completing both formal and informal writing assignments, quizzes, midterm, and final exams, engaging in class discussions and participating in small group presentations.

3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Students will interpret work from outside their culture based on a multi-perspective analysis of the plays studies during the semester. Students will examine, analyze, interpret, and evaluate dramatic works in oral and written communication. Students will demonstrate achievement by completing both formal and informal writing assignments, midterm and final exam essays, and engaging in class presentation.

COURSE POLICIES:

Attendance:
You are expected to be in attendance for every class and be on time and ready to start. If you must be absent or late for medical or personal reasons, please speak to me and provide appropriate documentation. Each student is expected to participate in discussion. More than three absences can seriously affect your final grade. Any lateness counts as half of an absence.

Electronics:
Please turn off all cell phones before class. Do not answer them, do not leave the classroom to answer them, and do not text while in class. Similarly, please don’t disrupt class with personal conversations. To eliminate distracting your classmates and the professor, the use of cell phones, pagers, text-messaging devices, computers, or electronics of any kind are prohibited during class.
E-mail:
Check your John Jay e-mail daily—and check Blackboard often. I will send any communication to your John Jay e-mail. With so much information that needs to be distributed to students concerning theatre classes, Extra-Curricular productions, etc., it is EXTREMELY important that every student checks their email regularly. Over the years students have missed out on information and opportunities because they did not check their email. Please make it a point to check it regularly.

Blackboard:
We will use Blackboard in this course. Students will be able to read announcements, and download syllabi or other course handouts. All students are responsible for class information posted on the announcements section of Blackboard.

Engaged and active participation:
Theatre is a hands-on, collaborative art form, and I expect that you will come to class having carefully prepared the assigned materials, ready to participate with questions and comments about the readings. Please note that I will evaluate participation on both quantity and quality. Good participation entails thoughtful and courteous responses to your colleagues, as well as engaged listening. Participation will count for 10% of your grade.

Reading:
All readings should be completed before the class meeting for which they are indicated.

A Note on Course Content:
Theatre, historically and currently, deals with complex and controversial issues; it is often challenging and at times uncomfortable. It would therefore be impossible to offer a meaningful theatre course that did not engage, at times, with potentially difficult issues including religion, gender, race, sexuality, class, violence, and politics. Many of us will have different responses to the plays we read, and that is an excellent thing; in our discussions, all thoughtfully and respectfully expressed viewpoints are welcome and encouraged. Please be prepared to discuss these topics and others without prejudice or judgment.

REQUIRED TEXTS


GRADING / ASSESSMENT:
The final grade will be based on the following distribution:

Quiz #1 = 10%
Quiz #2 = 10%
Midterm Exam = 20%
Term Paper = 20%
Essay assignments (2 at 5% each) = 10%
Class Participation / Oral Presentations = 10%
Final Exam = 20%

**Quizzes / Exams**

There will be two announced quizzes covering lectures, readings, and classroom discussions. There will be a Midterm and a Final Exam.

**Essay Assignments: Theme Analyses**

Short writing essay assignments: Theme analyses. Select two plays which were covered during the semester, and answer the following four questions for each play selected: 1. Is the play’s subject presented clearly? 2. Does the playwright seem to have an opinion, or does the playwright appear neutral? 3. How is the theme brought about? Words? Actions? Symbols? 5. Is there more than one theme? Are they consistent with one another?

Be sure to support and clarify your ideas with specific examples from the text. These essays are expected to be at least two full double-spaced typewritten pages long. Each essay is worth 5% of your final grade.

**Term Paper:**

Each student will prepare a term paper of approximately 8 pages in length. This paper will relate one of the plays that we read this semester to the time in which it was written and to today. You will examine how the play was understood at the time it was written by relating it to its physical production, audience, philosophical context, political meaning, etc. After explaining how the play was understood, you will then suggest ways to translate that understanding for today’s theater.

It should be a focused and organized discussion appropriate to the assignment. The paper should reflect critical use of relevant materials, and demonstrate effective and formal writing requirements. Research papers must demonstrate efforts to identify varied pertinent sources, to employ those materials critically in the text of the papers, and to provide error-free citations of those resources.
Your papers should be typed in 12-point Times New Roman font, double-spaced, with one-inch margins on all sides. Please number your pages and make sure your name is on the paper. You must submit your papers both in class and via e-mail before class. Late papers will be reduced by a full grade per week late. Papers are evaluated on both on your ideas and how well you communicate them. Hence, spelling, grammar, and composition count.

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 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.

Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete.

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. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

STATEMENT OF THE COLLEGE POLICY ON PLAGIARISM

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)*

**DRA 212 COURSE SCHEDULE (Spring 2011)**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>WEEK &amp; TOPIC of CLASSROOM DISCUSSION</th>
<th>READING/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30</td>
<td>Course Objectives &amp; Overview; Qualitative and Quantitative parts of a play; Aristotelian Elements</td>
<td>Read Excerpts from <em>The Poetics</em> (handout); Living Theatre 10-22</td>
</tr>
<tr>
<td>2/1</td>
<td>The Beginning (Primitive Man and Egypt)</td>
<td>Read <em>Oedipus Rex</em></td>
</tr>
<tr>
<td>2/6</td>
<td>Ancient Greece-The Physical Theatre Greek Costume</td>
<td>Read <em>Lysistrata</em></td>
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<tr>
<td>2/8</td>
<td>Greek Dramatists; <em>Lysistrata</em></td>
<td>Living Theatre 26-61</td>
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<tr>
<td>2/13</td>
<td>No Classes – Lincoln’s Birthday</td>
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<tr>
<td>2/15</td>
<td>Roman Theatre - The Physical Theatre</td>
<td>Living Theatre 61-83</td>
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<tr>
<td>2/20</td>
<td>No Classes – Presidents Day</td>
<td></td>
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<tr>
<td>2/21</td>
<td>Roman playwrights, Horace; The Art of Poetry</td>
<td>Read <em>Pseudolus</em>; QUIZ #1</td>
</tr>
<tr>
<td>2/22</td>
<td>Sanskrit Drama of India</td>
<td>Living Theatre 85-90</td>
</tr>
<tr>
<td>2/27</td>
<td>Medieval Theatre: Background and philosophy</td>
<td>Living Theatre 115-135</td>
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<tr>
<td>2/29</td>
<td>The Second Shepherds Play discussion; Medieval staging-The Guilds</td>
<td><em>Second Shepherd’s Play</em></td>
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<tr>
<td>3/5</td>
<td>Italian Renaissance-Background</td>
<td>Living Theatre 145-155</td>
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<tr>
<td>3/7</td>
<td>Commedia dell’arte; Theatre Architecture: Olympico, Farnese; Class commedia Dell’Arte improvisation scenarios</td>
<td>QUIZ #2</td>
</tr>
<tr>
<td>3/12</td>
<td>Intermezzi, Opera, Banquet Halls</td>
<td>Living Theatre 156-166</td>
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<tr>
<td>3/14</td>
<td>Renaissance Scenery and Staging: Serlio, Sabbattini, Torelli</td>
<td>Review lecture notes and PowerPoints on Blackboard</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
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<tr>
<td>3/19</td>
<td>Midterm Exam</td>
<td>for Midterm</td>
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<tr>
<td>3/21</td>
<td>Spanish Renaissance Background: The Golden Age; Lope de Vega, Calderon</td>
<td>Living Theatre 207-233</td>
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<td>Oral Presentation on <em>Life is a Dream</em></td>
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<td></td>
<td>Scenery-costumes</td>
<td><em>Hamlet</em></td>
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<td></td>
<td>William Shakespeare, Ben Jonson</td>
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<tr>
<td>3/28</td>
<td>Class discussion <em>Hamlet</em></td>
<td><em>Hamlet</em></td>
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<tr>
<td>4/2</td>
<td>Class viewing of selected film clips of <em>Hamlet</em> in performance</td>
<td>Living Theatre 235-255</td>
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<tr>
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<td></td>
<td>Read <em>Tartuffe</em></td>
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<td>4/4</td>
<td>The French Theatre--Background</td>
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<td></td>
<td>Neoclassicism Corneille, Week 2 Racine, Diderot</td>
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<tr>
<td>4/9</td>
<td>Spring Recess</td>
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<tr>
<td>4/11</td>
<td>Spring Recess</td>
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<tr>
<td>4/16</td>
<td>Moilere; Discussion of <em>Tartuffe</em></td>
<td>Living Theatre 255-275</td>
</tr>
<tr>
<td>4/23</td>
<td>The Restoration Period; The Commonwealth</td>
<td>Read PowerPoint on Blackboard – Restoration and 18th c England</td>
</tr>
<tr>
<td>4/25</td>
<td>18th-century Italy; The Bibiena, Goldoni</td>
<td>Living Theatre 275-285</td>
</tr>
<tr>
<td>4/30</td>
<td>Playwriting during the Restoration: Congreve, Dryden, Wycherley,</td>
<td>Read <em>Way of the World</em></td>
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<tr>
<td>5/2</td>
<td>18th-century English Stage; Discussion <em>Way of the World</em></td>
<td>Living Theatre 285-97</td>
</tr>
<tr>
<td>5/7</td>
<td>Garrick, Steele, Sheridan; Acting and Acting</td>
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<tr>
<td>Date</td>
<td>Companies</td>
<td>Actions</td>
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<tr>
<td>5/9</td>
<td>18th-century Europe; Lessing Goethe, Schiller</td>
<td>Read PowerPoint on Blackboard – Restoration and 18th c England</td>
</tr>
<tr>
<td>5/14</td>
<td>18th-century American Theatre; American Plays, Playwrights; American Theatres, Actors</td>
<td>Review lecture notes and semester PowerPoints on Blackboard for Final Exam</td>
</tr>
<tr>
<td>5/21</td>
<td>Final Exam. 10:15 -12:00 PM</td>
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</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: September 6, 2012

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

   Name(s): Lori Latrice Martin
   Email(s): lmartin@jjay.cuny.edu
   Phone number(s): 212-237-8758

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

   AFR 121, African American Community Issues

4. Current course description:

   An introduction to the origins and development of urban African-American communities. An exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as housing, education, welfare, the African-American family, crime and the criminal justice system.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: N/A

5. Describe the nature of the revision:

   The department is proposing changes to the title, course description, and learning outcomes.

6. Rationale for the proposed change(s):

   The department is retitling and refreshing the course in keeping with current practices and revising the learning outcomes to include GEN ED learning outcomes.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

    a. Revised course description:

        This course provides an introduction to the origins and development of Africana Communities in the U.S. The course provides an exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as health, housing, education, immigration, the family, crime and the criminal justice system.

    b. Revised course title: **Africana Communities in the U.S.**

    c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Africana Comm Issues**

    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 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.
        - Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
        - 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.

    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: N/A
8. Enrollment in past semesters:

Two sections are offered during 2010-2011 academic year with an enrollment of 15-20 students per semester.

9a. 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:

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

College Option:

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<table>
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<tr>
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<tbody>
<tr>
<td>Justice Core 100-level: Justice and the Individual</td>
<td></td>
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<tr>
<td>Justice Core 300-level: Struggle for Justice &amp; Inequality in the U.S.</td>
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<tr>
<td>Justice Core 300-level: Justice in Global Perspective</td>
<td></td>
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<tr>
<td>Learning from the Past</td>
<td></td>
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<tr>
<td>Communications</td>
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</tr>
</tbody>
</table>

9b. Please explain why and how this course fits into the selected area:

Students will explore the diversity that exists within the Africana communities in the U.S. and the historic effects of isolation on said communities. Students will also explore similarities and differences between Africana and non-Africana communities on issues including: health, housing, education, immigration, the family, crime and the criminal justice system. The revised learning outcomes are also consistent with the learning outcomes for in the selected area.

9c. 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: June 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Dr. C. Jama Adams
**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><strong>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</strong></td>
<td>AFR 121</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Africana Communities in the U.S.</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Africana Studies</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary</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>A/A</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>This course provides an introduction to the origins and development of Africana Communities in the U.S. The course provides an exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as health, housing, education, immigration, the family, crime and the criminal justice system.</td>
</tr>
<tr>
<td><strong>Special Features (e.g., linked courses)</strong></td>
<td>N/A</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  
- ☐ 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.)

- ☐ English Composition  
- ☐ Mathematical and Quantitative Reasoning  
- ☐ Life and Physical Sciences  
- ☑ World Cultures and Global Issues  
- ☑ US Experience in its Diversity  
- ☐ Individual and Society  
- ☐ Scientific World  
- ☐ Creative Expression
### 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>Learning Outcomes</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. U.S. Experience in its Diversity</strong></td>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
<tr>
<td>Students will be required to use JSTOR or Sociological Abstracts to locate peer-reviewed journal articles. The articles will be used to complete the research paper and required article summaries. Students will also be directed to use other legitimate data sources (e.g., academic books, census data).</td>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Exams are an important part of the way in which students will be assessed. Students will have to respond to essay questions that require them to reflect critically on the course material. For the required article summaries, students will need to identify research questions, data and methodological approaches, key findings, and study limitations. The article summaries, research papers, and community profile provide opportunities for students to also demonstrate an ability to evaluate evidence. As the students search for sources to include in the aforementioned assignments, they will need to discuss and evaluate the evidence presented.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<td>Students will present and produce well-reasoned arguments as part of the required oral presentation. The oral presentation is based upon the research paper and the research paper must include at least five peer-reviewed academic journal articles. Students will be graded on the extent to which their oral and written arguments are well-reasoned, supported using evidence, and derived from a variety of sources and points of view.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>Students will be introduced to the concepts, methods, and theories used by Africanists and sociologists to understand minority/majority group relations in general, and the experiences of Africana communities in the U.S., in particular. The extent to which students understand and can apply Africanist and sociological perspectives will be measured by essay questions on one or more required exams and in the article summaries and the required research paper.</td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>To understand the experiences of Africana communities in the U.S., students will read materials that address the impact that slavery and immigration have had in shaping the development of the United States. The reading assignments for weeks 1, 2, and 7 directly related to this learning outcome.</strong></td>
<td>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
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<tr>
<td>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
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<tr>
<td>• Explain and evaluate the role of the United States in international relations.</td>
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<tr>
<td>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
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<tr>
<td>Students will learn about the role of selected institutions in shaping life in contemporary U.S. society for individuals in Africana communities. This will be accomplished through discussions surrounding required readings that pertain to the economy, the family, the health care system, education, housing, and the criminal justice system. Students will need to produce well-reasoned written arguments during the in-class exams and class discussions on these important social institutions.</td>
<td>• 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.</td>
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</tbody>
</table>
AFR 121 Africana Communities in the U.S.

Fall 2012

Professor: Lori Latrice Martin, Ph.D.
Office Location: 09.63.08
Email Address: lmartin@jjay.cuny.edu
Phone Number: 212-237-8758
Office Hours: Monday and Wednesday
8:15 a.m.-9:15 a.m.
Wednesday
1:40-2:10 p.m. or by appointment

Course Description:
This course provides an introduction to the origins and development of Africana Communities in the U.S. The course provides an exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as health, housing, education, immigration, the family, crime and the criminal justice system.

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 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.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- 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.
**Required Texts:**


Readings as outlined. Readings and links to films are available on Blackboard.

**Attendance Policy and Class Participation:**

Student participation is required. Students are expected to arrive to class prepared to work. Students who routinely miss classes, or arrive late, tend not to know what is going on. As a result, they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes.

Students will be asked to reflect on readings by answering discussion questions in writing and orally. Late papers are not accepted without evidence of a documented emergency.

Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments and not participating in classroom discussions will result in a low grade or failure.

**Make-up exams:**

Make-up exams are offered at the discretion of the professor.

**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 Requirements:

- Final Exam: 20%
- Research Paper: 20%
- Exams (2): 20%
- Community Profile Paper: 20%
- Oral Presentation: 20%
- Article Summaries (2): 10%

Article Summaries:
Each student is required to write two, 2-3 page article summaries. Students will need to identify an academic journal article using Sociological Abstracts, JSTOR, or some other database. Access to the databases is available on the library’s home page. The article must address an issue facing Africana communities in the U.S. Summarize the following: thesis/research question(s), brief literature review, data, methods, key findings and study limitations.

Oral Presentations:
Each student is required to do an oral presentation. The oral presentation must be 8-10 minutes and is based upon the research paper. The presentation must include at least one visual (e.g. Power Point slides, YouTube video clip, etc.). See Blackboard for the grading rubric. Note oral presentations will be based upon organization, content and delivery.

Final Paper:
Students are required to submit an 8-10 page research paper on a contemporary justice issue facing black community in the U.S. The paper must follow the Chicago Manual Style Guide format and include ten sources. Of the ten sources, at least 5 must be from peer-reviewed academic journal articles. Paper topics must be approved by week four. A rough draft must be submitted on the date indicated.

Community Profile Paper:
Each student must write a short paper where you create two profiles, a profile of an Africana community in the U.S. and a profile of a community that is not made up largely of people of African ancestry. The community profile paper should be between 3-4 pages and include comparisons between the two communities on one or more of the following sociological outcomes: income, educational attainment, occupational status, labor force participation, housing tenure and business ownership. In the paper you should also explain the observed similarities and/or differences using one or more assigned readings.

There are a number of data sources you can use in writing the community profile paper, including census data. Census data is available at www.census.gov. You may also visit the official web site for the communities you plan to profile to locate relevant data. Where applicable, local community boards routinely collect and analyze data that is made available to the public. Feel free to use data from these reports. The reports from the community boards are available online at www.nyc.gov and in print form. The web site, www.city-data.com also has data that you might find helpful.
## Course Outline

|---|---|---|
Reading: McKnight, John & | Structures of Community |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Article Summary #2 Due</td>
<td>PART II: AFRICANA COMMUNITIES IN THE U.S.</td>
<td></td>
</tr>
</tbody>
</table>


Article Summary #1 Due

<p>|        | Film: Blacks in Latin America. |
|        | Community Profile Due |
| Week 8 | Reading: Luhby, Tami. October 19, 2010. “Housing Crisis Hits Blacks Hardest.” <a href="http://tinyurl.com/3359c9g">http://tinyurl.com/3359c9g</a> |
|        | Film: The Devastating Effect of Foreclosures on the Black Community |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
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<table>
<thead>
<tr>
<th>Exam #2</th>
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<tbody>
<tr>
<td>PART IV: COMMUNITY CHANGE</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Week 12</th>
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</thead>
</table>

| Reading: Reeler, Doug. 2007. “A Theory of Social Change and Implications for Practice, Planning, Monitoring and Evaluation.” *Center for |

| Social Change and Community |

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<tbody>
<tr>
<td>Week 15</td>
<td>Oral Presentations</td>
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</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: August 24, 2012

1. Name of Department or Program: Latin American and Latina/o Studies

2. Contact information of proposer(s):

   Name(s): Isabel Martinez
   Email(s): imartinez@jjay.cuny.edu
   Phone number(s): 212.237.8674

3. Current number, title, and abbreviated title of course: LLS 255 The Latin American Woman
   (Abbreviated title: Latin American Woman)

4. Current course description:

   A socio-historical study of the Latin American woman's struggle for equality. Her roles in present Latin American societies are studied in relationship to her family, education, employment, political parties, movements, and the legal system.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 101, sophomore standing or permission of the instructor

5. Describe the nature of the revision:

   Change in course title; change in course description and prerequisites; Revise learning objectives to reflect General Education learning outcomes.

6. Rationale for the proposed change(s):

   To reflect the experiences of women of Latin American descent in geopolitical spaces not limited to Latin America; to revise learning outcomes.

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

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
Revised course description:

This course is a sociohistorical study of women of Latin American descent and their struggles for equality in both global and local contexts. Their roles in current Latin American and U.S. societies and elsewhere are studied in relationship to the family, education, employment, political parties, social movements and the legal system.

b. Revised course title: The Latin American Woman in Global Society

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!):
Latn Amer Woman

d. Revised learning outcomes

1. Gather, interpret, and assess information from a variety of sources and points of view to understand how the categories of race, ethnicity, class, and gender in the Americas were created and are practiced to create systems of oppression in the lives of women of Latin American descent
2. Evaluate evidence and arguments critically or analytically to understand historical and socio-political contexts and their outcomes in shaping Latin American and Latina women’s roles in the Americas
3. Produce well-reasoned written or oral arguments using evidence to support conclusions about the causes of social inequalities in the lives of Latin American and Latina women in the Americas
4. Identify and apply the fundamental concepts and methods of Latina/o Studies including Latina Feminist Theory, Borderlands Theory, Standpoint Theory and Intersectionality Theory exploring the relationship between the individual and society
5. Examine how an individual’s place in society in relation to race, class, gender, sexuality, citizenship, etc., affects experiences, values, or choices
6. Articulate ethical uses of data and other information resources to respond to problems and questions related to the experiences of women of Latin American descent

e. Revised assignments and activities related to revised outcomes

Addition of one activity:

Discussion Paper: Knowledge Production about Latin American Women: 15%

Using two cases from the following four (Sterilization of Puerto Rican women, Murders of women in Ciudad Juarez, Chihuahua, Mexico, Genocide of Indigenous Women in Peru, or Latina immigrant women in the United States), compare and contrast how knowledge has been created about the women, the acts of violence against them and policies that have been implemented. Be sure to discuss the presence/absence of the women’s voices in this knowledge production.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

9a. 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 | X |
| E. Scientific World |   |

9b. Please explain why and how this course fits into the selected area:

This course provides students with the opportunity to understand the social construction of a particular racial/ethnic/gender/sexuality/national group(s) in relation to their own racial/ethnic/gender/sexuality/national position in society. Through careful examination of group construction and the forces that shape this construction, students are simultaneously interrogating their own identity/ies formation. This is done through both analyses of assigned texts as well as their own research and text analysis.

This course allows for students to actively participate in their knowledge construction by evaluating the texts both in the context of the group studied, women of Latin American descent, and themselves, in societies.

9c. 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 ___x__ Number of sections: _1_

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: August 24, 2012

12. Name of Department Chair approving this revision proposal:
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. Submission of this form to the Course Review Committee is unrelated to college governance procedures for course approvals.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
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<tbody>
<tr>
<td>Course Number</td>
<td>LLS 255</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Latin American Woman</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latin American Studies</td>
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<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>Catalogue Description</td>
<td>A socio-historical study of the Latin American woman's struggle for equality. Her roles in present societies, globally and locally, are studied in relationship to her family, education, employment, political parties, movements, and the legal system.</td>
</tr>
<tr>
<td>Sample 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
- [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>
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<td></td>
<td>Scientific World</td>
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<td></td>
<td>Creative Expression</td>
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</table>

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

D. Individual and Society

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

| Students will write policy briefs focusing on any issue impacting women of Latin American descent in global or local contexts. This policy brief includes an abstract, historical overview of the issue, identification of key actors, and trends (5-7pg). Students must use no less than seven sources. | • Gather, interpret, and assess information from a variety of sources and points of view. |
| Students will write a policy recommendation based on the findings documented in a policy brief focusing on any issue impacting women of Latin | • Evaluate evidence and arguments critically or analytically. |
American descent.

| Students will produce and narrate an educational and informative 3-5 min. Public Service Announcement focusing on any issue impacting women of Latin American descent. The PSA narration will be based on a written script including evidence supported recommendations at its conclusion. | • 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:

| Using the interdisciplinary Latina Feminist Theory concepts and the methodology of testimonio, or analyzing social position through one's experiences, students will understand their own relationship as individuals to social structures such as the economy, the education system, the family etc. Students will demonstrate this understanding by writing their own 5-7pg. testimonio incorporating no less than five LFT concepts. | • 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, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |

| Students must produce five blog postings analyzing five class readings and discussions and relating these to their own life courses. At the end of each posting, students must pose two questions about the readings/discussions (500 word minimum) | • Examine how an individual's place in society affects experiences, values, or choices. |

| Students will produce a 3-5 pg. essay on the ways in which knowledge about women of Latin American descent has been produced and used over time. A special emphasis will be placed on the exclusion of women in immigration studies, the use of data in relation to the resolution of the murders of women in Ciudad Juarez, Chihuahua, MX, the genocide of indigenous women in Peru, and the sterilization of Puerto Rican women. | • 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 group decision-making. | • Articulate and assess ethical views and their underlying premises. |
LLS 255: The Latin American Woman in Global Society

Instructor: Dr. Isabel Martinez  
Office Location: NB L8.6302

E-mail: imartinez@jjay.cuny.edu  
Office: (212) 237-8674

Department Office: (212) 237-8749  
Office Hours: M, 4:30pm-5:30pm, by appt.

Course Description

This course is a sociohistorical study of women of Latin American descent and their struggle for equality in both global and local contexts. Their roles in current Latin American and U.S. societies and elsewhere are studied in relationship to the family, education, employment, political parties, social movements and the legal system.

Prerequisites: ENG 101

Required Texts


Other required readings will be posted on our Blackboard site. I will designate the readings in the syllabus by <T> Text, <B>Blackboard Reading, <H> Handout, or <O> Available On-line. Students are responsible for all readings, not only those found in the texts. Books have been ordered through the JJay bookstore or are available online.

Learning Outcomes

Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view to understand how the categories of race, ethnicity, class, and gender in the Americas were created and are practiced to create systems of oppression in the lives of women of Latin American descent

2. Evaluate evidence and arguments critically or analytically to understand historical and socio-political contexts and their outcomes in shaping Latin American and Latina women’s roles in the Americas
3. Produce well-reasoned written or oral arguments using evidence to support conclusions about the causes of social inequalities in the lives of Latin American and Latina women in the Americas and elsewhere

4. Identify and apply the fundamental concepts and methods of Latina/o Studies and Latina Feminist Studies exploring the relationship between the individual and society

5. Examine how an individual's place in society in relation to race, class, gender, sexuality, citizenship, etc., affects experiences, values, or choices

6. Articulate ethical uses of data and other information resources to respond to problems and questions related to the experiences of women of Latin American descent

Course Requirements, Grades, Assignments and Guidelines

Attendance

Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. To ensure this, attendance will be taken daily. You will be allowed 2 unexcused absences (1 absence = one day of classes). More than 3 UNEXCUSED ABSENCES will result in failing the course. In order to get an excused absence, you must present verifiable WRITTEN proof of the reason for the absence during the first class you attend after being absent (e.g. doctor's note). If you know ahead of time that you will be absent, please email me so that I have proof of your absence. Even if you are absent, you are still responsible for the completion of readings and assignments due. Check with the teacher or a classmate.

Tardiness

Coming late interrupts the entire class. If you are more than 10 minutes late to class you will be counted as tardy. Three tardy notations will count as one unexcused absence.

Class Discussions:

Class discussions will provide a forum in which faculty and students come together to interpret and reinterpret the assigned texts. To have informed and lively discussions, students are expected to have all assigned readings completed by class time, as well as have thought about the readings, prepare thoughtful questions for professor/classmates, etc. Class discussions will be used to address difficult concepts found in the readings, as well as answer questions about the readings. In addition, class discussions will provide opportunities for students to interpret the readings aloud, in collaboration with their classmates to develop new ways of understanding the texts. During discussions, students are expected to engage in respectful behaviors, including waiting for his/her turn to share viewpoints, not cutting off other students, etc.

Disruptive Behavior:

You are ABSOLUTELY PROHIBITED from text messaging or taking/making phone calls during class. Lateness, walking in and out of class, and general disruptiveness, including holding private conversations in
class, will result in significant lowering of your final grade. If I see that students are not reading the assignments prior to class and not engaging in discussions, I will begin conducting pop quizzes to determine participation grades.

**Office Hours:** My office hours are on Mondays from 4:30pm to 5:30pm and by appointment. I encourage you to stop by my office at least once in the semester, especially if you have any questions about the course, assignments or readings. If you have any questions or concerns, schedule an appointment or email me—do not wait until the last minute if problems/concerns arise!

**Assignments**

**Written Assignments**

All written assignments must be APA format, typed, double-spaced, and in a 12-pt Times New Roman font unless otherwise designated. Use standard spacing and margins. Written assignments are due for full-credit on the date scheduled, no exceptions. While late assignments will be accepted, they will not receive full credit. Late assignments will drop one-third letter grade-level. EX: I will grade the paper normally—if the paper would have received a B+ normally, each day it is late, it will drop down by one mark—one day late, the paper will receive a B, if two days late, a B-, three days late, a C+. Being absent from class does not excuse you from having your assignments delivered at the appropriate time.

ALL students must visit the Writing Center in the New Building, Room 1.68, at least once during the completion of your policy brief and provide me with proof of visit. Their website is [http://web.jjay.cuny.edu/~writing/homepage.htm](http://web.jjay.cuny.edu/~writing/homepage.htm).

**Academic Integrity**

For the complete policy on Academic Integrity, see

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

**Statement of College Policy on Plagiarism**

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

In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author—be safe rather than sorry!

**Accommodations for Students with Disabilities**

The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it.
for this course, please discuss it with Dr. Martinez within the first ten days of the semester. Students must also register with the Office of Accessibility Services, located in NB L. 66.00, (212) 237-8031, so that their office may validate the students’ request and appropriately instruct the professor. You will need to provide their office the appropriate documentation of your disability.

Grading:

**Attendance, Classroom Participation:** 10%

Your participation grade will be based on your attendance and verbal participation in class. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

**Writing your own testimonio: 15%**

Using the LFG’s testimonies as templates/examples, you will write your own 4-6 page testimonio. You must draw not only from the theoretical meaning a testimonio, but also use no less than four of the themes discussed in the testimonies, including hegemony/power in the family, education, language, and/or labor system due to gender, race, class and/or citizenship.

**Discussion Paper: Knowledge Production about Latin American Women: 15%**

Using two cases from the following four (Sterilization of Puerto Rican women, Murders of women in Ciudad Juarez, Chihuahua, Mexico, Genocide of Indigenous Women in Peru, or Latina immigrant women in the United States), compare and contrast how knowledge has been created about the women, the acts of violence against them and policies that have been implemented. Be sure to discuss the presence/absence of the women’s voices in this knowledge production.

**Weekly Blog: 25%**

For five out of ten weeks, you will post one short blog posting (250 words) about the week’s readings, films, class discussions, OR an issue that is related to the class. At the end of each blog posting, you must pose two questions you have about the reading. Each blog posting will be worth five points. Further instructions will be given in class.

**Final Paper: Policy Brief of Latina Women’s Issue: 35%**

You will select an issue that impacts Latina women in the United States and/or New York City and write a policy brief discussing the issue and possible solutions. Try to pick an issue that you wish you could solve. Your policy brief must identify the problem; provide a background of the issue in the United States and/or New York City; identify the stakeholders involved in the issue; and possible solutions. It must be 5-7 pg., typed and double spaced.
In addition, using Garageband or Windows Movie Maker, you must create a three minute Public Service Announcement to inform and educate the public about the issue. Training and further instructions will be provided in class.

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
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<tbody>
<tr>
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<tr>
<td>Testimonio</td>
<td>15</td>
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<tr>
<td>Discussion Paper</td>
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<tr>
<td>Blog</td>
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<tr>
<td>Final Project: Policy Brief</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Project: PSA</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</tr>
</tbody>
</table>

**Incomplete Grade Policy**: An incomplete grade will be assigned only in extreme circumstances. Please see College Bulletin for full details.

**Extra Credit**: In the case that special talks/events arise during the course of the semester, I reserve the right to assign extra credit for attendance and a 1pg. essay relating the talk/event to the course.

**Course Outline and Reading Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | Who are Latina and Latin American Women?                | <B> Belen-Acosta and Bose, US Latina and Latin American Feminisms, pg. 1113-1119  
<B>Hill Collins, Nieves, et. al, Future Directions in Feminist Research, pg. 629-637  
<O>Agarwal, This Bridge, http://www.huffingtonpost.com/nisha-agarwal/this-bridge-called-my-bac_b_418196.html# |               |
| 2    | Latina Feminisms: Seminal Authors                       | <T> Castillo, Introduction, pg. 1-17  
<B>Moraga, La Guera, pg. 27-34  
<B>Anzaldúa, Chapter 2: pg. 37-46 | Blog Posting #1 |
| 3    | Intersections of Race, Ethnicity and Gender: AfroLatinas | <B> Various Authors, AfroLatinas, pg. 269-295  
<B>Candelario, Hair Race-ing, pg. 128-156 | Blog Posting #2 |
| 4    | Social Construction of Latin@s: The Church              | <T> Castillo, Chapter 3, 4, 5, pg. 63-120 | Blog Posting #3 |

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
<T> LFG, Daughter of Bootstrap, pg. 139-147  
<B> Jaffe, Government’s Role in Underrepresentation of Latinas in Public Employment, pg. 303-326 | Blog Posting #4 |
|---|---|---|---|
| 6 | Social Construction of Latin@s: The Family | <B> Hurtado, Chapter 3: Variations, Combinations and Evolutions, pg. 40-61  
<T> LFG, My Father’s Hands, Vignettes, Canto de Mi Madre, pg. 33-38, 39-42, 132-138  
<B> Hondagneu-Sotelo, I’m Here But I’m There, pg. 548-571 | Blog Posting #5 |
| 7 | Writing and Reading Latin@ Testimonios | <T> LFG, About the Series, Acknowledgement, Introduction, Genealogies of Empowerment, pg. ix-x, xi-xiii, 1-26 | Blog Posting #6 |
| 8 | Social Construction of Latin@s: Education | <T> On Testimonio, pg. 1-7  
<T> LFG, Certified, pg. 27-32  
<B> Cordova, Power and Knowledge: Colonialism in the Academy, pg. 17-45  
<T> Cantu, Alvarez, Anonima, pg. 60-68, 177-184, 218-224 | Blog Posting #7 |
| 9 | Sexuality and Reproduction | <T> Castillo, Chapter 6: La Macha: Towards the Whole Erotic Self, pg. 121-144  
<B> Cisneros, Down There  
<B> Lopez, Excerpt, Matters of Choice: Puerto Rican Women, pg. 3-19; 45-60  
Film: La Operación | Blog Posting #8; Testimonio Due |
| 10 | Precolonial and Colonial Latin American Women | <B> Steverlynck, To What Extent Were Amazon Women Facts, Real or Imagined, of Native Americans?, pg. 689-721  
<B> de Alba, Malinche, pg. 44-59  
<B> Díaz, Excerpt, The Brief Wondrous Life, pg. 244 [footnote]  
<B> Sor Juana Inés de Cruz, How Great is the Strength of my Inclination, pg. 251-256  
<B> De Alba, The Politics of Location, pg. 136-165 | Blog Posting #8; Paper Proposal Due |
| 11 | SPRING BREAK | | |
| 12 | Latina Social Movements in the Americas | <B> Stephen, Women and Social Movements in Latin America, Introduction, pg. 1-28  
<B> Azize-Vargas, The Emergence of Feminism in Puerto Rico, 1870-1930, pg. 268-275  
<B> Mooney, Militant Motherhood Revisited: Women’s Participation and Political Power in Chile and Argentina, pg. 975-994  
Film: Las Madres de Plaza de Mayo | Blog Posting #9 |
| 13 | Latin@s and Institutional Violence | <B> Fregoso and Bejarano, Introduction, Femicide in Latin America in the Movement for Women’s Human Rights, pg. 157-176  
<B> Garcia, Machos y Putas, pg.1-5  
<B> Castaneda, History and Politics of Violence Against Women, pg. 310-319  
<B> Rivera, Domestic Violence against Latinas by Latino Males, pg. 231-258  
Film: Señorita Extraviada | Discussion Paper Due |
<B> Zayas, et. al, Why do so many Latinas Attempt Suicide? Pg. 275-287  
<O> Latina Teen Suicide: http://www.latinousa.org/916-2 | Storyboard Due |

**Final Exam Date/Time:**

During this time, students will hand in their final policy briefs and present their PSAs.
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 (e.g., ANTH 191, if number not assigned, enter XXX)</td>
<td>English 181</td>
</tr>
<tr>
<td>Course Title</td>
<td>Composition 1: Exploration and Authorship: An Inquiry-based Writing Course</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>English Composition</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>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for explaining ideas, and rhetorical strategies for completing investigative writing.</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
- [ ] 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>US Experience in Its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Scientific World</td>
</tr>
<tr>
<td>Creative Expression</td>
<td></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 those 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 not be 3 credits and 3 contact hours.

April 2, 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:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read and discuss texts around a primary theme chosen by their instructor. From these readings and their own writing, students choose an individual investigative question which the explore through various composing strategies throughout the semester. The students compile a portfolio of their work for assessment at the end of the semester and write a letter to their English 201 instructor which explains their writing achievements and challenges.</td>
<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>The students in this course compose a sequence of assignments that prepare them to write a final inquiry-based paper that integrates their own ideas about a focused question along with research that relates to that investigative inquiry. Each of the forms that lead up to the final paper should be drafted and revise by the student as well as evaluated by their instructor. The final products of this recursive process will be collected in a final portfolio which will be used to determine their overall grade for the semester.</td>
<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>Students prepare a series of interrelated (scaffolded) assignments that accumulate into final research paper. The students’ final portfolios amasses the writing they’ve completed during the semester and exhibits the composing strategies and writing skills that they have accumulated in their first fifteen weeks. During the semester, students also use various web-based programs to access assignments, do academically-related social networking, and online research (i.e., Blackboard, blogging, podcasting, and library databases).</td>
<td>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</td>
</tr>
<tr>
<td>Students learn documentation styles by preparing their annotated bibliography as well as a research paper.</td>
<td>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</td>
</tr>
<tr>
<td>Students prepare an annotated bibliography and visit the library for a computer-based research workshop. Afterward students prepare a scripted interview in which they are a participating interviewer who questions ideas of two authors they’ve cited in their annotated bibliography. These questions should both inform the ideas of their research paper’s investigative question as well as elicit “conversation” between their interviewed experts. Students compose a one-act play which represents the conversation between them and their chosen experts to show how their ideas interrelate.</td>
<td>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</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>
<th>Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interpret and draw appropriate inferences from quantitative representations, such as graphs and tables.</td>
<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>

April 2, 2012
Below you will find an explanation of the curricular structure and objectives of the John Jay English 101 as well as a sample course description/syllabus in the way an instructor could construct a course according to the curricular guidelines.

While John Jay English 101 instructors choose their course themes and the readings for their individual classes, they must fulfill the following criteria for the first-semester composition course. This curricular structure helps ensure that each student no matter in what section they enroll receives an equitable ("equal opportunity") situation in which they learn similar composing strategies and skills to support their college-level writing capabilities.

**Rationale & Structure of English 101**

- Each English 101 instructor will choose a single theme for the course (for example, dialect or evidence, or gender). Students will develop inquiry-based writing that explores this theme.
- All students prepare a portfolio of writing which includes prescribed types of writing forms. (See explanation of assignments below.)
- These forms of writing provide students with a base of knowledge about the processes and conventions of academic writing.
- This inquiry-based course prepares students for the types of research methods and writing they will need to do for the mission-based disciplines of the college.
- With the large adjunct teaching population who instructs this course, the English Department will have a greater ability to control the continuity of what writing processes, skills, and conventions are taught in the course.
- Once students complete this inquiry-based writing course, they will be better prepared to complete research theses for their other courses.

**English 101 Knowledge and Performance Objectives**

In this course, students engage in a variety of in-class and homework assignments that offer them strategies of preparing, revising, and completing college-level writing. They are:

- Students will know academic techniques to help them in the process of preparing research papers. The research essay, thus, becomes a sequence of manageable tasks rather than a monolithic (and often overwhelming) trial by ordeal.
- Students will see writing as a developmental process.
- Students will practice both low-stakes writing (informal, exploratory writing) and high-stakes assignments (formal, finished products). The variety of writing assignments will give students the opportunity to experience the incremental and developing stages of the writing process.
- Students will be familiar with academic forms (letter, proposal, outline, annotated bibliography) to help them explore their investigative questions.
- Students know the terminology of research.
- Students know how to examine their investigative inquiries within the discourse of their academic community as well as within the context of experts who have posed similar questions.
- Students will learn strategies of invention and organization which will help them shape and craft their writing.
- Students will be able to differentiate between speculation, opinion, analysis, and inference.
- Through peer review experiences, students will gain an increasing awareness of audience, readers’ expectation, and the qualities necessary to convey ideas clearly.
- Students gain the language and self-awareness about their literate abilities that allow them to discuss their strengths and challenges of expression.

**Information/Research Literacy:** *The library offers English 201 classes a research workshop, specifically designed with the assistance of our Freshman Services Librarian.*

- Students invent and focus their own research topic from the course’s theme in relation to their own person experiences and knowledge.
- Students learn to brainstorm multiple search terminology and subject headings which familiarize them with research in computer Boolean systems.
- Students participate in a library research orientation which shows them how to find resources related to their topics and how to locate books and journals in the library.
- Students participate in a library exercise which teaches them how to find books, journals, newspapers, and electronic media related to their research topic.
• Students will be familiarized with the John Jay electronic resources found on the college’s website.
• Students are made aware of the bibliographic information contained in scholarly work and how to use it to their research advantage.
• Students are introduced to the issues of intellectual property and the pitfalls of plagiarism.
• Students learn documentation as an academic agreement between scholars depending upon the needs of specific disciplines.

Assignment Guidelines and Criteria:

The students in this course compose a sequence of assignments that prepare them to write a final inquiry-based paper that integrates their own ideas about a focused question along with research that relates to that investigative inquiry. Each of the forms that lead up to the final paper should be drafted and revise by the student as well as evaluated by their instructor. The final products of this recursive process will be collected in a final portfolio which will be used to determine their overall grade for the semester.

The writing required assignments include:

Assignment 1. A descriptive letter to a specified audience which explains a situation that the student has experienced. The letter explains how that experience has elicited a reaction which has peaked their interest and which motivates further inquiry on their part. In lieu of a letter, students could compose a creative non-fiction essay that serves the same function.

Assignment 2 A proposal that adopts some investigative question from the letter that could be explored. This proposal will present a topic, examine the purpose of this investigation, consider the methods of exploring the subject, and designate resources that will be useful for their exploration. Students first draft of this proposal may be initially vague but as they do the research for subsequent assignments, focus their questions based on the discourse they discover, and shape their essay, the proposal will be revised to reflect the development of their inquiry.

Assignment 3 An annotated bibliography which asks students to find two to three secondary sources which inform their investigation. Students will visit the library to attend workshops on information technology as well as how to use resources of library’s research. In writing the précis for the annotated bibliography, students learn to summarize, paraphrase, and use direct quotes. They likewise understand the discourse that surrounds their inquiry question.

Assignment 4 A first draft of their inquiry-based essay allows them to make an initial exploration of their proposed idea. Their first draft permits them to display what they know about their subject (through personal experience or external resources), to formulate some preliminary ideas, and to experiment with how they will express what they know as well as what they need to learn about their topic.

Assignment 5 A formal outline gives them the opportunity to lay out possible organizations for their essay. Students should experiment with how they arrange and order their ideas and resources in the outline. This typically formalistic piece of academic writing will be used to help them develop the most logical and accessible rhetorical strategy for their audience. Students will revise this outline as their essay progresses so that it reflects the updated strategies and materials of their developing composition.

Assignment 6 The scripted interview is a piece of writing that challenges students to consider the relationships between the ideas of the outside authors they have read as well as their own contributions to their topics. Students prepare a script in which they are a participating interviewer (think Charlie Rose) who questions the ideas and perspectives of two authors they have read for their annotated bibliography. The authors they interview exchange views upon the topic while the student interviewer observes, analyzes, and responds to their interrelated ideas. This experimental (and completely hypothetical) piece of writing challenges students to think about how the established writers they have researched would interact: if placed face to face and prompted with questions would these experts compare and contrast their ideas through mutual agreement, critical analysis, persuasion, and/or argument.

Assignment 7 After a recursive process of completing the above forms, students would prepare a second draft of their inquiry-based paper. By exploring their topics in a variety of writing forms and rhetorical methods, students will take a more informed, analytical, and critical approach to the topic they have chosen to investigate.

Assignment 8 Students will compose a cover letter to their English 201 instructor explaining the process that they went through to create the contents of their inquiry-based portfolio. They will describe the strengths they have gained while producing the various pieces of writing in this collection as well as the challenges that they still face as a writer. Teachers can prepare students for this final cover letter by either having them keep a writing process journal throughout the semester, or having them do an in-class reflection as they complete each step of this sequence of writing assignments.

Sample Course Description & Syllabus:

John Jay College of Criminal Justice English Department
524 W. 59th Street, New York, NY 10019
Course Description:

In this course, you will learn the habits, processes, conventions, and skills necessary to compose an inquiry-based essay. By understanding the basic tasks, steps, and processes of an inquiry-based exploration, you will then be able to practice, and eventually master, these writing practices to craft a college-level essay. You will learn and practice such conventional forms as the essay proposal, annotated bibliography, formal outline, APA documentation as well as less academically formal writing techniques such as letter and memorandum writing, interview scripts, and creative non-fiction.

Rather than learning these various writing forms for the sole purpose of their formalistic components, you will comprehend how these traditional and non-traditional writing methods can be used as tools for scholarly exploration that eventually allow them to be re-integrated into a completed inquiry-based essay. This course demonstrates how the process of the academic essay may be incrementally understood, thoughtfully approached, and eventually mastered. In contrast to being presented with an essay assignment which may feel like an insurmountable chore, this course provides the writing techniques, exercises, and assignments practiced in and out of class which break down the academic essay into a discernable sequence of manageable tasks.
The theme of this course will be dialects, specifically those related to standardized English. We all have a particular way that we use language that says something about our identity, our backgrounds, and our outlook upon the world. For this writing course, you will think about how the way people speak affects their sense of self as well as how their language usage creates certain public perceptions. Class members will look at a variety of perspectives about standardized and dialectical language, and consider how it may affect us in different aspects of our lives: familial, educational, financial, and social. How and why does language differ when people move from home to school to work? In this course you will investigate and compose writing that considers how established scholars have investigated the issue of language dialects while you become more aware of your own usage of language. You will be asked to complete a sequence of smaller writing assignments that will lead you to a final paper based on an inquiry question that you will devise.

Learning Objectives:

Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.

• Classroom discussions and exercises help student to explore their ideas and think more critically.
• Students practice rhetorical exercises which help them clarify their ideas in essays.
• Students develop abilities of critical thinking for both reading and writing. They explore the difference between the concepts of summary, analysis, and inference.
• Students explore the processes of academic literacy through a variety of in-class and out-of class writing exercises and assignments.

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.

• Students learn forms and conventions of academic writing.
• Students write and revise a sequence of writing assignments (letter or narrative, paper proposal, outline, memorandum, which each contribute to the invention, organization, and research of an inquiry-based paper.
• Students understand the relationships between these different types of writing: how each academic genre informs and applies to the final research paper, what the interrelationships between the various forms are, and how each form acts as a building block to re-envision and rewrite the subsequent drafts.

Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.

• Students learn to differentiate between speculation, opinion, analysis, and inference.
• Students practice in-class peer review to grow increasingly aware of audience, readers’ expectation, and the qualities necessary to convey ideas clearly.
• Students gain the language and self-awareness about their literate abilities that allow them to discuss their strengths and challenges of expression
• Students learn techniques for inventing, arranging, researching, editing, and proofreading texts.
• Students learn the proper formatting and presentation of the computer-generated paper.
• Students prepare a final portfolio that includes all of their writing assignments from the semester.

Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

• Students learn methods of critiquing their peers’ as well as their own writing.
• Students learn to use information technology to complete the research of their writing assignments.
• Students learn to discriminate among the types of information they find, deciding which authors are viable experts, which information is pertinent to their subject, and the ways this information must be prepared to incorporate into their writing.
• Students learn to integrate secondary sources into their essays.
• Students master MLA or APA Style Documentation.
Required Text & Materials for Course:

Mercury Custom Reader, John Jay Handbook, cassette tape, notebook for journal

Proposed Reading List: All of these readings have been compiled in a customized reader, developed through Pearson’s Mercury Reader. An example of this text accompanies this proposal.

The Basis of Dialect


Dialect and Race

Jones, R. L. What’s wrong with black English? Baldwin, J. If black English isn’t a language then tell me what is? Brooks, G. We real cool. Engkent, Garry Why my mother can’t speak English Farb, P. Linguistic chauvinism Hughes, L. Theme for English B. Quan, K. Y. The girl who wouldn’t sing. Lu, M From silence to words Tan, A. Mother tongue Williams, P. The death of the profane Wong, E. The struggle to be an all-American girl

Dialect and Ethnicity

Anzaldúa, G. How to tame a wild tongue Castro, J. Spanglish Silko, L. M. Language and literature from a Pueblo Indian perspective.

Dialect and Assimilation

Winnemucca, S. My people will never believe me again.

Dialect and Gender

Tannen, D. Men and women talking on the job Tannen D. Sex, lies, and conversation

Dialect and Generations

Johnson, K. Today’s kids are, like, killing the English language. Yeah, right. Heath, S. B. Literate traditions

Dialects and Professions

Lakoff, R. T. The grooves of academe

Absence/Lateness Policy:

In some lecture courses, material that you are reading in the textbook is reviewed and elaborated upon in the classroom; as a result, you may not feel that you need to attend every lecture to profit from the course. In this composition course, however, reading, memorizing, and regurgitating information is not our classroom process. Instead we discuss techniques and styles of writing that you will master in college. Our classroom will be a workshop in which we will engage in diverse forms of writing, discuss problems of composing, share and critique each other’s work, and develop a way of talking about how we write. Consequently, it is imperative that you attend class without fail, and that you arrive with the reading and writing assignments prepared, in hand. In short, to do well in this class you must be present—physically, mentally, and intellectually. Your classmates and I need your contribution to classroom discussions if this is to be an enriching experience.
Official Policy:

1. Only four (4) absences are permitted; six or more result in failure of the course (no ifs, and, or buts). I do not advise even missing four because you will have missed irretrievable moments of classroom interaction.
2. Lateness disrupts the classroom and, in many ways, defeats your learning potential. If for some reason you are having scheduling problems, see me as soon as possible.

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. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism: Plagiarism and cheating are violations of CUNY’s policy on academic integrity (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

Grading policy: Our goal here is to improve our writing skills and habits. As an alternative to grades on every draft, I give you suggestions on how to improve your writing. Throughout the semester, you may always revise every piece of writing and resubmit it to me. It is not until the final portfolio is handed in that drafts of your writing are “finished.” If at some point you want a letter grade on a paper, ask me and we will discuss it. I will justify to you why I think you’ve earned a grade, and this conversation may show you ways to improve the quality of your work.

At the middle of the semester, I will substitute two class periods for conferences with each one of you individually to discuss your progress. I will ask you to give yourself a grade, determine what grade you want at the end of the semester, and then consider what actions you need to take to acquire that proposed end-of-semester grade. You will compose a memorandum for me about this conference in which you reiterate what we discussed. You will submit this memo to me and it will serve as our grading contract as well as your agenda for end-of-the-semester action. At a designated date at the end of the semester, you will submit a completed portfolio of writing. The final assessment of this portfolio writing will determine your grade for the course.

Please remember that I actually don’t GIVE grades, you EARN them.

Syllabus

Week 1.1: Introduction and explanation of course description
For next class: Read Zinsser, The act of writing, & Johnson, Today kids are, like, killing English.

Week 1.2 Discuss Zinsser and the use of the writing process journal
In-class assignment: In groups of three or four: Each student tape records a two-minute story about a situation in which they were dealing with a new language and they discovered something about themselves. For next class: Read Keller, Everything had a name, Jen, What means switch?.

Transcribe what you have recorded on your tape verbatim (word-for-word with every huh, umh, slang, and language variety (for example, “gonna,” “bounced,” etc.)

Week 2.1 Discuss Keller's and Jen's narratives about linguistic difference. Discuss the definitions of dialect vs. standardized English. For next class: Read Engkent, Why my mother can't speak. Write the story you recorded and transcribe it in standardized English.

Week 2.2 Discuss Engkent and Hughes: What devices did these writers use to convey their stories? Comparison/contrast the transcription and standardized English texts. For next class: Read G. Rodriguez, English lesson in California & R. Rodriguez, Public and private language. Redraft your draft using the best narrative qualities of both the standardized and non-standardized English.

Week 3.1 Comparison contrast exercise using G. Rodriguez vs. R. Rodriguez. Peer critique of redrafted linguistic narrative. For next class, read: Lu, From silence to words & Tan, Mother tongue.

Week 3.2 Discussion of Lu & Tan: How have these authors used their personal narratives to address a larger issue of language? What audience might be interested in the topic which their experience has inspired? Discuss the focused investigative question and the elements of the proposal. Show examples. For next class: Roberts, How to say nothing in 500 words. Consider a focused essay topic about dialects, second-language, or language discovery that your narrative suggests. Write a proposal which describes your inquiry-based paper.


Week 4.2 Library Visit and Research Orientation Workshop.

Week 5.1 Meet in library to conduct research for proposed papers. For next class, read: Anzaldua, How to tame a wild tongue & Castro/Cook, Spanglish.

Week 5.2 Discuss Anzaldua & Castro Cook. Field problems with annotated bibliography. For next class, read Klass, Learning the language, & Tannen, Men and women talking on the job.

Week 6.1 For next class: Bring a first draft of your inquiry-based paper. Read Murray, The maker's eye.

Week 6.2 Peer review of first draft. Discuss organizational strategies and devices. For next class: Prepare a working outline of your paper. How can this device help you to organize your paper or rethink how your paper should be organized? Read Tannen, Talking up close, & Sex, lies, and conversation.

Week 7.1 Peer review of outline in comparison with first draft.

Week 7.2 Review APA Style documentation. For next class, read: Jones, What's wrong with Black English & Baldwin, If Black English isn’t a language.

Week 8.1 Deadline for Annotated Bibliography. Discuss Baldwin & Jones.
Introduce hypothetical interview script assignment. For next class: Bring a draft of this interview script assignment.

Week 8.2 Peer review of hypothetical interview script. Redraft inquiry-based essay and prepare mid-semester portfolio for review of writing in next week’s one-on-one conference.

Week 9.1 One-on-one conferences w/instructor. Assign memorandum recording what happened in conference. For next class read, Thomas, Notes on punctuation

Week 9.2 One-on-one conference w/instructor. Assign memorandum recording what happened in conference. For next class read, Thomas, Notes on punctuation.

Week 10.1 Review expectations of inquiry-based essay and create a student-generated rubric to evaluate this research essay.

Week 10.2 In-class revision workshop.

Week 11.1 In-class revision workshop

Week 11.2 In-class revision workshop

Week 12.1 Compose first draft of letter to your English 201 instructor. You should describe what you have learned this semester as well as discuss what challenges you still face as a college scholar and writer.

Week 12.2 Peer Review of letter

Week 13.1 Portfolio Preparation

Week 13.2 Portfolio Preparation

Week 14.1 Create Questions to Evaluate Course

Week 14.2 Respond to Evaluation of Course

Week 15.1 In-Class Peer Critique of Peer Portfolio

Week 15.2 Final Summary of Course
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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>English 201</td>
</tr>
<tr>
<td>Course Title</td>
<td>Composition 2: Disciplinary Investigations--Exploring Writing across the Disciplines</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>English Composition</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>English 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This composition course introduces students to the rhetorical characteristics of cross-disciplinary writing styles. Instructors choose a single theme and provide students with reading and writing assignments which address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.</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:

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>☐ Individual and Society</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:  

| ☐ Waiver requested |

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

|  |

If waiver requested:  
Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.  

|  |

### 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:

| In English 201, students are assigned readings in a variety of disciplines (humanities, social sciences, sciences, law) related to one theme. The rhetoric-based writing assignments that accompany the readings ask the students to analyze the readings for its discipline specific rhetorical moves, such as discipline-specific vocabulary, argument structure, and use of evidence, as well as form, voice, style, conventions and formatting. For example, students might compare a poem about the subway to a psychological study of subway behavior. Or, students compare a history essay on the U.S. government to an anthropology study on a nomadic culture. By completing these rhetorical comparisons, the students analyze how writing works in different disciplines; therefore, they learn how to critique arguments and question evidence. | ● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |

<p>| This course confronts the confusion students often have when they attempt to apply the writing knowledge they gained in their primary college-level composition course to the many forms and conventions expected of them in other non-English writing courses. Continuing and building upon the work that students did in English 101, the 201 course asks students to complete formal and informal writing assignments where they learn argument coherence, sentence-level clarity and standards of Academic English by writing and critiquing writing in a variety of academic disciplines. Students also use various web-based programs to access assignments, do academically-related social networking, and online research (i.e., Blackboard, blogging, podcasting, and library databases). Building on ENG 101, this course | ● 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. |</p>
<table>
<thead>
<tr>
<th>asks students to collect their work for the semester in a portfolio and write a reflective, rhetorical analysis of their own work, as well as the work of their writing peers who will have completed writing projects in other discipline areas.</th>
<th>Continuing and building upon the work that students did in English 101, students in 201 learn the research processes of different disciplines. By comparing a variety of methodologies (i.e. interviewing, observation, secondary source gathering) students learn the way knowledge is created in different fields.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing and building upon the work that students did in English 101, students in 201 learn to use the citation system appropriate to the discipline in which they are writing.</td>
<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>
<td></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>
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</tbody>
</table>

At the beginning of the semester, students complete assignments using the writing in the portfolio they produced in English 101. These assignments highlight for the student the relationships between the work they do in the two composition courses as well as the content-based courses they will throughout their educational careers.

In this course, students write both low stakes and high stakes writing assignments, where they “rehearse” the writing moves of different disciplines. By writing in a variety of forms, genres and discipline-specific styles, students complicate their understanding of how writing works and the choices writers can make to develop ideas, create arguments, marshal evidence and convince readers. Students are asked work within a variety of research methodologies, develop research questions they want to answer; conduct research using discipline-specific methodologies; and develop arguments using the primary and secondary sources they uncover. Examples of writing in this course might include some combination of: a short story, a public policy statement, a law brief, a field report, and/or a scientific observation.
John Jay College of Criminal Justice English Composition 201

Below you will find an explanation of the curricular structure and objectives of the John Jay English 201 (the second-semester course proceeding English 101) as well as a sample course description/syllabus in the way an instructor could construct a course according to the curricular guidelines.

While John Jay English 201 instructors choose their course themes and the readings for their individual classes, they must fulfill the following criteria for the second-semester composition course. This curricular structure helps ensure that each student no matter in what section they enroll receives an equitable (“equal opportunity”) situation in which they learn similar composing strategies and skills to support their college-level writing capabilities.

Rationale & Structure of English 101

To have a coherent writing program for students, WAC needs to begin at the beginning. First-year composition courses that introduce students to “academic discourse” in its finest sense—the genre of writing that sets forth a thesis or hypothesis and marshals evidence to support it—[should now become] familiar [to them].

– S. McCleod & E. Maimon in Clearing the air: WAC myths and realities.

English 201 emphasizes students’ sensitivity to cross-disciplinary research and inquiry. In English 201 students are groomed to read and write about a series of articles from a variety of disciplines, including students in the conversation about interdisciplinary writing. At present a top-down approach to Writing across the Curriculum (WAC) informs faculty about the methods and initiatives of WAC; the bottom-up approach of English 201 explains to students how the disciplinary values of writing change from one field to another. By making the shifting expectations more transparent to students, they will be better prepared to apply their reading and writing skills when they confront new and less familiar cross-disciplinary writing challenges.

In English 201, students are exposed to the preferred genres, rhetorical concepts, vocabulary, formatting idiosyncracies, types of arguments, and types and uses of evidence of different disciplines. They become aware of how writing changes from field to field and, under their instructor’s guidance, practice a variety of informal and formal types of writing that help them With this familiarizing pedagogy, students realize that writing does not only survey as a means of tabulating information, but also that it can be used as an exploratory device

With each subsequent discipline-based essay that they will read, students recognize and pinpoint the diverse responses that the humanities, science, social science, and legal fields expect of their scholarly writers. As a result, students are not only prepared to read and write essays in a particular field such as English, History, or Science, but they are also shown how to transfer investigative and compositional conventions and skills from one type of disciplinary writing to another. This course confronts the confusion students often have when they attempt to apply the writing knowledge they gained in their primary college-level composition course to the many forms and conventions expected of them in other non-English writing courses.

Approved by UCASC, October 12, prepared for Nov 20, 2012
• Early in the semester, English 201 instructors use the portfolio students developed in English 101. This writing can be used as a diagnostic, as a way to engage the students in some reflective writing about their own practice or as a way to begin the rhetorical analysis (craft analysis) work of 201.
• Each English 201 instructor will choose a single theme for the course (for example, AIDS or criminals or disobedience) and find articles from a variety of disciplines via the library’s internet databases. Students will analyze the particular disciplinary characteristics of these texts and infer the criteria that each field sets for itself.
• English 201 expands students’ academic writing into their third semester, providing them with a more extensive exposure to the composing skills they need to acquire.
• By the 200-level, students will be adequately socialized and acclimated to the culture of college and be more prepared to fulfill the critical thinking demands of academic writing.
• With the large adjunct teaching population who instructs this course, the English Department will have a greater ability to control the continuity of what writing processes, skills, and conventions are taught in the course.
• Once students complete this cross-disciplinary writing course, they will be better prepared to complete research and documents for their other non-English courses.

English 201 Knowledge and Performance Objectives
• All students will prepare a portfolio of writing which includes prescribed types of writing forms.
• This introduction to interdisciplinary forms of writing provide students with a base of knowledge about the varying processes and conventions of writing as it moves from field to field.
• This cross-disciplinary writing course prepares students for the types of research methods and writing they will need to do for the mission-based disciplines of the college.
• English 201 shows students the value of writing as a learning tool using “writing-to learn” practices.
a As English 201 uses a variety of texts from different disciplines, students will know how writing can help them learn new discipline-specific subject matter and, thus changes their attitudes toward writing. Writing becomes a productive tool for learning rather than an unwelcomed task.
• Students know the preferred genres, rhetorical concepts, vocabulary, formatting idiosyncracies, types of arguments, and types and uses of evidence of different disciplines.
• Students know academic tools and behaviors such as notetaking, research journal keeping, and proposal writing (to name only a few) which can be applied directly to their learning needs.
• Students review research methods, conventions, and practices that they integrate into the cross-disciplinary writing assigned for this course.

Information/Research Literacy:
• Student reapply the research skills they learned in English 101 to their exploration of interdisciplinary writing.
• By searching for cross-disciplinary articles and websites on the world wide web, students learn to differentiate between those texts and sites that have some authorial validity.
• Students will be able to discern and choose viable information resources from across the disciplines.
• Students will know a variety of disciplinary methodologies for doing research (for example, surveys, interviews, close observation, thick description)
• Students will know how to access search engines and electronic databases particular to specific disciplinary fields

Assignment Guidelines and Criteria:

Below are examples of the types of assignments that would challenge students to explore interdisciplinary writing.

Required:

• Students prepare an introductory essay based on their English 101 portfolio for their English 201 instructor. This writing can be used as a diagnostic, as a way to engage the students in some reflective writing about their own practice or as a way to begin the rhetorical analysis (craft analysis) work of 201. These assignments underscore how the writing courses interrelate.

Recommended:

• Students research the etymology of words, understanding the meanings of words change over time and in context of certain disciplines.
• Students will compose a series of essays which both critically analyze the differences between interdisciplinary texts as well as model themselves after the disciplinary documents they study. (2-4 essays at 4 – 5 pages each)
• Students research the particular composing characteristics of their major (or proposed major) to discover the expectations that the discipline requires. (4-5 pages)
• Students choose a disciplinary text for which they prepare an examination.
• Students choose randomly (say out of a hat) a topic and a discipline which they then prepare a document which would be representative of that field.
• Students write a letter to an expert in their field which questions some element of the expert’s research. This inquiry letter should prove that the student has a grasp of the subject, the terminology, and the evidence usage of the expert’s disciplinary background.
• Students convert an MLA “Works Cited” to an APA “References.” This exercise demonstrates to them the differences in the references forms as well as rationalizes why each field chooses a particular documentation suited to their disciplinary needs.

Sample Course Description & Syllabus:

Since each instructor chooses their texts individually to fulfill the textual needs of their specific thematic course, here I will provide an example of a course description/syllabus which could be used.
Course Description: This course introduces you to rhetorical characteristics and writing styles from across the disciplines. By exposing you to reading and writing from across the disciplines, this course will prepare you for the types of research and writing you will need to do in the content-based disciplines of the college: the humanities, the social sciences, and criminal justice fields. Through a variety of reading and writing assignments you will learn how to apply your accumulated skills to a variety of rhetorical situations and strategies.

In this course we will closely examine the 1959 murder of a family in Kansas, which garnered worldwide attention through Truman Capote’s bestselling “nonfiction novel”, In Cold Blood. We will examine how the rhetoric of different disciplines changes this story. We will also investigate how the “facts” of the case shift through the lenses of tertiary, secondary and primary sources.

Learning Objectives:

Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.

• Students learn and practice rhetorical strategies, which help them gain an awareness of choice in authorship, and which help clarify and execute ideas in writing.
• Students practice varying processes and conventions of writing as it moves from field to field.
• Students learn to identify the preferred genres, rhetorical concepts, terminology, formatting, and specific uses of evidence in various disciplines.

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.

• Students learn different types of research methods and writing that they will face in the content-based courses of the college.
• Students review research methods, conventions, and practices that they integrate into the cross-disciplinary writing assigned for this course.
• Students prepare a portfolio of the various types of disciplinary writing that they produce.
Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.

• Students practice integrating tertiary, secondary and primary sources into their essays.
• Students practice APA Style Documentation.
• Students consider how writing can help them learn new discipline-specific subject matter.

Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.

• Students learn different types of research methods and writing that they will face in the content-based courses of the college.

Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

• Students reflect upon how their composing skills can be applied in diverse writing situations.
• Students expand their abilities to discuss their writing strengths and challenges.

Course Prerequisites: English 101

Your English 101 Portfolio.

Additional Readings on E-Reserve and Blackboard: To be announced

Instructions for E-Reserve Go to http://www.lib.jjay.cuny.edu Click on Reserves Click on E-Reserves Click on Reserve Readings Search by Instructor: Christman Click on Eng 201 Password: capote

Absence/Lateness Policy:

In some lecture courses, the material that you are reading in the textbook is reviewed and elaborated upon in the classroom; as a result, you may not feel that you need to attend every lecture to profit from the course. In this composition course, however, reading, memorizing, and regurgitating information is not our classroom process. Instead we discuss techniques and styles of writing that you will master. Our classroom will be a workshop in which we will engage in diverse forms of writing, discuss problems of composing, share and critique each other’s work, and develop a way of talking about how we read and write. Consequently, it is imperative that you attend class without fail, and that you arrive with the reading and writing assignments prepared, in hand. In short, to do well in this class you must be present physically, mentally and intellectually. Your classmates and I need your contribution to classroom discussions if this is to be an enriching experience. Please note: there are no such things as “excused absences”.

Approved by UCASC, October 12, prepared for Nov 20, 2012
Official Policy:
Only four (4) absences are permitted; five (5) or more result in failure of the course (no ifs, and/or buts). I do not advise even missing four because you will have missed irretrievable moments of classroom interaction and instruction.

Lateness disrupts the classroom and, in many ways, defeats your learning potential. Our time is valuable and we have a lot to cover in each class. If you are more than 10 minutes late, it will count as half an absence. If you are late twice, it counts as one absence. See official absence policy above.

Respect and Consideration:
The writing process can be a personal and experimental journey. As a writing community, we will be sharing ideas, questions, and products of our writerly journey with each other. We will be engaged in a give-and-take dialogue. Sometimes this exchange includes encouragement and sometimes this exchange includes criticism. Sometimes we will be talking about sensitive topics that we will encounter in our texts. It is important that we be aware of the language we use to discuss each other's work, and in class discussions. It is important to remember that when we are discussing writing, we are discussing technique and process; our comments should not be a personal affront on the author. We also need to practice discussing potentially emotional topics in a professional manner. We are all here to learn and grow, and it is up to us to nurture a positive and energetic conversation.

The Writing Center:
The Writing Center, located in room 2450 North Hall, 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. Appointments are booked two weeks in advance, and the schedule of workshops is available on the Writing Center website, http://web.jjay.cuny.edu/~writing/homepage.htm.

Plagiarism:
Plagiarism and cheating are violations of CUNY’s policy on academic integrity (http://www1.cuny.edu/portal_er/content/2004/policies/image/policy.pdf). By registering for 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 pp. 44-5 of the JJC Undergraduate Bulletin for further explanation. See your JJC Rhetoric, Research and Strategies handbook for tips on understanding and avoiding plagiarism. If at any point during the semester I suspect you have violated CUNY’s Academic Integrity Policy, I will ask you to upload an electronic version of your assignment on the Turnitin Originality Checker website. Please visit www.turnitin.com for more information.

Grading Policy:
You will complete 14 assignments over the course of the semester. Your 8 best assignments, and 2 final assignments will make up your final grade for the class:
10 assignments * 10 points each = 100 points.
You receive 2 points for completing and turning in the assignment on the day it is due. If you hand in your assignment late, you will not receive those 2 “performance” points.

The remaining 8 points will be based on how well you meet the following criteria:

Invention and Inquiry--Students learn to use low-stakes writing and research to explore their ideas and the ideas of others in a meaningful and complex way.

Awareness and Reflection--Students learn to reflect on their own writing and learning and increase their understanding of who they are as writers and learners.

Writing Process--Students learn methods of composing, drafting, revising, editing and proofreading.

Sentence Fluency--Students learn to write clear, complete and correct sentences and use a variety of independent and dependent clause forms.

Conventions--Students learn to control language, grammatical structures, sentences, punctuation appropriate to the writing situation.

Rhetoric and Style--Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

Claims and Evidence--Students learn to develop logical and substantial claims, provide valid and coherent evidence for their claims and show why and how their evidence supports their claims.

Research--Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.

8=Exceeded 6=Achieved Proficiency 4=Close to Proficiency 2=Limited Proficiency 0=Not Attempted

You can keep track of your grade on the attached point sheet. I will also provide you with a mid-semester update.

Please remember that I don’t GIVE grades, you EARN them

**Keys for success:**

To succeed in this class you must:

1. Be present. It is imperative that you come to class, and that you come to class on time. When you are in class, it is important that you pay attention to what is going on during class lectures and discussions, not to your wireless devices. Those texts will still be there when you get out of class. If I feel like your wireless devices are too much of a distraction, I will ask the entire class to “check your phone” at the door, and you will all leave your devices turned off at the front of the room. You will be able to retrieve your phone during breaks.

2. Be punctual. Too often students get a grade lower than expected because of assignments they did not turn in or turned in late. Turning your work in on time can mean the difference between a C and a B. If you are stuck on a particular assignment, there are resources (including me, and your peers) to help you. Please use them.

3. Believe in yourself. You can become a better reader and writer, and I promise to give you the tools to do so. You have to meet me half way by working hard throughout semester, and if you believe you can do, you will do it!
4. Practice reading. This is the best way to learn how to write. It is especially important for students who speak multiple languages. The more you read, the better you will get at writing—I guarantee it.

5. Practice writing. Writing is like a sport—practice makes perfect. Your assignments should show that you put some thought, time and effort into your work. The more you practice writing, the better you will get at saying what you mean and meaning what you say.

6. Ask for help. Use the supports and resources available to you at the College: The Writing Center, The Center for English Language Support, your professor, your tutor, and your peers—especially your peers! You have the opportunity in this class to build a network of people who share common goals and who can help you succeed. Remember we are an academic community and when one of us succeeds, we all succeed.

7. Be attentive. To what goes on in class (see Key for Success #1), to your priorities, to your time, to your physical and mental health.

**Syllabus:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Reading Due &amp; Writing Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Jan 28</td>
<td>Introductions</td>
</tr>
<tr>
<td>Wed Feb 2</td>
<td>In Class: In small groups, you will trade and critique your English 101 portfolio cover letters. You should identify the strengths of your peer’s writing as well as the challenges. Write a paragraph that critiques their work. At the end of class, you will submit the letter and critiques to your instructor. Watch Capote Assignment 1: a 2 to 4-page reaction (EXPLORE/DESCRIBE)</td>
</tr>
<tr>
<td>Fri Feb 4</td>
<td>Watch Capote Capote, <em>In Cold Blood, Part I: The Last to See Them Alive</em></td>
</tr>
<tr>
<td>Wed Feb 9</td>
<td>Creating Context: Asking Questions &lt;br&gt;Assignment 2: a 2 to 4-page reaction (OBSERVE/DESCRIBE)</td>
</tr>
<tr>
<td>Fri Feb 11</td>
<td>NO CLASS (Lincoln’s birthday) &lt;br&gt;Capote, In Cold Blood, Part II: Persons Unknown</td>
</tr>
<tr>
<td>Wed Feb 16</td>
<td>Rhetorical Situations Assignment 3: a 2 to 4-page reaction (NARRATE)</td>
</tr>
<tr>
<td>Fri Feb 18</td>
<td>Rhetorical Situations &amp; Strategies &lt;br&gt;Capote, In Cold Blood, Part III: Answers</td>
</tr>
<tr>
<td>Wed Feb 23</td>
<td>NO CLASS (Monday schedule)</td>
</tr>
</tbody>
</table>
Fri Feb 25  Rhetorical Situations & Strategies  
Capote, In Cold Blood, Part IV: The Corner

Wed Mar 2  Sources: How to find/use sources  
Assignment 4: a 2 to 4-page reaction (DEFINE)

Fri Mar 4  Sources: Paraphrasing, summarizing, quoting  
Plimpton, Truman Capote (eReserve)

Wed Mar 9  Watch Infamous Assignment 5: a 2 to 4-page reaction  
(CLASSIFYING AND DIVIDING)

Fri Mar 11  Watch Infamous Plimpton, Truman Capote (eReserve)

Review the final research essay that you completed in English 101. Now that you’ve learned more about writing and rhetoric, compose a one-page critique of how you would revise this piece of writing.

Wed Mar 16  Voice & style: three communities  
Assignment 6: a 6 to 8-page essay (COMPARE/CONTRAST)

Fri Mar 18  Voice & style across academic disciplines (Humanities)  
Student Generated (post to Blackboard)

Wed Mar 23  Voice & style across academic disciplines (Social Sciences)  
Assignment 7: a 2 to 4-page reaction (EXPLAIN)

Fri Mar 25  Voice & style across academic disciplines  
Student Generated (post to Blackboard) (Criminal Justice)

Wed Mar 30  Mimicking voice & style Assignment 8: a 2 to 4-page reaction (DIALOGUE)

Fri Apr 1  In Class: Choose five sentences that do not work from your English 101 portfolio. In small groups, you will share these sentences with your peers and work together to edit and correct them.
Mimicking voice & style Student Generated (post to Blackboard)

Wed Apr 6  Watch In Cold Blood Assignment 9: a 2 to 4-page reaction (NARRATE)

Fri Apr 8  Watch In Cold Blood Student Generated (post to Blackboard)

Wed Apr 13  Rhetoric & telling true stories Assignment 10: a 6 to 8-page essay (CAUSE & EFFECT)

Fri Apr 15  Arguing & fallacies Student Generated (post to Blackboard)

Wed Apr 20  NO CLASS (Spring Recess)

Fri Apr 22  NO CLASS (Spring Recess)

Wed Apr 27  Presentations Assignment 11: Outline of presentation

Fri Apr 29  Presentations Assignment 11: Outline of presentation

Wed May 4  Presentations Assignment 11: Outline of presentation

Fri May 6  Presentations Assignment 11: Outline of presentation

Wed May 11  Reflect and review Assignment 12: a 6 to 8-page essay (ARGUE)

Fri May 13  Reflect and review

Wed May 18  LAST DAY OF CLASS Portfolio due: which includes: your 8 best works, a personal dictionary & annotated bibliography of all work read throughout the semester (Assignment 13), and a 2 to 4-page exit letter (Assignment 14).

All written work should be prepared in APA style. Please make sure it is typed and double-spaced in 12-point Times New Roman font with 1-inch margins. Only under extenuating circumstances will I accept other work electronically. You must get my explicit permission to e-mail your work.
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>PSY 101</td>
</tr>
<tr>
<td>Number (e.g., ANTH 101, if</td>
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<tr>
<td>number not assigned, enter XXX)</td>
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<tr>
<td>Course Title</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
</tr>
<tr>
<td>Department(s)</td>
<td>PSYCHOLOGY</td>
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<td>Discipline</td>
<td>PSYCHOLOGY</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<td>Contact Hours</td>
<td>3</td>
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<td>Pre-requisites (if none, enter</td>
<td>N/A</td>
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<td>N/A)</td>
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<tr>
<td>Co-requisites (if none, enter</td>
<td>N/A</td>
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<td>N/A)</td>
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<tr>
<td>Catalogue Description</td>
<td>This course is a survey of the</td>
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<td>scientific study of the mind and</td>
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<td>behavior. Topics to be covered</td>
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<td></td>
<td>include research methods and</td>
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<td>applications in Psychology’s major</td>
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<td>areas of study: thought, memory,</td>
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<td>learning, personality, social</td>
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<td>processes, human development,</td>
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<td>psychological disorders, and the</td>
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<td>biological bases of behavior.</td>
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<td>Special Features (e.g.,</td>
<td>Syllabus must be included with</td>
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<td>linked courses)</td>
<td>submission, 5 pages max recommended</td>
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<td>Sample Syllabus</td>
<td>Included with submission</td>
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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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<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative</td>
<td>US Experience in its Diversity</td>
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<tr>
<td>Reasoning</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Individual and Society</td>
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<td>Scientific World</td>
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</table>

Learning Outcomes

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

D. Individual and Society

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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
<table>
<thead>
<tr>
<th>Student will demonstrate their ability to assimilate information from a variety of sources, such as textbook readings, websites, lectures, demonstrations, laboratory experiments, video clips, movies and primary source readings, by achieving a satisfactory level of performance on examinations in Psychology 101 throughout the semester.</th>
<th>● Gather, interpret, and assess information from a variety of sources and points of view.</th>
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<tbody>
<tr>
<td>Students will demonstrate the ability to think critically in their approach to psychological topics in a writing assignment, such as a reaction paper, journal writing, research paper, or summary essay, or on critical thinking activities.</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
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<td>Students will demonstrate their ability to reason using evidence to support their conclusions in a writing assignment, such as a reaction paper, journal writing, research paper, or summary essay.</td>
<td>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</table>

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

<table>
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<tr>
<th>Students will demonstrate their knowledge of psychological theories and methods through in-class participation (verbal or electronic) and by achieving satisfactory performance on psychology tests throughout the semester</th>
<th>● 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.</th>
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</thead>
<tbody>
<tr>
<td>Students will demonstrate their knowledge of contextual influences on human behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture, through in-class participation (verbal or electronic) and by achieving satisfactory performance on examination questions that predominantly focus on the topic of social psychology.</td>
<td>● Examine how an individual’s place in society affects experiences, values, or choices.</td>
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<td>Students will demonstrate their knowledge of ethical issues in psychological research through in-class participation (verbal or electronic), and by achieving satisfactory performance on examination questions that predominantly focus on the topic of ethics in psychology</td>
<td>● Articulate and assess ethical views and their underlying premises.</td>
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<td>● Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
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<td>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</td>
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INTRODUCTION TO PSYCHOLOGY  
PSY 101.12  
Spring 2012  
Monday and Wednesday 2:50 pm to 4:05 pm


There are copies of the book available at the library reserve desk or you might consider sharing a textbook or buying a secondhand copy.

Supplemental Text:  

**You will need this book only if you choose not to participate in the research experiments.** You will use it to write your papers for research experience credit. It is available from the Reserve desk at the library. You cannot check the book out but you can use it in the library for 3 hours at a time. Be aware that demand is high towards the end of the semester. You can also subscribe (for 180 days) to an electronic version of this textbook (it costs about $20). http://www.coursesmart.com/013603599X

COURSE DESCRIPTION:  
This course is a survey of the scientific study of the mind and behavior. Topics to be covered include research methods and applications in Psychology’s major areas of study: thought, memory, learning, perception, personality, social processes, human development, psychological disorders, and the biological bases of behavior.

LEARNING OBJECTIVES:  
By the end of this course, you should be able to:

- Gather, interpret and assess information about psychology from a variety of sources (including lectures, demonstrations, video clips, experiments, websites, and primary sources).
- Demonstrate the ability to think critically in your approach to psychological topics
- Write a well-reasoned summary of a psychological topic using a primary source as evidence to support your conclusions
- Define psychology and describe major sub-fields in psychology (e.g., social, cognitive, developmental, clinical, forensic)
- Demonstrate basic knowledge of applications and careers in psychology
- Demonstrate basic knowledge of the history of psychology
- Demonstrate basic knowledge of key concepts and content in psychology
- Demonstrate basic knowledge of Research methods (e.g., advantages and disadvantages of various scientific research methods)
- Differentiate major psychological perspectives (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural) and apply them to relevant psychological phenomena
- Be aware of differences among theory, clinical judgment and empirical research
- Be aware that there are APA ethical principles and a code of conduct for psychologists.
• Demonstrate an appreciation for contextual influences on human behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture
• Be aware that there are APA ethical principles and a code of conduct for psychologists.
• Relate the course material to personal experiences and develop an appreciation of the practical value of psychology

COURSE REQUIREMENTS:
Attendance, participation, in-class assignments: (5% of final grade) Regular attendance and active participation are essential elements for excelling in this class. If you have a valid excuse then as a matter of courtesy I ask that you please email me to let me know that you will be absent from a class. Please try to be on time as late arrivals are disruptive. Excessive absence (more than 4 classes) or recurring lateness may result in a failing grade.

Homework: (21% of final grade):
One of the goals of this class is for students to gain and use knowledge about psychology to improve their own lives, especially their academic performance. Many John Jay students have a hectic life-style, which may interfere with their study habits. So, throughout the semester you will use the homework assignments to reflect on how you learn and what you can do to maximize your learning. Secondly, homework assignments will also be used to help you learn to search for credible and reliable sources of information in psychology. It is important that you complete the homework on time, since initial assignments will provide the foundation for later assignments. The final homework will require you to find and summarize a primary source article on a topic related to academic performance in college students. Late homework will be penalized.

HOMEWORK ASSIGNMENTS

Assignment 1: ANSWERING QUESTIONS IN PSYCHOLOGY (Due Feb. 8th)
This homework will be an online quiz on Blackboard that will test your knowledge about research methods and ethics in psychology. This will be good practice for your upcoming test.

Assignment 2: USING PSYCHOLOGY to HELP YOU STUDY (due Feb. 15th)
In class, we have been studying how we learn and remember. In your textbook at the end of Chapter 1, there is a section called Tools for Student Success. Read this section carefully. This homework is designed to help you think about good study habits. For a few of the questions, you will need information from our classes on memory. You will be able to take this quiz twice. Remember, your score will tell you whether you need to review some more or whether you have understood and remembered the information.

Assignment 3: ARE YOU GETTING ENOUGH SLEEP? (due Feb. 29th)
For this homework, you will need to read the unit on sleep (Chapter 5) in your textbook. Many John Jay students have very busy lives and are often tired at school and at work. Read about why we sleep, how sleep is organized and why it is important. Begin to think about whether or not you get enough sleep and what effects this may have on your school performance? Please answer the questions here to determine whether or not you have understood the information in the chapter and to demonstrate that you are thinking critically about psychology in your life.

Assignment 4: PULLING AN ALL-NIGHTER? (due March 17th)
Have you ever stayed up all night studying? Is it a good idea? You will read a scientific study that examines the correlation between all-night studying and academic performance. There will be some parts of the study that will be difficult to understand, especially in the results section, because they will be talking about statistical tests that most of you do not know. However, I want you to see how psychologists work and write up their studies for other psychologists to read. This type of article is called a primary source because it is written by the person who conducted the study. You are used to having someone like me, or Karen Huffman, the author of your textbook, summarize information from primary sources for you, now you will have a chance to try and interpret the information for yourself. After you have done the reading, please answer the questions on Blackboard.


Assignment 5: SOURCES OF INFORMATION IN PSYCHOLOGY (due April 16th)
To follow up on today’s in-class exercise where we discussed how to assess the credibility of sources of psychological information, I would like you to use the psycINFO database that we explored in class to find a peer-reviewed primary source that describes a study that looks at how something (like sleep, drugs, alcohol, or stress, etc.) affects academic performance in college students. Pick a paper that you find interesting and that you can understand fairly well. Refer to your class notes and the handout on “Sources of Information

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Assignment 6: SUMMARY ESSAY (due May 7th) 10% of final grade

You are asked to write a 2-3 page summary IN YOUR OWN WORDS (12 point Times Roman font with one inch margins) EITHER of the article that you found for HW 5 (as long as your study has been approved by me) OR a summary of one of the articles attached here.

Make sure that you describe:

1) The main idea behind why the study was carried out (which will include the hypotheses)
2) Who participated in the study
3) How the study was conducted – What did they assess and how?
4) The main results – What did they find?
5) Major conclusions – Did their finding support their hypotheses and what is important about what they found.
6) At the end of the paper, please include the citation for the study in APA format

You must use your own words, do not copy phrases or just change a word here and there (see College policy on plagiarism). DO NOT USE QUOTES FROM THE ARTICLE. The assignment is due May 10th. You will hand in a hard copy of the paper along with a hard copy of the article (if you are not using one of the ones that I provided). It is OK if it has writing and highlighter on the article. This is an important homework as it will be worth 10% of the total 21% homework grade, i.e. 10% of your final grade. Please make sure that you write the paper to the best of your ability and have the writing center help you check for grammar etc. if you know that you have difficulty with this.

Exams: (64% of final grade): There will a total of 4 exams (16% each exam). Exams will consist primarily of multiple choice and short answer questions. MAKE-UP EXAMS WILL ONLY BE GIVEN IN CASES OF DOCUMENTED EMERGENCIES. NOTIFICATION OF SUCH AN EVENT MUST OCCUR BEFORE OR IMMEDIATELY AFTER THE EXAM DATE.

Research Experience (10% of final grade):

Psychology, like all other sciences, is based on research. Exposure to research is a vital component of this class since you will learn more about how different researchers gather information and how they apply this to psychological theory. You are required to obtain 20 points of research experience (10 hours) in one of two ways. Firstly, you can volunteer as a participant in psychological research. Only studies that have been approved by the psychology department can be used for this requirement. Go to the psychology department’s Research Experience Program (REP) web site (http://jjay.sonastems.com) to find out about the studies being conducted this semester. If you choose to participate in a study, you must sign up here. Within the first two weeks of classes, all students will be registered to use the site. Your username will be your first name, a period, followed by your last name and your password will be your last name (e.g., Jane Doe’s username would be jane.doe and her password would be doe). This is usually the same as your John Jay email address. Once you log on to the site, you can change the password to one of your own choice. The system will assign you 1 point for each half hour you spend participating in psychological research. Therefore, a total of 10 hours of research experience will give you the required 20 points.

Please do not sign up to participate in research unless you intend to show up. You may not be able to sign up for future studies if you fail to show up for an appointment that you have made with a researcher, or if at any time you arrive more than 5 minutes late. You may avoid this penalty by canceling your appointment at least 24 hours in advance. You may cancel the appointment by visiting the REP web site. Please do not argue with researchers if you arrive late. Once a study has started it is often impossible for a late student to be accommodated.

Researchers are responsible for reporting your participation to me throughout the semester, this is done online. It can take up to one week for your credit to post into the system. The last day to participate in an experiment is May 15, 2012.
A second option for research experience is to summarize research studies presented in your supplemental text *Forty Studies that Changed Psychology*. Copies of the text are available on reserve in the library. Each summary should be at least four typed double-spaced pages (with no more than 1 inch margins) and include a description of the research problem, the theory being tested, the methodology of the study, the findings, and why the study was important for the study of psychology. A paper should take you two hours to complete so for each paper that adequately summarizes a study, you will receive 4 points (so, five papers would equal 20 points). You must use your own words, do not copy phrases or change a word here and there (see College policy on plagiarism). You must turn in any papers by April 25, 2012 so that there is time to grade them before the end of the semester.

You must accumulate 20 points of research experience during the course of the semester. This can be done by participating in 10 hours of experimental research (2 points per hour), summarizing 5 studies (4 points per paper) or a combination of experiment participation and paper writing. Any penalties for failing to show up to an experiment will result in your having to make up the points by writing the papers. Your research experience requirement will be worth 10% of your final grade.

**WRITING CENTER**
The Writing Center, located in room 01.68 New Building, 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 and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

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

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. 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*
<table>
<thead>
<tr>
<th>DATE</th>
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<th>TOPIC</th>
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<th>UNIT</th>
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<tbody>
<tr>
<td></td>
<td>What is</td>
<td>Psychology, Past and Present</td>
<td></td>
<td></td>
<td>READ: Ch.16, pp. 551-553, 573-576</td>
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<td></td>
<td>Psychology?</td>
<td>READ: Ch.1, pp.2-38 for next class</td>
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<td></td>
<td>5.3. Social Behavior in Groups</td>
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<td></td>
<td>psychology?</td>
<td>READ: Ch.6, pp. 202-211</td>
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<td>STUDY AND TAKE PRACTICE TESTS</td>
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<tr>
<td>Mon. Feb.6</td>
<td>UNIT 2:</td>
<td>Learning and memory</td>
<td>Mon. Apr. 2</td>
<td>EXAM</td>
<td>EXAM 3 (UNIT 5)</td>
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<td>2.1. Learning -</td>
<td>Classical Conditioning</td>
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<td>Classical</td>
<td>READ: Ch. 6, pp. 212-239</td>
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<td>Wed. Feb 8</td>
<td>2.2. Learning -</td>
<td>Operant Conditioning/Observational Learning</td>
<td>Wed. Apr. 4</td>
<td>UNIT 6:</td>
<td>CLASS EXERCISE on SOURCE CREDIBILITY in</td>
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<td></td>
<td>Operant</td>
<td>READ: Ch. 7, pp. 242-251</td>
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<td>Understanding</td>
<td>PSYCHOLOGY</td>
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<td>Conditioning</td>
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<td>who we are</td>
<td>Group work project databases/citations</td>
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<td></td>
<td>and Observational</td>
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<td></td>
<td></td>
<td>READ: Ch.8, pp. 278-302</td>
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<tr>
<td>Mon. Feb. 13</td>
<td>NO CLASS -</td>
<td>LINCOLN’S B’DAY</td>
<td>Mon. Apr. 9</td>
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<td>SPRING BREAK</td>
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<td>LINCOLN’S B’DAY</td>
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<td>Mon. Feb.15</td>
<td>2.3. Sensory and</td>
<td>Short-Term Memory</td>
<td>Wed. Apr. 11</td>
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<td>SPRING BREAK</td>
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<td></td>
<td>Short-Term Memory</td>
<td>READ: Ch. 7, pp. 251-274</td>
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<td>Tu. Feb. 21*</td>
<td>NO CLASS -</td>
<td>NO CLASS - PRESIDENTS DAY</td>
<td>Mon. Apr. 16</td>
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<td>6.1. Intelligence and its Measurement</td>
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<td></td>
<td>PRESIDENTS DAY</td>
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<td>READ: Ch.8, pp. 303-311</td>
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<td>6.2. Social Issues in Measuring Intelligence</td>
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<td>READ: Ch.13</td>
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<tr>
<td>Wed. Feb. 22</td>
<td>EXAM</td>
<td>EXAM 1 (UNITS 1 and 2)</td>
<td>Mon. Apr. 23</td>
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<td>6.3. Personality traits and their measurement</td>
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<td></td>
<td></td>
<td>READ: Ch.2, pp. 50-66</td>
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<td>READ: Ch.12, pp. 406-421</td>
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<td></td>
<td>Brain and</td>
<td>READ: Ch.2, pp. 66-80</td>
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<td>READ: Ch.14, pp. 472-487</td>
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<td>Behavior</td>
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<td>6.4 Motivation</td>
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<td>Wed. Feb. 29</td>
<td>3.2. The Brain</td>
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<td>READ: Ch.9, pp. 314-321 &amp; Ch.2 pp. 80 – 86</td>
<td>Mon. Apr. 30</td>
<td>UNIT 7:</td>
<td>7.1. Psychological Disorders, Anxiety</td>
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<td>Health and</td>
<td>Disorders</td>
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<td>Psychology</td>
<td>READ: Ch.14, pp. 487-499</td>
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<td></td>
<td>Human</td>
<td>READ: Ch.9, pp. 321 – 327</td>
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<td>READ: Ch.14, pp. 500-507</td>
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<td>development</td>
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<td>7.3 Somatoform, Dissociative &amp; Personality</td>
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<td>Disorder</td>
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<td>Wed. Mar.7</td>
<td>4.2. Pre-Natal</td>
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<td>Mon. May 7</td>
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<td>READ: Ch.14, pp. 500-507</td>
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<td>Development,</td>
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<td>IN CLASS EXERCISE</td>
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<td>Newborn</td>
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<td>Identifying psychological disorders</td>
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<td>Mon. Mar. 12</td>
<td>4.3. Early</td>
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<td>Wed. May 9</td>
<td></td>
<td>GROUP DISCUSSION AND ASSIGNMENT</td>
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<tr>
<td></td>
<td>Childhood</td>
<td></td>
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<td>READ: Ch.3, pp. 90-123</td>
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<tr>
<td>Wed. Mar.14</td>
<td>EXAM</td>
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<td>Mon. May 14</td>
<td></td>
<td>7.4 Stress and Health Psychology</td>
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<tr>
<td>Mon. Mar. 19</td>
<td>UNIT 5:</td>
<td>5.1. Social perception and Attraction</td>
<td>Mon. May 21</td>
<td>EXAM</td>
<td>FINAL EXAM 12:30pm to 2:30pm</td>
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<td>READ: Ch.16, pp. 559-564, review pp.544-550</td>
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</table>

April 2, 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Mar. 21</td>
<td>Social Psychology</td>
<td><strong>5.2. Social Influence and Attitudes</strong></td>
<td>Ch. 16, pp. 564-573</td>
</tr>
</tbody>
</table>
## 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 208</td>
</tr>
<tr>
<td>Course Title</td>
<td>Urban 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>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td>Contact Hours</td>
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<tr>
<td>Pre-requisites</td>
<td>ENG 101</td>
</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>
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<tr>
<td></td>
<td>□ Freshman Seminar</td>
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<td></td>
<td>□ Honors College</td>
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<td></td>
<td>□ Quantitative Reasoning</td>
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<td></td>
<td>□ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>X Other (specify): introductory survey course</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>The basic concepts and perspectives of anthropology are used to examine the many different subcultures and groups that make up the urban environment, both in the United States and in other complex societies. It examines how these groups both conflict and cooperate with each other, as they compete for urban space and urban resources. The course includes examination of deviant behavior, as it exists within the context of the urban environment, and the ways in which the special characteristics of cities relate to the emergence and maintenance of a great diversity of lifestyles and subcultures.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>See Attached</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>
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</thead>
<tbody>
<tr>
<td>□ English Composition</td>
</tr>
<tr>
<td>□ Mathematical and Quantitative Reasoning</td>
</tr>
<tr>
<td>□ Life and Physical Sciences</td>
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</table>

<table>
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<tr>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>X World Cultures and Global Issues</td>
</tr>
<tr>
<td>□ US Experience in its Diversity</td>
</tr>
<tr>
<td>□ Creative Expression</td>
</tr>
<tr>
<td>□ Individual and Society</td>
</tr>
<tr>
<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.
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 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 mapping ethnographic/urban space, collecting oral histories and secondary information, and small-scale participant-observation sessions.</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 cross-cultural comparison, how to understand and evaluate diverse lives and practices in urban areas 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 globalization, transnationalism, and acculturation and assimilation are primary subjects for students throughout the course.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>Assignments using the content data described above will require students to write essays, create maps, organize charts and to present other forms of systematic data. Students will be required to work with, compare and interpret behavioral patterns and symbolic 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:

<table>
<thead>
<tr>
<th>All of the content in this course includes the identification and application of the fundamental concepts of the discipline of cultural anthropology</th>
<th>• 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read ethnographic studies of contemporary urban lives including in-depth description of non-Western societies from a wide range of locations around the globe. They will learn about customs, traditions, beliefs and practices of human societies broadly and in urban environments specifically, 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.)</td>
<td>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
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<tr>
<td>Ethnographic case studies and cross-cultural data will be contextualized within global historical processes of capital flows, migration, and exchange of information and technology. 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 urban life will be</td>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
</tbody>
</table>
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.

| Industrialization, global expansion of capitalism, technological innovations, and transnational 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), as well as forms of belief systems, economic systems, residence patterns, and the integration, interrelatedness 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. |
Department of Anthropology  
John Jay College of Criminal Justice  
The City University of New York  
Spring 2012  

ANT 208: Urban Anthropology  

Instructor: Dr. Anru Lee  
Class hours: T/TH 2:50-4:05 PM at T223  
Office hours: T/TH 4:10-5:30PM; or by appointment  
Office: L9.63.12NB  
Telephone: (212) 237-8571  
Email: alee@jjay.cuny.edu  

(Email is the best way to contact me, as I will not necessarily be at school on the days that I do not teach.)  

Course Description  
The basic concepts and perspectives of anthropology are used to examine the many different subcultures and groups that make up the urban environment, both in the United States and in other complex societies. It examines how these groups both conflict and cooperate with each other, as they compete for urban space and urban resources. The course includes examination of deviant behavior, as it exists within the context of the urban environment, and the ways in which the special characteristics of cities relate to the emergence and maintenance of a great diversity of lifestyles and subcultures.  

Prerequisites: ENG 101  

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 globalization and global cultural diversity and the historical development of cities in 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, and religion) play in urban lives around the world.  

Basic Core Objectives: Students will (1) gather, interpret, and assess information from a variety of sources 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: Globalization, migration and transnationalism, and acculturation and assimilation. Students will learn the following technical academic and critical thinking skills: Intimate ethnography, secondary data collection, and integrating first-hand ethnographical information with secondary data. Additionally, students will also be introduced to the practice of mapping that will help them achieve fluency in world geography.
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 Texts**
3. Other required readings are on electronic reserve in the library. (The password will be announced in class.)

**Course Requirements**

<table>
<thead>
<tr>
<th>Article Reviews</th>
<th>20% of final grade (2% each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>40% of final grade (20% each)</td>
</tr>
<tr>
<td>Ethnographic Report I</td>
<td>20% of final grade</td>
</tr>
<tr>
<td>Ethnographic Report II</td>
<td>20% of final grade</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. **Article Reviews (ARs):** Throughout the semester, you will choose ten articles from our required readings to do Article Reviews. Each article review will be worth of 2% of the final grade. See the separate sheet for details and due dates.

2. **Exams:** There will be two in-class exams. In each case, I will hand out a study guide a week in advance for your preparation.  

   **EXAM DATES ARE FIRM.** Instructor approval is required for all makeup exams that will be permitted only with a doctor's written certification stating the student was too ill to attend school on the day the exam was given. Makeup exams must be taken within a week that the exam is given.

3. **Ethnographic Reports:** There will be two ethnographic reports, in conjunction with the topics of "Urbanism" and "Migration." See separate instructions.

4. **NO incompletes are given in this course.**

**PLAGIARISM**
Plagiarism and cheating are violations of CUNY's policy on academic integrity. 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.

**ATTENDANCE**
1. More than five absences will result in a grade of WU.

2. If you are absent for any class, **it is your responsibility** to contact a classmate for handouts, if any, and any other material that may have been distributed and/or covered in class during your absence. You are, therefore, responsible for any material covered during any missed classes. All
students are expected to have at least 1-2 "contact persons" to communicate with in order to obtain information about missed material. It is your responsibility to keep track of any missed classes.

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>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.0</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63.0-67.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Source: John Jay College of Criminal Justice Undergraduate Bulletin.

Grades and their meanings:
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

OTHER RESOURCES

The John Jay Writing Center -- The Writing Center, located in Room 01.68 New Building, 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. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Internet resources –
Oxford English Dictionary Online (John Jay electronic database)
AnthroSource (John Jay electronic database)
American Anthropological Association (http://www.aaanet.org)
For Anthropology in the News: http://anthropology.tamu.edu/news/

Note: The instructor reserves the right to change the syllabus at her discretion.

1/31 (T) Introduction

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
## Topic One: City in the History

### 2/2 (Th), 2/7 (T) The Preindustrial City

## Topic Two: Urbanism and Beyond

### 2/9 (Th), 2/14 (T), 2/16 (Th), 2/23 (Th), 2/28 (T) Urbanism as a Way of Life

Film: "The World that Moses Built" (1988)

### 3/1 (Th), 3/6 (T) Beyond Urbanism: Suburbanism and Gated Communities

### 3/8 (Th) Exam I

### 3/13 (T), 3/15 (Th) Public Culture and Urban Identity

## Topic Three: Migration and the (Re)construction of Citizenship

### 3/20 (T), 3/22 (Th), 3/27 (T) Migration and Adaptation
### Transnational Migration and the Construction of Citizenship


**Ethnographic Report I due 3/27 (T)**

### Topic Four: Globalization and Transnationalism

4/17 (T), 4/19 (Th), 4/24 (T), 4/26 (Th) Emergence of the Global City/ and the Class Divide


Film: "Coat of Many Countries" (1999)

**4/19 (Th) -- Last Day to Drop Class Without Academic Penalty**

### 5/1 (T) Exam II

5/3 (Th), 5/8 (T), 5/10 (Th), 5/15 (T) Global Consumer Culture and Local Dynamics


Film: "Maharajah Burger" (1998)

**5/22 (T) 12:30-2:30PM**

Class presentation on Ethnographic Report II

Ethnographic Report II due after class presentation
Instructions and Due Dates for Article Review
Urban Anthropology
(Spring 2012)

Your article reviews need to be typewritten, single-spaced, stapled, and have page numbers. Turn in your article reviews on the dates listed below (the due days are always on Wednesdays). Be sure to turn in your article reviews on time. I will not accept article reviews after the due date.

Each of your article reviews should include the following items. Limit your answer to each question to 1-2 paragraphs.

(The following is basic information.)

1. Number of the Article Review. For example: AR1, AR2, AR3, etc.

2. Date of Submission.

3. Your Name.

4. Author/Year/Title of the Article. For example: Michael E. Smith (2002) "The Earliest Cities."

(The following is the actual content of article review.)

5. State in one sentence the main topic of this work.

6. List two important statements/points/arguments made by the author.

7. List two other points that you think are interesting/intriguing/agreeable/disagreeable. What are your reasons to think so?

8. Overall, what did you learn from the article?

Due Dates for Article Reviews

<table>
<thead>
<tr>
<th>AR1</th>
<th>2/2 (Th)</th>
<th>AR6</th>
<th>3/22 (Th)</th>
</tr>
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<tbody>
<tr>
<td>AR2</td>
<td>2/9 (Th)</td>
<td>AR7</td>
<td>4/5 (Th)</td>
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<tr>
<td>AR3</td>
<td>2/16 (Th)</td>
<td>AR8</td>
<td>4/19 (Th)</td>
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<tr>
<td>AR4</td>
<td>2/23 (Th)</td>
<td>AR9</td>
<td>4/26 (Th)</td>
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<tr>
<td>AR5</td>
<td>3/1 (Th)</td>
<td>AR10</td>
<td>5/10 (Th)</td>
</tr>
</tbody>
</table>
Exam I Questions
Urban Anthropology
(Spring 2012)

Instructions

You need to prepare for ALL of these questions at home.

In order to facilitate better answers, I have broken down each question into smaller components, i.e., sub-questions. To get good grades, you need to answer all the sub-questions. In addition to explaining the theories and concepts, it is very important for you to give examples to illustrate your answers.

Also, you are required to stick with the texts in your Urban Life reader and other required readings. That is, examples in your answers have to be taken from the articles in our syllabus. Personal experiences or comments can only be taken as secondary and supplementary source of information; they cannot be used as primary examples. I will not give good grades to those who do not cite examples from our textbook.

Questions

1. In his classic article "Urbanism as a Way of Life," Louis Wirth constructed a model of urbanism. He argues that population size, density, and heterogeneity are preconditions of urbanism; they bring about qualitative changes in urban life. List the traits of urbanism associated with each of these demographic factors.

   Note: Your answer for this question needs to fill at least 3 pages of the blue book.

2. Discuss Sjoberg’s concept of the preindustrial city.

   a. What are the functions of preindustrial cities? How do the functions affect – or relate to – the social relations in and spatial arrangement of the city?

   b. Based on the traits Sjoberg described, in your opinion, what is the most striking trait(s) that distinguishes pre-industrial cities from Wirth's industrial cities? What is your reason? (There is more than one correct answer, as long as you justify your answer.)

   Note: Your answer for this question needs to fill at least 3 pages of the blue book.

3. Compare Sjoberg’s concept of the preindustrial city with Waldon (Harar, Ethiopia).

   a. Discuss the characteristics of Harar, Ethiopia.

   b. In your opinion, does Sjoberg’s concept of the preindustrial city offer a good model for understanding Harar, Ethiopia? What are the similarities and differences you have found between Sjoberg's preindustrial city and the city of your choice?

   Note: Your answer for this question needs to fill at least 3 pages of the blue book.
4. Choose one of the following questions to answer:

4A. Danger:

a. According to Merry, how does one form his/her notion of danger in an urban setting? Who and/or what would be considered as dangerous from the perspective of an urban resident? Give two examples.

b. What is the connection between Merry's discussion of urban danger and Wirth's theory of urbanism?

Note: Your answer for this question needs to fill at least 3 pages of the blue book.

4B. The Black-Korean Conflict in Los Angeles:

a. According to Park, what is the perspective on the Black-Korean conflict of the following groups: the media, the African-American community, and the Korean-American community?

b. What is the connection between Park's discussion of ethnic conflict in American cities and Wirth's theory of urbanism?

Note: Your answer for this question needs to fill at least 3 pages of the blue book.

Metropolitan Knowledge
Ethnographic Report I
Urban Anthropology
(Spring 2012)

This report is due 3/27 (T). It has to be 5 pages long, typed, using Times New Roman 12 or equivalent sized font. Late assignments will not be accepted.

To complete this report,

1) Discuss Robert Rotenberg's (2002) notion of "metropolitan knowledge." According to Rotenberg, what do urbanites need metropolitan acknowledge for? What is the connection between Rotenberg's discussion of metropolitan knowledge and Wirth's theory of urbanism? What aspects are included in Rotenberg's metropolitan knowledge?

2) Describe one of your most memorable experiences of riding New York's subway, and explain why that experience was the most memorable. Remember, think like an urban anthropologist. Be analytical.

3) Interview two individuals about their most memorable experiences of riding New York's subway, and ask them about their choices.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
4) Drawing from the notion of metropolitan knowledge, compare and contrast the three stories that you have collected. How are they similar to or different from one another? What is the "metropolitan knowledge" behind the choices of these stories?

**Migration**

**Ethnographic Report II**

Urban Anthropology

(Spring 2012)

In conjunction with the topic of Migration, for Ethnographic Report II, you will interview an individual about his or her migration experience. The migration experience is understood in a broad sense. That is, you can find someone who immigrated to the United States from another country, or who migrated from a different state in the United States to New York City, or who, before being in New York City, migrated from one place to another in another country or in the United States, or who travels between two or more localities and resides in these places alternatively, or who migrated before and has now returned to his or her "home place," however this is defined.

In your ethnographic report, you need to include:

1) Choose two articles from the required readings on Migration that you think are most relevant to the personal experience of your informant. Briefly discuss the two articles.

2) The structural aspect of the migration experience, i.e., the pull-push factors. For example, what is the socio-economic-political background of the migration? What is the sending society/locality like compared to the receiving society/locality -- and vice versa?

3) The adaptive aspect of the migration experience. For example, how did your informant build a new life in a new society/locality? What struggles has he or she gone through in order to establish him/her? What difficulties has he or she faced -- or is he or she continuing facing -- in the receiving society/locality?

4) How is the personal experience of your informant similar to, or different from, the stories in the two articles of your choice?

The Migration Ethnographic Report is due 5/22 (T). The ethnographic report should be 5 pages long. No late assignments will be accepted.
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.

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<td>Course Number</td>
<td>DRA 110</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Theatre</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Communication and Theatre Arts</td>
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<tr>
<td>Discipline</td>
<td>Theatre</td>
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<tr>
<td>Subject Area</td>
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</table>

| Catalogue Description | This course provides an introduction to fundamental concepts of theatre and drama. The student will gain a better understanding of what theatre is today via its roots and evolution in history. Of particular interest is the way that theatre plays a crucial role in shaping and transforming identities and cultures. The student will also gain a better understanding of the theatrical process, and how the functions of the collaborative artists contribute to that process. The course will examine topics such as: dramatic literature, script and production analysis, audience, acting, directing, scene and costume design, theatre history, contemporary theatre, and world theatre. Lecture, discussions, performances, demonstrations, films, and outside visits to plays are included. There may be some opportunity for student performance. |

<table>
<thead>
<tr>
<th>Syllabus</th>
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</thead>
</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.)

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
## Required
- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

## Flexible
- World Cultures and Global Issues
- US Experience in its Diversity
- Individual and Society
- Scientific World
- Creative Expression

### Learning Outcomes

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

### C. Creative Expression

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

<table>
<thead>
<tr>
<th>Students will demonstrate their critical research and reading abilities by examining primary sources (dramatic texts), evaluating secondary sources (websites, Blackboard resources, critical writings), and completing both formal (research paper) and informal writing assignments (response papers), engaging in class discussions, and participating in small group discussions. Research guides are provided for the students. Through class discussion students will hear and acquire the ability to test the strengths and weaknesses of the multiple interpretations the class offers of the plays being read.</th>
<th>● Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Meets course learning outcome #4: student will have acquired the following knowledge, and the ability to translate their subjective reactions to dramatic literature and performance into cogent written and oral analyses)</td>
<td></td>
</tr>
<tr>
<td>Students read and analyze <em>Hamlet</em> and other assigned readings on the dramatic criticism of the play and present their findings in oral reports and in written essays. They are permitted to use library and media research as tools of inquiry. Through this assignment, they will distinguish opinion from fact, and be able to draw inferences.</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>(Meets course learning outcome #4: student will have acquired the following knowledge, and the ability to translate their subjective reactions to dramatic literature and performance into cogent written and oral analyses); and Meets course learning outcome #2: Analyze how drama and theatre from cultures of the past serve as a foundation for present day theatre, and describe the impact and importance of theatre in the societies that created them.</td>
<td></td>
</tr>
<tr>
<td>Students prepare a five-page documented research paper</td>
<td>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</tbody>
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Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
(including correct citation methods and bibliography of at least five sources) on how the external conditions of theatre determine, to a high degree, the nature of the drama of any age. Paper must focus on any historical period covered in class. Students also choose one analytic essay on the final exam and one compare and contrast essay on the midterm.

(Meets course learning outcome #2: Analyze how drama and theatre from cultures of the past serve as a foundation for present day theatre, and describe the impact and importance of theatre in the societies that created them.)

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.

Students take two quizzes on key terms, genres, and concepts, including Aristotelian elements of drama; and identification of primary and secondary sources. Students take a midterm, and final exam. Exams consist of multiple choice and essay questions.

Additionally, through assigned readings and lecture-demonstrations, students acquire knowledge of concepts that stem from the symbiotic relationship of theatre, music, and stagecraft, inherent in production. They will examine the interconnectivity of these arts through ideas such as: musical underscoring of dramatic action, and the technology in stagecraft. Students will demonstrate achievement by completing both formal and informal writing assignments, engaging in class discussions, and participating in small group discussion.

(Meets course learning outcome #1: Identify the characteristics of the major theatre genres, and know how each of these genres and styles have engendered distinctive forms of playwriting, acting, directing, and theatrical design; and Meets course learning outcome #3: Demonstrate knowledge of the interrelation of theatre with the other creative and performing arts.)

Students will read plays from a variety of periods and diverse cultures and will learn about the cultural-historical circumstances, including theatrical conditions, that produced them, i.e., how plays written at different times or under different social conditions reflect the concerns of both the authors and their audiences (e.g., nature of revenge and loyalty in *Hamlet*, class and women in *Miss Julie*) and also are related to the kind of theatre that produced them (e.g., Elizabethan platform stage, 19th-century proscenium stage).

Students will acquire knowledge of the effects of historical

- 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.

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events (political and economic) and social issues (race, gender, and culture). Students will demonstrate achievement by completing both formal and informal writing assignments, engaging in class discussions and participating in small group. The student is being asked to develop a sensitivity to both text and subtext, verbal and visual means of communication. As described above, students will learn such skills as distinguishing among different dramatic conventions, evaluating character’s motives, analyzing relationships, and understanding how reader’s and audience’s changing assumptions over time influence interpretation.

(Meets course learning outcome #2: Analyze how drama and theatre from cultures of the past serve as a foundation for present day theatre, and describe the impact and importance of theatre in the societies that created them; and Meets course learning outcome #5: Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.

| Students will demonstrate evidence of well-reasoned written/oral arguments using evidence to support conclusions by preparing their research paper (detailed above), through class presentations and readings, and essays. For example, students write an exam essay on Hamlet and conspiracy theories in Elsinore. Evaluation of in-class contributions to discussion on Hamlet’s moral dilemma. |
| Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |

Through in-class performances and presentations, students participate in the creation of some forms of dramatic production as a means of exploring human experience and understanding the creative process. They will also learn how plays are constructed in different ways to serve different purposes: for example, how a dramatist may use the techniques of realist drama for social purposes, or of epic theatre for political reasons, or of absurdist drama to explore the meaning of existence.

(Meets course learning outcome #3: Demonstrate knowledge of the interrelation of theatre with the other creative and performing arts; and Meets course learning outcome #4: student will have acquired the following knowledge, and the ability to translate their subjective reactions to dramatic literature and performance into cogent written and oral analyses); and Meets course learning outcome #5: Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.)

| Performing individually and in pairs with the intent to |
| Demonstrate knowledge of the skills involved in the creative process. |

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communicate and project to an audience, students rehearse and present dramatic monologues and scenes in class, followed by formal evaluation of in-class performance/presentation

**Meets course learning outcome #5:** Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.

**Meets course learning outcome #4:** ability to translate their subjective reactions to dramatic literature and performance into cogent written and oral analyses

| Students use library and online sources (gathered from a variety of print, non-print and digital resources) to prepare research paper, and present their findings (topics) in class presentations. From these technologies, they will create written, visual, oral and multimedia to present research findings. | • Use appropriate technologies to conduct research and to communicate. |

**Meets course learning outcome #4:** student will have acquired the following knowledge, and the ability to translate their subjective reactions to dramatic literature and performance into cogent written and oral analyses
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
899 Tenth Avenue
New York, NY 10019
Department of Communication and Theatre Arts

COURSE: DRA 110 Introduction to Theatre
SECTION: 01
SEMESTER: Spring 2012
ROOM/TIME: Room 330T; M/W 10:50-12:05 PM
PROFESSOR: Dr. Dana Tarantino
OFFICE: 336T, Room 5 (Hours: 1-2:30 Mondays, Wednesdays)
CONTACT HOURS: 3 hours; 3 credits
E-MAIL / PHONE: dtarantino@jjay.cuny.edu; 917-757-1447
WEBSITE: Use Blackboard on a regular basis for assignments, updates, etc.

COURSE PREREQUISITE: None

COURSE DESCRIPTION:
The purpose of this course is to provide an introduction to fundamental concepts of theatre and drama. The student will gain a better understanding of what theatre is today via its roots and evolution in history. Of particular interest is the way that theatre plays a crucial role in shaping and transforming identities and cultures. The student will also gain a better understanding of the theatrical process, and how the functions of the collaborative artists contribute to that process. The course will examine topics such as: dramatic literature, script and production analysis, audience, acting, directing, scene and costume design, theatre history, contemporary theatre, and world theatre. Lecture, discussions, performances, demonstrations, films, and outside visits to plays are included. There may be some opportunity for student performance. 3 hours, 3 credits.

LEARNING OUTCOMES:
By the end of the course, the student will have acquired the following knowledge/skills, and the ability to:

- Identify the characteristics of the major theatre genres, and know how each of these genres and styles have engendered distinctive forms of playwriting, acting, directing, and theatrical design.
- Analyze how drama and theatre from cultures of the past serve as a foundation for present day theatre, and describe the impact and importance of theatre in the societies that created them.
- Demonstrate knowledge of the interrelation of theatre with the other creative and performing arts
• Translate their subjective reactions to dramatic literature and performance into cogent written and oral analyses
• Explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.

COURSE POLICIES:

Attendance:

You are expected to be in attendance for every class and be on time and ready to start. If you must be absent or late for medical or personal reasons, please speak to me and provide appropriate documentation. Each student is expected to participate in discussion. More than three absences can seriously affect your final grade. Any lateness counts as half of an absence.

Electronics:

Please turn off all cell phones before class. Do not answer them, do not leave the classroom to answer them, and do not text while in class. Similarly, please don’t disrupt class with personal conversations. To eliminate distracting your classmates and the professor, the use of cell phones, pagers, text-messaging devices, computers, or electronics of any kind are prohibited during class.

E-mail:

Check your John Jay e-mail daily—and check Blackboard often. I will send any communication to your John Jay e-mail. With so much information that needs to be distributed to students concerning theatre classes, Extra-Curricular productions, etc., it is EXTREMELY important that every student checks their email regularly. Over the years students have missed out on information and opportunities because they did not check their email. Please make it a point to check it regularly.

Blackboard:

We will use Blackboard in this course. Students will be able to read announcements, and download syllabi or other course handouts. All students are responsible for class information posted on the announcements section of Blackboard.

Engaged and active participation:

Theatre is a hands-on, collaborative art form, and I expect that you will come to class having carefully prepared the assigned materials, ready to participate with questions and comments about the readings. Please note that I will evaluate participation on both quantity and quality. Good participation entails thoughtful and courteous responses to your colleagues, as well as engaged listening. Participation will count for 10% of your grade.

Reading:

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All readings should be completed before the class meeting for which they are indicated.

**Extra Credit:**

There are two options for how you may approach this earning extra credit. You may elect to perform a monologue or scene during the designated performance day at the end of the semester; and/or if the professor obtains tickets for a Broadway or Off Broadway performance, you may attend and write a brief 2 page response paper. Each of these extra credit options carries a maximum of three points each.

**A Note on Course Content:**

Theatre, historically and currently, deals with complex and controversial issues; it is often challenging and at times uncomfortable. It would therefore be impossible to offer a meaningful Introduction to Theatre course that did not engage, at times, with potentially difficult issues including religion, gender, race, sexuality, class, violence, and politics. Many of us will have different responses to the plays we read, and that is an excellent thing; in our discussions, all thoughtfully and respectfully expressed viewpoints are welcome and encouraged. Please be prepared to discuss these topics and others without prejudice or judgment.

**REQUIRED TEXT**


**Required Plays:** The following 4 plays are widely available in paperback. You may obtain them on your own, borrow them from the library, or purchase them from the John Jay Bookstore, where they have been ordered for this course.

- *Antigone* by Sophocles; Publisher: Hackett. **ISBN:** 9780872205710
- *Hamlet* by William Shakespeare; Publisher: Dover. **ISBN:** 9780486272788
- *Miss Julie* by August Strindberg; Publisher: Dover. **ISBN:** 9780486272818
- *Oleanna* by David Mamet. Publisher: Dramatists Play Service. **ISBN:** 9780822213437
- *West Side Story* by Arthur Laurents. Publisher: Random House. **ISBN:** 9780394407883

**GRADING / ASSESSMENT:**

The final grade will be based on the following distribution:

- Syllabus Quiz = 5%
- Quiz #1 = 10%
- Quiz #2 = 10%

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Midterm Exam = 20%
Term Paper = 20%
Class Participation = 10%
Final Exam = 25%

Quizzes / Exams

There will be a quiz on the syllabus, plus two announced quizzes covering lectures, readings, and classroom discussions. There will be a Midterm and a Final Exam.

Term Paper:

Each student will prepare a term paper of approximately 5 pages in length. It should be a focused and organized discussion appropriate to the assignment. The detailed assignment will be posted on Blackboard. The paper should reflect critical use of relevant materials, and demonstrate effective and formal writing requirements. Research papers must demonstrate efforts to identify varied pertinent sources, to employ those materials critically in the text of the papers, and to provide error-free citations of those resources. Your papers should typed in 12-point Times New Roman font, double-spaced, with one-inch margins on all sides. Please number your pages and make sure your name is on the paper. You must submit your papers both in class and via e-mail before class. Late papers will be reduced by a full grade per week late. Papers are evaluated on both on your ideas and how well you communicate them. Hence, spelling, grammar, and composition count.

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 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.

Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete.

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

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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.

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)
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 of the City University of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>MUS 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Music</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Creative Expression – Music</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</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: In-person</td>
</tr>
</tbody>
</table>

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

Catalogue Description
This course explores the history, techniques and cultural contexts of the major forms of Western classical music. The course's goals include development of the student's musical ear and a heightened understanding of the ways in which social, intellectual and cultural patterns are reflected in music culture. Attendance at live concerts is required.

Syllabus
Syllabus must be included with submission, 5 pages max

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.)

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<td></td>
<td>Scientific World</td>
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<tr>
<td></td>
<td>Creative Expression</td>
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</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.

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

Through a five-page concert report that details the concert experience, provides a short biography of a chosen composer, analyzes one piece (or individual movement) employing musical and theoretical concepts and

- Gather, interpret, and assess information from a variety of sources and points of view.
vocabulary, and historically contextualizes the composer and the work in regards to the history of music in various cultures and genres, students will produce well-reasoned written arguments using evidence and musical and theoretical vocabulary to support conclusions, and will gather, interpret, and assess information from a variety of sources and points of view. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

Through a five-page final paper that compares and contrasts two musical periods (chosen from Medieval, Renaissance, Classical, 19th-century, 20th and 21st-centuries), students will evaluate evidence and arguments critically and analytically regarding the musical, musicological, and socio-musical aspects of the periods and will provide historical contextualization of both periods in regards to the history of music in various cultures and genres. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

Through a five-page music history paper that analyzes two musical periods (chosen from Medieval, Renaissance, Classical, 19th-century, 20th and 21st-centuries), students will evaluate evidence and arguments critically and analytically regarding the musical, musicological, and socio-musical aspects of the periods and will provide historical contextualization of both periods in regards to the history of music in various cultures and genres. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

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

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- 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.
COURSE DESCRIPTION: This course explores the history, techniques and cultural contexts of the major forms of Western classical music. The course’s goals include development of the student’s musical ear and heightened understanding of the ways in which social, intellectual and cultural patterns are reflected in music culture. Attendance at live concerts is required.

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE (3):
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

STUDENT LEARNING OBJECTIVES FROM CATEGORY (3) Creative Expression
4. 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.
5. Demonstrate knowledge of the skills involved in the creative process.
6. Use appropriate technologies to conduct research and to communicate.

ASSESSMENT:
1. Through three exams students will demonstrate knowledge of the skills involved in the creative process through the use of musical terminology to analyze musical selections from the Medieval, Renaissance, Classical, and Romantic periods, as well as the 20th and 21st-century for issues such as instrumentation, formal structure, rhythmic principles, musical texture, etc. All analyses must be accompanied by complete and clearly stated rationales. Historical contextualization of all musical periods is also required on all exams.
2. Through a series of short writing assignments students will identify and apply the fundamental concepts and methods of exploring creative expression through music. Students will employ musical terminology to analyze musical selections of their choice (any genre), while also providing a brief historical contextualization of the composer/performer and the work in regards to the history of music in various cultures and genres.
3. Through a five-page concert report that details the concert experience, provides a short biography of a chosen composer, analyzes one piece (or individual movement) employing musical and theoretical concepts and vocabulary, and historically contextualizes the composer and the work in regards to the history of music in various cultures and genres, students will produce well-reasoned written arguments using evidence and musical and theoretical vocabulary to support conclusions, and will gather, interpret, and assess information from a variety of sources and points of view. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.
4. Through a five-page final paper that compares and contrasts two musical periods (chosen from Medieval, Renaissance, Classical, 19th-century, 20th and 21st-centuries), students will evaluate evidence and arguments critically and analytically regarding the musical, musicological, and socio-musical aspects of the periods and will provide historical contextualization of both periods in regards to the history of music in various cultures and genres. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Prerequisite: None

REQUIRED READINGS:

STUDENT RESPONSIBILITIES: In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold: **Being courteous**: The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please. **Coming to class prepared**: You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance**: Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin: 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 constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (Undergraduate Bulletin, p. 43).

**Academic Integrity/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).

**Americans with Disabilities (ADA) Act 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)

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

**GRADES**: The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.
Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy:
Three exams 60%; Each of the two papers 15%; Short writing assignments 10%. 5 points of extra credit are available for outstanding classroom participation.

OUTLINE:

Week 1:
  Introduction
  “The Elements of Music,” pp. 1-15

Week 2:
  Part 1, The Middle Ages: Intro to Middle Ages and Chapter 1
  Part 1, The Middle Ages: Chapters 2 and 3

Week 3:
  Part 2, The Renaissance: Intro to Renaissance and Chapter 4
  Part 2, The Renaissance: Chapters 5 and 6

Week 4:
  Part 3, The Baroque Era: Intro to Baroque Era and Chapter 7
  Part 3, The Baroque Era: Chapters 8 and 9

Week 5:
  Part 3, The Baroque Era: Chapters 10 and 11
  Part 3, The Baroque Era: Chapter 12
  
  Exam 1

Week 6:
  Part 4, The Classical Era: Intro to Classical Era and Chapter 13
  Part 4, The Classical Era: Chapters 14, 15, and 16

Week 7:
  Part 4, The Classical Era: Chapter 17
  Part 4, The Classical Era: Chapter 17

Week 8:
  Part 5, The 19th-Century: Intro to 19th-century and Chapter 18
  Part 5, The 19th-Century: Chapter 19
  
  Paper 1 due

Week 9:
  Part 5, The 19th-Century: Chapter 20
  Part 5, The 19th-Century: Chapters 21 and 22

Week 10:
  Part 5, The 19th-Century: Chapter 23
  
  Exam 2

Week 11:
  Part 6, The 20th-Century: Intro to 20th-century and Chs. 24 and 25
  Part 6, The 20th-Century: Chapters 26 and 27

Week 12:
  Part 6, The 20th-Century: Chapters 28 and 29
  Part 6, The 20th-Century: Chapters 30 and 31

Week 13:
  Part 6, The 20th-Century: Chapters 32 and 33
  Part 6, The 20th-Century: Chapters 34 and 35

Week 14:

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Part 6, The 21st-Century: Chapters 36 and 37

Concert Report due

Week 15:
Part 6, The 21st-Century: Chapters 38 and 39
Exam 3
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 of the City University of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Art 222</td>
</tr>
<tr>
<td>Course Title</td>
<td>Body Politics</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Art History</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Credits</td>
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<td>Contact Hours</td>
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</tr>
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<td>Pre-requisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one: In-person</td>
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<tr>
<td></td>
<td>Hybrid</td>
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<td></td>
<td>Fully on-line</td>
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<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
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<tr>
<td></td>
<td>Freshman Seminar</td>
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<td></td>
<td>Honors College</td>
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<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>Body Politics examines images of the human body in art across time and</td>
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<td></td>
<td>global space. As the most ubiquitous image in much of visual culture,</td>
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<td></td>
<td>both the past and present, images of the body reveal the unique</td>
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<td></td>
<td>sensibilities of their creators, patrons, cultures, and eras. Pivotal</td>
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<tr>
<td></td>
<td>works of painting, Sculpture, photography, video and film from Asia,</td>
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<tr>
<td></td>
<td>Africa, Europe and America will be critically assessed to reveal how</td>
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<td></td>
<td>representation of the body in art reflects and challenges gender roles,</td>
</tr>
<tr>
<td></td>
<td>race construction, political hegemony, and ideals of beauty. Primary</td>
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<td></td>
<td>source and scholarly readings will augment the course. The</td>
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<td></td>
<td>methodologies of art theory and criticism will be tapped as vehicles</td>
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<td></td>
<td>for visual critique and analysis. Classes will incorporate slide</td>
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<tr>
<td></td>
<td>presentations and gallery visits.</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:

- [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.)

- [ ] English Composition
- [ ] Mathematical and Quantitative Reasoning
- [ ] Life and Physical Sciences
- [ ] World Cultures and Global Issues
- [XX] Individual and Society
- [ ] US Experience in its Diversity
- [ ] Scientific World
- [ ] Creative Expression

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.

D. Individual and Society

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

Students will research scholarly books and articles using university web and library resources, as detailed in the annotated

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

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<table>
<thead>
<tr>
<th>A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to examine visual art and visual culture images as language; and to glean from these images their iconographic meaning as this relates to the artists who created them and the cultures and historic periods that shaped them.</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>Based on semester-long research, students will produce a thoroughgoing annotated bibliography and an oral presentation based on this research. They will also be required to produce a final research and curatorial project on a topic to be predetermined with the instructor. This final project must be presented in hard copy form, and include exhibition design and detailed written thematic discussion, biographies of artists, exhibition checklist with complete data on each work of art, a description of the impact of the art on the intended audience, and a self-critique.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

| Students will learn the methodologies of art historical analysis including formalism, iconography, history, biography and autobiography, sociopolitical revisionism, and deconstruction. They will also examine, through visual art and culture over time and across the globe, how the body has been represented and how these representations have both shaped and mirror humankind’s sense of identity. Foci will include representations of gender, race, nationality, and class in art and visual culture. In-class participation including image critique and analyses, knowledge of readings, readings critique and analyses, exams and quizzes will assess this goal. |
| 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. |

| As evident in the syllabus outline and in item 4 above, students will spend most of their class and assignment time evaluating the nature of human identity within the larger society. Field study (the body in architectural space) assignment; readings, as outlines in the syllabus; written paper based on field study; final curatorial project on your chosen topic (in consultation with faculty) of the body in culture and history will assess this goal. |
| Examine how an individual's place in society affects experiences, values, or choices. |

| As indicated in the syllabus, students will study changing ideals of beauty, gender, race, and class, from ancient times to the present and from Europe to Asia, Africa, and the U.S. In-depth readings from classical and canonical primary source documents will assess this goal. |
| Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
COURSE DESCRIPTION: Body Politics examines the human body in art, film, video, photography, and literature throughout world history; and how the body has been manipulated by governments, religious officials, artists, and patrons to serve political, social, and cultural agendas. The course will address how portrayals of the body reflect prevailing gender roles, race construction, race relations, political hegemony, and changing ideals of beauty over time and global space. Students will analyze relevant art works from western and non-western cultures, including Africa, the Americas, Asia, and Europe. Classes will incorporate Power Point slide presentations and museum and gallery visits.

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE (3):
1. Gather, interpret, and assess information from a variety of sources and points of view.  
   Students will research scholarly books and articles using university web and library resources, as detailed in the annotated bibliography assignment in the syllabus. Students will be required to analyze this data and summarize and critique it; presenting it to the class in an oral presentation at the close of the semester, also detailed in the syllabus.
2. Evaluate evidence and arguments critically or analytically.  
   Students will learn to examine visual art and visual culture images as language; and to glean from these images their iconographic meaning as this relates to the artists who created them and the cultures and historic periods that shaped them.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.  
   Based on semester-long research, students will produce a thoroughgoing annotated bibliography and an oral presentation based on this research. They will also be required to produce a final research and curatorial project on a topic to be predetermined with the instructor. This final project must be presented in hard copy form, and include exhibition design and detailed written thematic discussion, biographies of artists, exhibition checklist with complete data on each work of art, a description of the impact of the art on the intended audience, and a self-critique.

STUDENT LEARNING OBJECTIVES FROM CATEGORY D: Individual and Society

4. 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.  
   Students will learn the methodologies of art historical analysis including formalism, iconography, history, biography and autobiography, sociopolitical revisionism, and deconstruction. They will also examine, through visual art and culture over time and across the globe, how the body has been represented and how these representations have both shaped and mirror humankind’s sense of identity. Foci will include representations of gender, race, nationality, and class in art and visual culture. In-class participation including image critique and analyses, knowledge of readings, readings critique and analyses, exams and quizzes will assess this goal.
5. Examine how an individual's place in society affects experiences, values, or choices.  
   As evident in the syllabus outline and in item 4 above, students will spend most of their class and assignment time evaluating the nature of human identity within the larger society. Field study (the body in architectural space) assignment; readings, as outlines in the syllabus; written paper based on field study;
6. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

As indicated in the syllabus, students will study changing ideals of beauty, gender, race, and class, from ancient times to the present and from Europe to Asia, Africa, and the U.S. In-depth readings from classical and canonical primary source documents will assess this goal.

ASSESSMENT (Numbers below correspond to goals above)
1. Annotated Bibliography and related research
2. Exams and Quizzes
3. Oral Presentation of semester research
4. In-class participation including image critique and analyses, knowledge of readings, readings critique and analyses, exams and quizzes
5. Field study (the body in architectural space) assignment; readings, as outlines in the syllabus; written paper based on field study; final curatorial project on your chosen topic (in consultation with faculty) of the body in culture and history
6. Readings as detailed in syllabus and participation in subsequent analyses and discussions in class

ASSESSMENT DETAILS (Specific Project/Assignment Instructions are included in the Outline below or will be posted on Blackboard:
1. Participation, Weekly Reading & Writing Assignments (50%)
2. Mid-Term Exam (25%)
3. Final Exam (25%)

Prerequisite: English 100 Level Course

REQUIRED READINGS:

Week 2
Read: Plato, excerpts on the earthly and celestial Venus from Symposium. Blackboard OR at http://classics.mit.edu/Plato/symposium.html (11 paragraphs total)

Week 3
Read: Marcus Vitruvius Pollio, De Architectura, Book III, ch.1 Blackboard
Read: Abbott Suger, excerpts from De Administratione and Scriptum Consecrationes. Blackboard
Read: “Houses, Walk-ups, & High-Rise Apartment Blocks,” in Walter Gropius, The Scope of Total Architecture, ch. 11 library reserve

Week 4
Read: Dorothea Arnold, Royal Women of Amarna (NY: Metropolitan Museum, 1997), pp 17-39 Blackboard or Library Reserve

Weeks 5-6
Read: Lisa Farrington, Creating Their Own Image, ch.1, pp 8-25 library reserve

Week 7
Read: Bible 1 Kings chapter 17, lines 1-58 (David/Goliath). Blackboard OR at http://www.fullbooks.com/The-Holy-Biblex277816.html
Read: Ovid, “Medusa’s Head” from Metamorphoses book 5 (1st c.) Blackboard OR at http://classics.mit.edu/Ovid/metam.4.fourth.html

Week 8
Read: Lisa Farrington, “Slave Rape,” in Art on Fire, ch. 5, pp 137-162 library reserve

Weeks 9-10

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**Week 11**


**Week 12**


**Week 13**

Read: Lisa Farrington, “Reinventing Herself: the Black Female Nude,” in *Woman’s Art Journal*, v 24, no 2 (Fall 2003/Winter 2004), pp 15-23 (see second inside cover page for accompanying color illustrations) Blackboard or JSTOR.


**STUDENT RESPONSIBILITIES:** In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

**Being courteous:** The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please

**Coming to class prepared:** You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance:** Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin: *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 constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.* (Undergraduate Bulletin, p. 43).

**Academic Integrity/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).

**Americans with Disabilities (ADA) Act 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)

**Extra Credit:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade will be made available to all students at the same time. Furthermore, there is no obligation on the part of your instructor to offer extra credit work. The term “extra credit work” refers to optional work that may be assigned by

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the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

GRADES: The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Incomplete requests are granted in extreme, documented circumstances only. All incomplete materials must be submitted within 30 days of the end of the semester.

OUTLINE:

1 INTRODUCTION & REVIEW OF SYLLABUS
If you miss the 1st day of class, you must carefully review the syllabus on your own.

2 CONCEPTS OF IDEAL HUMAN BEAUTY
Read: Plato, excerpts on the earthly and celestal Venus from Symposium. Blackboard OR at http://classics.mit.edu/Plato/symposium.html (11 paragraphs total)

3 THE BODY IN ARCHITECTURE
Read: Marcus Vitruvius Pollio, De Architectura, Book III, ch.1 Blackboard
Read: Abbott Suger, excerpts from De Administratone and Scriptum Consecrationes. Blackboard
Read: “Houses, Walk-ups, & High-Rise Apartment Blocks,” in Walter Gropius, The Scope of Total Architecture, ch. 11 library reserve
Assignment: Visit St. John the Divine Cathedral (1047 Amsterdam @ 112th St. (A, C, or 1 train to 110th St./Cathedral Parkway) AND visit one of the following other architectural spaces—a museum, theatre, hospital, or mall. TYPE IN YOUR OWN WORDS a description of each space. Take notes WHILE YOU ARE IN THE SPACE—do not attempt to write a description from memory or from a photograph or you will fail the assignment; and describe the difference in both the physical and psychological reactions you had to the exteriors and interiors of each space. 5 pages typed, double spaced

4 THE AMARNA BODY IN ANCIENT EGYPT: INCEST OR IDEAL?
Important E-Database Search Demonstration Today (Wilson Art Index, JSTOR, & EBSCOhost Academic Search Premier database
Read: Dorothea Arnold, Royal Women of Amarna (NY: Metropolitan Museum, 1997), pp 17-39 Blackboard or Library Reserve
Assignment: Choose a topic for your Oral Presentation from the list to be provided in class. Your topic must deal with the human body in art and/or visual culture. Submit typed 1) name and the topic you have chosen.

5-6 THE BODY BEFORE RACISM: AFRICANS IN THE EUROPEAN PSYCHE
Read: Lisa Farrington, Creating Their Own Image, ch.1, pp 8-25 library reserve
Assignment: Bibliography
1. Based on your chosen topic, research 5 scholarly books or articles. Books must be from university presses & articles must be from scholarly journals. Book reviews are not acceptable.
2. Type the Title and a 1 paragraph description of your thesis/topic. Be specific. Broad or generalized topics are not acceptable.
3. Type a bibliography entry for each source, including:

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a) For books: author, title, city, publisher and date.
b) For articles: author, title, journal name, volume/number, month/year, and page #s.

4. You will have to submit copies of all articles, & book excerpts with your annotated bibliography in 2 weeks – so be sure you can actually locate the sources listed in this bibliography.

7 THE BODY DECAPITATED: SYMBOLS OF DISEMPOWERMENT
Read: Bible 1 Kings chapter 17, lines 1-58 (David/Goliath). Blackboard OR at http://www.fullbooks.com/The-Holy-Biblex277816.html
Read: Ovid, “Medusa’s Head” from Metamorphoses book 5 (1st c.) Blackboard OR at http://classics.mit.edu/Ovid/metam.4.fourth.html

8 THE DISMEMBERED BODY: FEMINIST REVISIONISM
Read: Lisa Farrington, “Slave Rape,” in Art on Fire, ch. 5, pp 137-162 library reserve

Assignment: Annotated Bibliography
1. Read the scholarly books or articles that you submitted earlier in your previous bibliography assignment.
2. In your own words, re-state your Title and Thesis/topic; then summarize (“annotate”) each book or article by writing 300-500 words for each. If you do not use your own words, you will fail the assignment.
3. Begin each annotation with a full bibliographic entry.
4. Your summaries must be TYPED, double spaced, and proofread.
5. Attach copies of all articles, book excerpts

9-10 THE OBJECTIFIED FEMALE BODY THE 19TH CENTURY: MANET’S WOMEN
Read: TJ Clark, “Olympia’s Choice” in Painting of Modern Life, ch 2, p79-146 library reserve

11 FEMME FATALES: MISOGYNY IN PICASSO & THE EARLY MODERNISTS
Assignment Due: submit TITLE and 300 word description of the THEME for the Final Exhibition Project due on the last day of class. Be sure to list the 10 or more ART OBJECTS you plan to include and the 4 or more ARTISTS who will be featured.

12 THE ASIAN BODY IN HINDUISM & BUDDHISM

13 THE AFRICAN BODY: FROM HOTTENTOT TO HIP HOP
Read: Lisa Farrington, “Reinventing Herself: the Black Female Nude,” in Woman’s Art Journal, v 24, no 2 (Fall 2003/Winter 2004), pp 15-23 (see second inside cover page for accompanying color illustrations) Blackboard or JSTOR.

14-15 Student Presentations and Final Project Due
## 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.

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<tr>
<th>College</th>
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</tr>
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<tbody>
<tr>
<td>Course Number</td>
<td>POL 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>American Government and Politics</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.</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>
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<td></td>
<td>☑ In-person ☐ Hybrid ☐ Fully on-line</td>
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<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
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<td></td>
<td>☐ Freshman Seminar</td>
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<td></td>
<td>☐ Honors College</td>
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<td>☐ Quantitative Reasoning</td>
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<td></td>
<td>☐ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify):</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>A study of American politics — its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic.</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>
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<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>
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<td></td>
<td>☐ Scientific World</td>
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<td></td>
<td>☐ Creative Expression</td>
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</table>

### Learning Outcomes

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

**B. U.S. Experience in its Diversity**
A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>In POL 101, students read a textbook, which comprehensively addresses key issues in American politics. Some examples include scope and purpose of the federal government, the relative power of the states and federal government, the nature of representation in the US Congress, the limits and growth of presidential power, whether citizens possess enough knowledge to run a democracy, and the class and age biases of the American electorate. Our approved textbooks address these issues by discussing different perspectives on these issues, and the trade-off in basic democratic values involved in each issue.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
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</thead>
<tbody>
<tr>
<td>In addition, POL 101 instructors make use of primary source documents—most particularly the Declaration of Independence, the US Constitution, and the Federalist Papers. Many instructors use readings as a method to introduce new ideas and perspectives to students. For example, several professors use writings and speeches by Supreme Court justices to explain the major methods of constitutional interpretation. Prof. Arbour uses the reading &quot;Is the Constitution Democratic&quot; by political scientist Robert Dahl to get students to understand how the US Constitution has limited democracy both historically, how the dominant understanding of democracy in America has changed over time, and the difficulties in establishing both majority rule and minority rights at the same time.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>POL 101 instructors use a variety of methods to get students to evaluate evidence and arguments critically and analytically. For example, one set of assignments asks students to evaluate data presented in charts and graphs in the textbook, on topics such as the level of descriptive representation in Congress, or the demographic cleavages in the presidential electorate. Students are asked questions that ask them to 1) identify information in the chart or graph, 2) interpret the meaning of the evidence, and 3) understand the implications of that meaning for American democracy. Other assignments ask students to summarize and evaluate particular readings. The content of these readings are discussed above. The most common way that POL 101 professors assess the ability of students to evaluate evidence and arguments is by writing essays. Most POL 101 exams feature essay questions which ask students to address a key issue in American politics (e.g. the trade-off between majority rule and minority rights in the American constitutional system; the adequacy of the shortcuts voters use to choose between candidates despite gathering imperfect information about them, the relative power of the Executive and Legislative branches). These exams ask students to develop an argument about these issues using evidence from readings, class discussions, and lecture materials. As noted, most POL instructors offer essays as their primary writing assignment in the semester. As noted essay exams ask students to develop an argument on a key issue in the American political structure. Students use evidence from readings, class discussions, and lecture materials to develop their argument and write their essays. Some instructors ask students to complete research papers. For example, one assignment asks students to assess how well or poorly their member in the US House of Representatives is</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>
representing their district. Assignments throughout the semester help learn about their member (biographical information, voting record, legislative priorities, bills proposed and passed, etc.) and their district (demographic and political characteristics). Based on this evidence, students then write about their own impressions of their representative, focusing on how their activities and political views match up with the people of the district.

While instructors use a variety of different writing prompts, they all focus on using evidence from course materials to develop cogent, well-written arguments.

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.

As noted, POL 101 has served as the pre-requisite for the Political Science major. The political science department chose POL 101 as its pre-requisite because it covers vital factual information about the American founding and goals of the American constitutional structure, the roles and purposes of the three branches of the American government, and the behavior of the American electorate and their influence on elected officials. POL 101 thus covers the basic issues in political science, and the knowledge students attain by POL 101 serves as the baseline for other political science courses.

To maintain a consistent baseline, POL 101 instructors developed a set of learning objectives for five topics—the American founding, federalism Congress, the Presidency, and political behavior. A pre- and post-semester multiple choice exam serves as our assessment measure for these learning objectives.

Similarly, most POL 101 instructors use multiple choice exams as their means of determining students' factual knowledge of basic American politics.

- 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.

As noted above, the learning objectives for POL 101 includes as topics the American constitution. At the heart of the study of the Constitution is an understanding of system of separation of powers and checks and balances between the three branches of government.

In addition, two other topics in the learning objectives are Congress and the Presidency. These objectives focus on the operation of these branches in the modern day and their political development across time. In addition, most instructors include a unit on the judiciary as a component of their course.

Instructors use multiple choice exams and essay questions as described above to meet this learning objective.

POL 101 covers issues such as voting, public opinion, political participation. To understand these patterns of American political life, it is vital to understand the effect of race, ethnicity, class, gender, sexual orientation, belief, and geography on voting, public opinion, etc. Similarly, POL 101 covers American political institutions such as Congress, the Presidency, and the Courts. To understand these institutions and the policies they create, one must understand the influence of race, ethnicity, class and belief to the makeup of these institutions and their attitude toward policy problems.

- 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.
POL 101 instructors demonstrate the effect of race, ethnicity, class, etc. on voting, representation, etc. throughout the course. Textbook features discuss topics such as how representative Congress is from a racial, ethnic, gender and class standpoint and differences in voter turnout and participation by educational achievement. Assignments ask students to identify racial, ethnic, and religious voting patterns in presidential elections and how factors such as immigrant status and economic status affect the political patterns of their own congressional district. Several professors assign students to interview their parents and close relatives to learn about their political views and how they developed, assessing how factors such as race, ethnicity, and social class affect these views.

Through this wide variety of topics and assignments, POL 101 demonstrates the important role that race, ethnicity, class, gender, sexual orientation, and belief play in the American political process.
POLITICAL SCIENCE 101
Introduction to American Government
Fall 2011
Tuesday & Thursday 12:15-1:30 pm
North Hall 1311†
Section: 06  Code: 0322

Dr. Brian Arbour
Office: North Hall 3258
Phone: 646-557-4616
E-mail: barbour@jjay.cuny.edu
Office Hours: Tuesday 11:00 am-12 noon
Thursday 4:15-5:15 pm
By Appointment

Course Description
How does the American government “work?” Is it even fair to say that it actually “works?” Our course addresses these very basic questions about our government. Who holds power? Who checks their power? And how well (or poorly) do these people use that power?

We examine the basic structure of American government, and the goals the American founders hoped to achieve by creating this structure. Then we study the American voter, examining the diversity of voters and the effect of race, class, gender, and religious belief on voting patterns. We also focus on the relationship between voters and those who represent them. We also examine the consequences of this system, examining the relationship between the elites who hold (or would like to hold) power. Our study also connects the principles of American politics with its current practice.

We make this examination in the context of the upcoming 2012 election, which will primarily serve as a referendum on the first term of Barack Obama. His eloquent electoral call for hope and change has been met by the hard realities of governing in our system of “separate institutions sharing power” and independent political actors. Our study of our Constitutional and political system provides context to explain the successes, failures, and frustrations of the Obama administration.

Learning Objectives
In this course, students will:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of political science by exploring the American experience in Government in its diversity.
5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
6. Analyze and discuss the role of elections and political behavior in American democracy and society, and how they are influenced by race, ethnicity, class, gender, religious believes, and geography.

Course Readings
Textbook

An electronic version of the textbook is also available, in both downloadable and online only formats. They are available at http://books.wwnorton.com/nortonebooks/buychoice.aspx?siteId=lowi11_briefupd_ebook.

The website for the book contains information that might be useful in your study, including chapter summaries, flashcards of vocabulary terms, practice quizzes, and review questions. The website is an outstanding resource to use in preparing for exams. The URL is http://www.wwnorton.com/college/polisci/wtp7e/full/.

Blackboard Webpage
† The Registrar’s Office has informed me that we will move into a classroom in the New Building at some point this semester. I’ll keep you posted on when we are moving and where we are going.
This course has a webpage available on John Jay’s Blackboard system. You can access Blackboard via “Web Tools” section of the John Jay website (www.jjay.cuny.edu). I will post reading materials or links to interesting articles on current events here. In addition, Blackboard allows for an easy method to e-mail the entire class (both for you and for me). These e-mails will go to your John Jay e-mail account, which you should check on a regular basis.

Current Events

Reading a newspaper on a daily basis will allow you to participate in these discussions. In addition, newspaper reading will help you serve in your role as an informed democratic citizen. It’s a habit you should start now (if you haven’t already), and continue.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>250</td>
<td>A 550-600</td>
</tr>
<tr>
<td>10 Quizzes worth 25 pt each</td>
<td></td>
<td>A- 525-549</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>100</td>
<td>B+ 500-524</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>150</td>
<td>B 475-499</td>
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<tr>
<td>5 Assignments worth 30 pt each</td>
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<td>B- 450-474</td>
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<td>Reading Summaries</td>
<td>50</td>
<td>C+ 425-449</td>
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<tr>
<td>Attendance</td>
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<td>Course Total</td>
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<td>C- 375-399</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+ 360-374</td>
</tr>
<tr>
<td>Online Quizzes. Students will complete an open-book online quiz for each chapter of the textbook that we study. Quizzes will be posted on Blackboard.</td>
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<td>D 345-359</td>
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<td>D- 330-344</td>
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<td>F 0-329</td>
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</tbody>
</table>

Homework Assignments are given each week on our course’s Blackboard page. Some weeks, students will complete an activity online, maybe playing a game, or conducting some basic research. Other weeks, students will complete an assignment about their representative in the US House of Representatives.

Writing Assignments. Students will complete 6 writing assignments (600-800 each) over the course of the semester

1. *Analysis of Unit 1*—Each student will answer an essay question which summarizes the major themes of Unit 1 of the course, which covers the Founding.
   - Due March 13
2. *My Political Heritage Paper*—Each student will conduct a brief interview with three close relatives (i.e. your parents, and maybe a grandparent/aunt/uncle, etc.) about their political views. Students will write a two-page personal reflection on their own political views and what has influenced their own political views.
   - Due March 29
3. *Analysis of Unit 2*—Each student will answer an essay question which summarizes the major themes of Unit 2 of the course, which covers the American electorate in its diversity.
   - Due April 19
4. *Profile of Your Member of Congress*—Each student will write a profile of their member of Congress and their congressional district. The profile will cover your member’s political views, major accomplishments, and an assessment of how well or poorly he or she is representing your district.
   - Due April 26
5. *Analysis of Unit 3*—Each student will answer an essay question which summarizes the major themes of Unit 1 of the course, which covers the three branches of government.
   - Due May 15

Reading Summaries are given for readings posted on Blackboard. The class before, I will post the discussion questions for the next class. Students will write brief answers to each of the questions, and then bring them to Friday sections to assist with the class discussion.

Attendance is required. But you know that. Attending class also helps you to get a better grade. But you know that as well.

To receive full credit for attendance, students must attend all but three classes during the semester. After that,
students will lose 5 points per missed class.

I do not judge whether an absence is excused or unexcused. All absences count the same, so it’s a bad idea to skip class early in the semester if you think you might get sick later in the semester. Plan accordingly.

Course Policies and Procedures

Late Work hurts your grade. Don’t do it.

Online quizzes are done online, as well as many of the homework assignments. Thus, these can be completed at your convenience. I will announce the time period (usually 1 week) in which they will be posted on Blackboard. You must complete the assignment during the assigned time period.

Some homework assignments, as well as all the reading assignments, are submitted in class. I will not accept these assignments late.

Writing assignments are due in class. Late work is penalized one letter grade for each class in which you are late.

You should make every effort to attend the class and turn in the assignments when due. If you cannot attend a class in which a writing assignment is due, you have the obligation and responsibility to inform me as soon as you are aware that you cannot make the exam (since you have my e-mail and office phone number, there is no reason you cannot contact me promptly). In simpler terms, I should hear from you before the exam.

I will consider prompt requests and do require appropriate documentation (i.e. a doctor’s note). The instructor, and the instructor alone, will evaluate your request and determine if you have a valid excuse, and will be able to take the makeup exam.

Respect for Others and their ideas is vital for learning. In this course, another student (or perhaps myself) will say something that you disagree with strongly. In any classroom situation that includes discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. I think this is great. True learning happens not when others simply nod in agreement, but when the assumptions behind your ideas are challenged. You should respond to such a challenge by using logic and evidence to stand behind your point, adapting to the valid points raised about your position. I will strongly encourage debate and disagreement in this course because they are important to the learning process.

It is important for you to know that your grades will not be adversely affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

Cell Phones—While I’m as big a fan as anyone of hearing Adele’s “Rolling in the Deep” as much as anybody, I would prefer not to hear it in class as a ringtone. Cell phones are a distraction to the learning process. As a courtesy to me and your classmates, please turn off yours before entering class. If you don’t, the rule is this: If your phone rings in class, I get to answer it and talk to whomever is on the line—whether it’s your mother, brother, or that person you met at a bar last night. So leave it on at your own peril.

Cheating will of course not be tolerated. According to the John Jay College policy on cheating, “Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students’ examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty.”

Students who violate this policy will be punished to the fullest extent possible. At a minimum, a student who cheats or plagiarizes should expect, at a minimum, to receive a 0 for the assignment in question, and in most cases will receive an F for the course.

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)

Students who violate either of these policies will be punished to the fullest extent possible. At a minimum, a student who cheats or plagiarizes should expect, at a minimum, to receive a 0 for the assignment in question, and in most cases will receive an F for the course.

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

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### Course Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 31</td>
<td>Welcome, Objectives &amp; Expectations</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>American Political Culture</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 1</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Who are Americans?</td>
</tr>
<tr>
<td></td>
<td>Reading Assignment (Reading Summaries are Due)</td>
</tr>
<tr>
<td></td>
<td>• Huntington, Samuel “One Nation, Out of Many”</td>
</tr>
<tr>
<td></td>
<td>• Menand, Louis, “Patriot Games”</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>The Founder’s Ideology</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 2</td>
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<tr>
<td>Feb. 14</td>
<td>The Declaration</td>
</tr>
<tr>
<td></td>
<td>Reading: The Declaration of Independence</td>
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<tr>
<td>Feb. 16</td>
<td>The Goals of the Constitution</td>
</tr>
<tr>
<td></td>
<td>Reading: The Constitution of the United States</td>
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<tr>
<td>Feb. 21</td>
<td>No Class—College on a Tuesday Schedule</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>The Constitution &amp; Power</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>The Constitution &amp; Democracy</td>
</tr>
<tr>
<td></td>
<td>Reading Assignment (Reading Summaries are Due)</td>
</tr>
<tr>
<td></td>
<td>Dahl, Robert “How Democratic is the American Constitution?”</td>
</tr>
<tr>
<td>Mar. 1</td>
<td>No Class—Prof. Arbour at Conference</td>
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<tr>
<td>Mar. 6</td>
<td>Federalism</td>
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<td>Reading: Chapter 3</td>
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<td>Mar. 8</td>
<td>Constitutional Criticisms</td>
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<td>Reading: TBA</td>
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<td>Mar. 13</td>
<td>Public Opinion in its Diversity</td>
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<td></td>
<td>Reading: Chapter 6</td>
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<tr>
<td>Mar. 15</td>
<td>Do voters know enough?</td>
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<tr>
<td></td>
<td>Reading Assignment (Reading Summaries are Due)</td>
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<tr>
<td></td>
<td>• Louis Menand, “The Unpolitical Animal: How Political Science Understands Voters”</td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Participation and Voter Turnout</td>
</tr>
<tr>
<td>Date</td>
<td>Reading:</td>
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<td>Mar. 22</td>
<td>Chapter 8</td>
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<td>Mar. 27</td>
<td>Parties</td>
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<td></td>
<td>Reading:</td>
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<td>Mar. 29</td>
<td>The Two Party System</td>
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<td>Apr. 3</td>
<td>Elections</td>
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<td>Reading:</td>
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<tr>
<td>Apr. 5</td>
<td>How Voters Choose</td>
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<tr>
<td>Apr. 10</td>
<td>No Class—Spring Break</td>
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<tr>
<td>Apr. 12</td>
<td>No Class—Spring Break</td>
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<tr>
<td>Apr. 17</td>
<td>Congress</td>
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<td></td>
<td>Reading:</td>
</tr>
<tr>
<td>Apr. 19</td>
<td>Congress &amp; Representation</td>
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<td>Apr. 24</td>
<td>The Filibuster</td>
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<td></td>
<td>Pro: Steven Smith</td>
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<td>Con: Wendy Schiller</td>
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<tr>
<td>Apr. 26</td>
<td>Your Member of Congress</td>
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<td>May 1</td>
<td>The Presidency</td>
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<tr>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td>May 3</td>
<td>President Obama, an Evaluation</td>
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<tr>
<td></td>
<td>Readings:</td>
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<tr>
<td>May 8</td>
<td>Judiciary</td>
</tr>
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<td></td>
<td>Reading:</td>
</tr>
<tr>
<td>May 10</td>
<td>Interpreting the Constitution</td>
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<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>• Stephen Breyer, “Our Democratic Constitution”</td>
</tr>
<tr>
<td>May 15</td>
<td>Last Day</td>
</tr>
</tbody>
</table>
## 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>GEN 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Gender Studies</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Gender Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Women’s/Gender Studies</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Women’s/Gender Studies</td>
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<tr>
<td>Credits</td>
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<td>Contact Hours</td>
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<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>
</tr>
<tr>
<td></td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td>Fully on-line</td>
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<table>
<thead>
<tr>
<th>Course Attribute</th>
<th>Select from the following:</th>
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</thead>
<tbody>
<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):</td>
</tr>
</tbody>
</table>

| Catalogue Description        | This course introduces students to the central themes and theories of gender studies. By examining scholarly articles and texts from a broad range of academic disciplines and cultural perspectives, we will explore how societal definitions of gender shape people’s lives. In the process, the course will address questions about connections between biology and sex, and will explore how differences between race, ethnicity, class, and sexual identities complicate theories of universal female and male experiences. The course will introduce key terms in the interdisciplinary field of gender studies as well as important debates about education, work and economics, medicine, bodies, families, love and sex that have shaped national and international gender scholarship. |

| Syllabus                     | Syllabus must be included with submission, 5 pages max   |

**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>Individual and Society</td>
<td>Scientific World</td>
</tr>
</tbody>
</table>
D. Individual and Society

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assignments and Course Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain a working knowledge of key concepts in the interdisciplinary field of gender studies. Students learn to read, interpret, critically analyze and assess articles defining gender and sexuality from a variety of disciplines, using different methods of inquiry. This will occur throughout the course in class discussions and high and low-stakes writing assignments.</td>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Students are expected to critically engage with the readings, analyze the viewpoints of each author and the methodologies they use to support their claims, and apply these skills to in-class readings, discussions and research papers observing the many ways gender and sexuality are presented within popular culture, news, and other forms of hegemonic cultural narratives. This will occur throughout the course in class discussions and low and high-stakes writing assignments.</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students are expected to use primary and secondary sources to develop well-reasoned arguments about gender, sexuality, and intersections of identity in oral presentations that are group or individual; research papers, and in-class writings. This will occur and be assessed through 3 short research based papers.</td>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assignments and Course Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain a working knowledge of fundamental concepts and methodologies in the interdisciplinary field of gender studies. These concepts explore the ways in which cultural expectations about gender and sexuality intersect with race, ethnicity, class, and able- privilege to shape individual experiences. All writing assignments in the class require students to use the methods of Gender Studies to apply the concepts to the analysis of texts and media exploring how these expectations impact individual identities and opportunities. Learning will be assessed through written papers and a final exam comprised of vocabulary words and short answer questions designed to measure a student’s comprehension of the general terms and concepts of the gender studies field. The exam was written based on similar exams and vocabulary words from Gender Studies programs throughout the U.S. Students will identify fundamental concepts of GS in weeks 1-3 reading about patriarchy and the creation of subjects and objects. Students will explore the relationship between individual experience and society throughout the course in all the readings. Class discussions and papers asking them to reflect on their own experiences in relation to the readings will help them articulate and better understand the links between individual and society.</td>
<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>Using the literature in the course, students develop the ability to think</td>
<td>Examine how an individual’s place in society affects experiences, values, or</td>
</tr>
</tbody>
</table>
reflexively about one’s experiences as a gendered, raced, sexed, and classed subjects and begin to articulate how these positions shape theirs and others respective ethical values, occupational choices, and world views in their reflection papers and class discussions. This learning occurs throughout the semester and is assessed through the 3 research papers and the final exam reflection paper. In particular, with the first two papers students will learn how to use the theories from the class readings and apply them in a critical analysis of cultural images and texts (songs) focusing on the portrayal of gender and sexuality. A number of readings from weeks 4, 5, & 6 provide models of how to critically analyze cultural images and how these images and their meanings reflect the gender and sexuality based values of the culture. The reflection component of the papers will help students situate themselves within these cultural narratives and articulate how these values impact their identities and choices.

Students are presented with interdisciplinary analytic tools to assess and articulate the ways in which values shape our beliefs, and how critical reflection on these links can shape justice. Student learning is assessed through the written research and reflection papers. Using a combination of theory (1-3 weeks), social science research (week 4, 5), anthropology (week 8), autobiographies (weeks 7, 9, 11), and fiction (week 12) students will have to articulate and discuss ethical values around gender and sexuality from different disciplinary and cultural perspectives. Engaging in class discussions and reflections in assigned papers students will identify the links between biases, assumptions and cultural values and personal ethical views. With their final paper on *Drown*, students will link the behaviors they observe in the fictional characters with the characters’ respective biases and views about gender and sexuality. Using theory from the class students will articulate how the characters’ respective biases and views, shape their behaviors, opportunities, and ethics.
John Jay College of Criminal Justice 524 W. 59th St, NY NY 10019
GENDER STUDIES 101 Section 1, Fall 2013
Professor: Katie Gentile
Office: Counseling Dept. 68.15L
Telephone: (212)237-8110; kgentile@jjay.cuny.edu
Office Hours: by appointment

Course Description:

This course introduces students to the central themes and theories of gender studies. By examining scholarly articles and texts from a broad range of academic disciplines and cultural perspectives, we will explore how societal definitions of gender shape people’s lives. In the process, the course will address questions about connections between biology and sex, and will explore how differences between race, ethnicity, class, and sexual identities complicate theories of universal female and male experiences. The course will introduce key terms in the interdisciplinary field of gender studies as well as important debates about education, work and economics, medicine, bodies, families, love and sex that have shaped national and international gender scholarship.

Specific Learning Objectives:

Students will:

1) Demonstrate a working knowledge of key concepts in gender studies the interdisciplinary field of gender studies and learn to read, interpret, critically analyze and assess articles defining gender and sexuality from a variety of disciplines, using different methods of inquiry.

2) Demonstrate the ability to think reflexively about one’s subject position within the literature of the course; critically engage with the readings, analyze the viewpoints of each author and the methodologies they use to support their claims, and apply these skills to in-class readings, discussions and research papers observing the many ways gender and sexuality are presented within popular culture, news, and other forms of hegemonic cultural narratives.

3) Demonstrate an awareness of how gender, race, class, ethnicity, and sexual orientation intersect, and are formed and maintained based on these intersections and develop the ability to show the ways that these different expectations of gender and sexualities creates inequalities and results in injustice;

4) Students are expected to use primary and secondary sources to develop well-reasoned arguments about gender, sexuality, and intersections of identity in oral presentations that are group or individual; research papers, and in-class writings.

Course Requirements:

• Completion of all reading assignments on the assigned day, together with thoughtful, engaged participation in class discussions. The quality of your class participation and the level of effort you put into course assignments will affect your final grade.

• Regular class attendance. Because the learning process in this class will rely primarily on discussion of the texts and on various in-class work assignments, your consistent attendance in class is mandatory for course credit. More than 4 absences will lower your final grade (i.e., C to C-). Each absence beyond 4 will lower it further. Being late more than 4 times will equal one full absence.
Documented medical or emergency situations will be dealt with on a one-to-one basis. You must contact me via email or telephone at the onset of any certifiable attendance problem.

- Three short papers and final project: you will learn to extract the argument from readings, an important step towards writing your own. I will also be able to ensure that you are keeping up with the reading. In each of these assignments you will be expected to not only describe the readings from class, but apply them to the analysis of an image or text. Memorization alone is not learning.
  
PAPER 1: Analyze a popular magazine you are apt to read. Use the readings from the class to describe the article and images from the magazine. How are men portrayed? Women? What do the images say about sexuality, race, class? Make sure to refer to at least 4 readings from the class. Three pages total.

  PAPER 2: Use the readings from the class to analyze one of your favorite songs. Write the lyrics. Who sings it? What do the lyrics say about sexuality, bodies, love, hate, masculinity, femininity and sexuality? How does the identity of the singer impact this message? What do the lyrics mean to you and how do they reflect your gender identity and sexuality? Make sure to refer to at least 4 readings (2 must be readings read since the last paper). Three pages total.

  PAPER 3: Reflection on *Drown*. Who are the characters in the story? How do they interact? How would you describe the relationships between the narrator and his mother? His friends? What activities do he and his friends do? How do they treat other men? Pay attention to the language they use to describe men and women. Using 4 readings from the class, describe the event that occurs between Beto and the narrator. How do you understand this in the context of his friends’ behaviors at a gay bar? Three pages total.

- In class writings: throughout the semester I will be assigning in class writings. These function similarly to pop quizzes and also are opportunities to reflect on your own experiences and how they may or may not be linked to the readings.

- Peer Engagement: students will be urged to approached writing as a process that includes sharing your work, reviewing the work of peers, reflecting on your writing and re-writing. This will occur through in-class and scaffolded writing assignments.

- One two-hour final examination that will be comprised of a final project with reflection paper, presentation and a written exam. You will need to demonstrate critical reflection on the ideas and terms learned during the semester.

- Please note: some requirements are subject to change.

**Grades:**

20 pts. class participation
30 pts. 3 short papers
30 pts. in-class writings including peer engagement exercises
20 pts. final exam

66-63 pts. = D 62-60 pts. = D- 59-0 pts. = F
**Academic Integrity**

**Incomplete Grade Policy** Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

**Americans with Disabilities Act (ADA) Policies** Students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student’s eligibility. OAS is located at 66.01L (212-237-8144).

**Statement of the College Policy on Plagiarism**

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. ([John Jay College of Criminal Justice Undergraduate Bulletin](http://www.jjay.cuny.edu/academics/654.php), see Chapter IV Academic Standards)

**Class Schedule**

All readings are available from ereserve, password is genstudies1

**Week 1 Understanding the language; what is gender, sex, sexuality?**


**Week 2 Gender as a system of control - PAPER#1 THESIS STATEMENT DUE**


**Week 3 Masculinity as a system not a person - OUTLINE OF PAPER #1 DUE**


Week 4 Constructing Femininity- PAPER 1 DUE – Analyze images from a magazine

Week 5 The dangers in Masculinities

Week 6 Cultures and power - THESIS STATEMENT FOR PAPER #2 DUE

Week 7 Desires - OUTLINE OF PAPER #2 DUE

Week 8 Sexuality as a cultural event- PAPER #2 DUE

Week 9 Desire as cultural control

Week 10 Creating bodies- THESIS FOR PAPER #3 DUE
Brown, J.D. & Pardun, C.J. (2004). Little in Common: Racial and Gender Differences in
Adolescents' Television Diets. *Journal of Broadcasting & Electronic Media*, June, 266
278.

**Week 11 Creating bodies continued - OUTLINE FOR PAPER #3 DUE**

**Week 12 What does choice mean? - PAPER #3 DUE**

**Week 13 Who has the right to define ones body?**

**Week 14 Patrolling gender and sexuality in the home - ASSIGN REVIEW QUESTIONS**

**Week 15 Institutions that patrol desire - PRESENT REVIEW QUESTIONS WITH ANSWERS**

**FINAL EXAM Will include individual reflection papers and a written exam.**

Gender Studies 101 Bibliography


### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>MUS 120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>PIANO</td>
</tr>
<tr>
<td>Department or Program</td>
<td>ART &amp; MUSIC</td>
</tr>
<tr>
<td>Discipline</td>
<td>MUSIC</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>NONE</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>The basics of playing the piano. Instruction in reading music for the piano as well as the fundamentals of technique, including hand positions and finger exercises. Daily practice required; practice pianos available on campus. Research and analysis of a variety of piano playing styles.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus ATTACHED.</td>
</tr>
</tbody>
</table>

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

- [ ] 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.

**I. Communications** - Please explain how your course meets these learning outcomes

Students will:

- Using the facilities of the Lincoln Center Library of the Performing Arts, students will write a research paper, demonstrating their knowledge of various styles of piano performance. Students will be able to communicate musically as they play the piano with knowledge of all the music skills, including accuracy in reading rhythm, pitch, ...

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
<table>
<thead>
<tr>
<th>articulation, phrasing, dynamics, correct hand position, and complete continuity of concentration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through research and playing, students will be able to understand, absorb and utilize the technical parameters of music including rhythm, pitch, articulation, phrasing, and dynamics. They will be able to use this knowledge for their own creative musical expression and through their research they will gain critical discernment of various styles of playing.</td>
</tr>
<tr>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>Students work collaboratively playing duets and group pieces in class. They learn to constantly listen to each other as they play so that they can blend in, highlight, and support their classmates at the piano.</td>
</tr>
<tr>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>Students will be able to fully contextualize and recognize stylistic differences in the music that they study. Because of their library listening and research in piano playing styles and their active participation in creating these musical styles, students will be able to appreciate how musical sound is used to convey feeling in various genres.</td>
</tr>
<tr>
<td>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 26, to College Council, Nov 20, 2012
COURSE DESCRIPTION: The basics of playing the piano. Instruction in reading music for the piano as well as the fundamentals of technique, including hand positions and finger exercises. Daily practice required; practice pianos available on campus. Exploration of the general history and literature of the piano. To this end students will be required to use the Lincoln Center Library for the Performing Arts to research and write a paper on various piano styles.

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE (3):
1. Gather, interpret, and assess information from a variety of sources and points of view.
   Using the world-renowned facilities at the Lincoln Center Library for the Performing Arts, students will research and write about the various styles of playing the piano. Students will be able to play beginning level piano pieces with correct rhythm, pitch, phrasing, dynamics, hand position, posture, and complete continuity of concentration.
2. Evaluate evidence and arguments critically or analytically.
   Using the research facilities at the Lincoln Center Library, students will hear and learn about different styles of piano performance. They will analyze these styles and use the information to inform their own piano playing.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   Students will write a researched paper that demonstrates a full understanding of several styles of piano playing.

STUDENT LEARNING OBJECTIVES: College Option/Communications
4. Express oneself clearly in one or more forms of communication such as written, oral, visual, or aesthetic.
   Using the facilities of the Lincoln Center Library of the Performing Arts, students will write a research paper, demonstrating their knowledge of various styles of piano performance. Students will be able to communicate musically as they play the piano with knowledge of all the music skills, including accuracy in reading rhythm, pitch, articulation, phrasing, dynamics, correct hand position, and complete continuity of concentration.
   Through research and playing, students will be able to understand, absorb and utilize the technical parameters of music including rhythm, pitch, articulation, phrasing, and dynamics. They will be able to use this knowledge for their own creative musical expression and through their research they will gain critical discernment of various styles of playing.
6. Work collaboratively
   Students work collaboratively playing duets and group pieces in class. They learn to constantly listen to each other as they play so that they can blend in, highlight, and support their classmates at the piano.
7. Listen, observe, analyze, and adapt messages in a variety of situations in cultural contexts and for target audiences in a diverse society.
   Students will be able to fully contextualize and recognize cultural patterns in the music that they study in class and that they research at the library. Because of their research in piano performance and their active participation in creating these musical styles, students will be able to appreciate how musical sound is used to convey meaning in various cultures.

ASSESSMENT (See assessment tools detailed above in numbers 1-6 as well as below)

Approved by UCASC, October 26, to College Council, Nov 20, 2012
1. **Research Paper:** 50% of grade. From the following list of five performers and genres, choose two performers and their styles of piano music. Using the Lincoln Center Library for the Performing Arts, listen to these performers and read about their styles. Write a paper of a minimum of six pages. Describe each style in terms of Rhythm, use of right and left hands, melody and harmony. Discuss influence of each style. Standard MLA or APA forms are to be used. Performers: Jerry Lee Lewis, Elton John, Ray Charles, Billy Joel, Carol King, Alicia Keys
Genres: Rock, Gospel, Blues, Rhythm and Blues, Folk Rock, Ballad

2. Midterm: 25% of grade. Consists of in class performance of technical finger exercises and musical pieces to be determined.

3. Final Exam: 25% of grade. Consists of in class performance of technical finger exercises and musical pieces to be determined.

**REQUIRED READINGS:**
1) TEXT: Alfred’s Adult All-In-One Piano Course by Palmer/Manus/Lethco
2) The Art of Practicing by Madeline Bruser
3) Piano Roles by James Pariklas
4) The Craft of Piano Playing by Alan Fraser

**STUDENT RESPONSIBILITIES:** In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

- **Being courteous:** The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please.
- **Coming to class prepared:** You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance:** Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin:

> 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 constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (Undergraduate Bulletin, p. 43).

**Academic Integrity/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).

**Americans with Disabilities (ADA) Act Polocy:** “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.

Approved by UCASC, October 26, to College Council, Nov 20, 2012
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)

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

**GRADES:** The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final paper.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Students will make up an incomplete within the next semester. I will oversee any exams that have to be made up.

**Weekly Schedule:**

Week One: Introduction to playing
Finger Exercises, Keyboard Identification
Text: Pages 4 - 11

Week Two: Right and Left Hand C Position
Quarter and Half notes, Treble and Bass Clef
Grand Staff
Text: Pages 12 - 20

Week Three: Playing on the Grand Staff
Reading C through G and Duple Meter
Text: Pages 21 - 23

**TERM PAPER ASSIGNED**

**Handout about the Lincoln Center Library for the Performing Arts**

**And the requirements of the paper:**

From the following list of five performers and genres, choose two performers and their styles of piano music. Using the Lincoln Center Library for the Performing Arts, listen to recordings of these performers and read about their styles. Write a paper of a minimum of six pages. Describe each style in terms of Rhythm, use of right and left hands, melody and harmony. Discuss influence of each style. Standard MLA or APA forms are to be used.

Performers: Jerry Lee Lewis, Elton John, Ray Charles, Billy Joel, Carol King, Alicia Keys
Genres: Rock, Gospel, Blues, Rhythm and Blues, Folk Rock, Ballad

Week Four: Melodic and Harmonic Intervals
Reading Intervals through Fifths
Text: Pages 24 - 31

Week Five: Introduction to Chords
C and G7 Chords in Right and Left Hands
Text: Pages 32 – 39

Week Six: Chords, Triple Meter, Slurs and Ties

Approved by UCASC, October 26, to College Council, Nov 20, 2012
Week Seven: Review

MIDTERM EXAM

Week Eight: Middle C Position, Eighth Notes, Dotted Rhythms
Text: Pages 72 – 82

FIRST DRAFT OF TERM PAPER DUE

Week Nine: Expanding the Five Finger Position
Sixths, Sevenths, Octaves, Flat Sign
Text: Pages 83 – 99

Week Ten: Scales and Chords
The Key of C Major
Text: Pages 100 – 110

Week Eleven: The Key of G Major
Text: Pages 111 – 117

SECOND DRAFT OF TERM PAPER DUE

Week Twelve: The Key of F Major
Text: Pages 118 – 125

Week Thirteen: Minor Scales and Chords
Key of A Minor, Key of D Minor
Text: Pages 126 – 136

Week Fourteen: Minor Scales and Chords cont.
Text: Pages 238 – 143

TERM PAPER DUE

Week Fifteen
Review
Final Exam TBA

Approved by UCASC, October 26, to College Council, Nov 20, 2012
### John Jay General Education College Option
### Course Submission Form

<table>
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<tr>
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<tbody>
<tr>
<td>Course Title</td>
<td>CHORUS 1</td>
</tr>
<tr>
<td>Department or Program</td>
<td>ART &amp; MUSIC</td>
</tr>
<tr>
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<td>MUSIC</td>
</tr>
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</tr>
</tbody>
</table>

**Course Description**

The class constitutes a singing ensemble of men and women. Class sessions operate as rehearsals and require regular attendance. The music sung reflects a wide range of styles. Research is expected in learning the basic physiological workings of human vocal production. Skills are developed in the following areas: the ability to sing an independent part correctly and in tune; basic vocal technique; sight-reading of musical notation; diction; and general musicianship. Public performances may be given. Prior experience is not required, though members are expected to be able to sing a simple tune correctly.

**Sample Syllabus**

Syllabus ATTACHED.

---

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

- [ ] XX 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
- [XX ] Communication

**Learning Outcomes**

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

I.  
II. **Communications** - Please explain how your course meets these learning outcomes

Students will:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.

Students will write a paper detailing the evidence of what contributes to correct vocal production and be able to present a well-reasoned oral argument about how a voice can be cared for or harmed. Students will be able to evaluate how various factors in the physiological...
workings of the human voice contribute to correct as well as incorrect vocal production.

<table>
<thead>
<tr>
<th>Through research and singing, students will be able to understand the factors that constitute correct vocal production as well as those factors which hinder correct vocal production. They will be able to use this knowledge for their own creative musical expression and through their research they will gain an understanding of the physiology of their own voice production.</th>
</tr>
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<th>Students continuously work collaboratively in a choral setting constantly trying to blend, support, and highlight their voice for the benefit of the required ensemble’s musical effect</th>
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COURSE DESCRIPTION: The class constitutes a singing ensemble of men and women. Class sessions operate as rehearsals and require regular attendance. The music sung reflects a wide range of styles. Research is expected in learning the basic physiological workings of human vocal production. Skills are developed in the following areas: the ability to sing an independent part correctly and in tune; basic vocal technique; sight-reading of musical notation; diction; and general musicianship. Public performances may be given. Prior experience is not required, though members are expected to be able to sing a simple tune correctly.

STUDENT LEARNING OBJECTIVES: College Option/Communications
1. Express oneself clearly in one or more forms of communication such as written, oral, visual, or aesthetic
   Students will write a paper detailing the evidence of what contributes to correct vocal production and be able to present a well-reasoned oral argument about how a voice can be cared for or harmed.
   Students will be able to evaluate how various factors in the physiological workings of the human voice contribute to correct as well as incorrect vocal production.
   Through research and singing, students will be able to understand the factors that constitute correct vocal production as well as those factors that hinder correct vocal production. They will be able to use this knowledge for their own creative musical expression and through their research they will gain an understanding of the physiology of their own voice production.
3. Work collaboratively
   Students continuously work collaboratively in a choral setting constantly trying to blend, support, and highlight their voice for the benefit of the required ensemble’s musical effect.
4. Listen, observe, analyze and adapt messages in a variety of situations in cultural contexts, and for target audiences in a diverse society.
   Students will be able to fully contextualize and recognize cultural patterns in the music that they study and sing. Because of their research in voice production and their active participation in creating various styles of music, students will be able to appreciate how musical sound is used to convey meaning in various cultures.

ASSESSMENT:
Research Paper: 50% To explain the basic physiological aspects of correct and incorrect vocal production. Students will use the Lincoln Center Library for the Performing Arts to research various methods of voice care and voice production. The paper will be a minimum of six pages and use the standard MLA or APA form.

Midterm and Final exam: 50% (25% each) All students will be tested to determine their ability to successfully perform the course music. The criteria for evaluation will be melodic and rhythmic accuracy as well as correct vocal production and ensemble awareness.

Prerequisite: none
REQUIRED READING:
1. TEXT: Fundamentals of Sight-singing and Ear-training by Fish and Lloyd

Recommended readings:
1. Care of the Professional Voice by Davies and Jahn
2. Everyday Voice Care by Joanna Cazden
3. Keep Your Voice Healthy by F. Brodnitz

STUDENT RESPONSIBILITIES: In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

**Being courteous:** The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please

**Coming to class prepared:** You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance:** Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin:

*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 constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (Undergraduate Bulletin, p. 43)*

**More than two absences are excessive.**

**Academic Integrity/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).

**Americans with Disabilities (ADA) Act 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)

**Extra Credit:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade will be made available to all students at the same time. Furthermore, there is no obligation on the part of your instructor

Approved by UCASC, October 26, to College Council, Nov 20, 2012
to offer extra credit work. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

**GRADES:** The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Grade must be made up during the next semester. I will be available to hear exams.

**OUTLINE:**

Week 2: Basic Pitch Relationships – Major Scale Steps. Text: Unit 2. P. 10-21
Week 3: Intervals in the Major Scale, breath control. Text: Unit III p.22 -33

**TERM PAPER ASSIGNED:**

Using the Lincoln Center Library for the Performing Arts, research the fundamentals of voice production. Citing at least three sources, describe three of the five following aspects of voice production: 1) age and voice production 2) attributes of a good vocal performer 3) the speaking voice and the singing voice 4) the misused voice 5) Medications, travel, and the professional voice. Draw your own conclusions from the research and write a letter of advice to a beginning singer. Standard MLA or APA forms are to be used in citations.

Week 4: Meter in songs, conducting beats. Text: Unit IV p. 34-46
Week 5: Subdivision of the beat. Text: Unit V p.47-66
Week 6: Melodies based on Primary Harmonies, Excerpts from vocal literature. Text: Unit VI p.67-87

Midterm Evaluations: In class performances

**FIRST DRAFT OF TERM PAPER DUE**

Week 8: Perfect Fourths and Perfect Fifths. Examples from vocal literature. Text: Unit VII continued
Week 9: Forms of the Minor Scale, Breath Control continued. Text: Unit VIII p.110-132
Week 10: Large Melodic Leaps and Compound Meter Text: Unit IX p.133-158

**SECOND DRAFT OF TERM PAPER DUE**

Week 11: Large Melodic Leaps and breath control continued, Text: Unit IX continued
Week 12: Chromatic Tones, Examples from vocal literature Text: Unit X p. 159-186

**TERM PAPER DUE**

Week 14 and 15: Presentation of Papers and final vocal performance evaluations

Approved by UCASC, October 26, to College Council, Nov 20, 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 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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ARA 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Elementary Modern Standard Arabic I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Language</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>None</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic, and developing students' understanding of Arab culture. Course will be conducted primarily in Arabic.</td>
</tr>
<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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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.)
In the left column explain the course assignments and activities 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.

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.

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

Students will use critical reasoning to identify and analyze structural, semantic...

- Evaluate evidence and arguments critically or analytically.
and cultural evidence in oral and written texts as they develop 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.

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.

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.

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

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.
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.

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<th>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.</th>
<th>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</th>
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<td>• Analyze the historical development of one or more non-U.S. societies.</td>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</td>
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<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>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
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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.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
524 West 59th street, 7th floor, New York, NY 10019  
SYLLABUS FOR ELEMENTARY MODERN STANDARD ARABIC I

Professor:  
Classroom and Time:  
Semester: Fall 2013  
Course Code: ARA 101  
Course Section: 01  
Semester: Fall 2013  
Course Code: ARA 101  
Course Section: 01  
Professor's office:  
Office Hours: By Appointment  
Professor's e-mail:

Course Prerequisites: None

Course Description:  
The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic, and developing students' understanding of Arab culture. Course will be conducted primarily in Arabic.

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 (20 % 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
- 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 (20%)** — You will have to complete Student Manual assignments of the chapters covered. Most of the homework is done online. 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. **Quizzes (20%)** — 5 quizzes will be given. **There are no make-up quizzes.**

4. **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.**

5. **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.**
6. Final Grade Weighting:
   20% Participation
   20% Online Student Manual / Homework
   20% Quizzes
   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 Withdraw 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 is subject to change

Week 1
Introduction to the course. Syllabus. Introduction to the letters and writing system

Week 2
Unit I. Letters: اب ت ث و ي. pronunciation and writing. Dictations. Oral conversation

Week 3
   Quiz 1
Week 4
Unit III. Letters: د ذ رpronunciation and writing. Dictations. Oral conversation

Week 5
Quiz 2

Week 6
Film and Discussion.

Week 7
Unit V. Letters: غ ظ ط فpronunciation and writing. Dictations. Oral conversation

Week 8
Quiz 3

Week 9
Review & Midterm

Week 10
Unit VII. Letters: م ن ن مpronunciation and writing. Dictations. Oral conversation

Week 11
Unit VIII. Letters: ﯾ ﯾpronunciation and writing. Dictations. Oral conversation

Week 12
Quiz 4

Week 13
Unit X. Letters and sounds review.
Quiz 5

Week 14
Wrap up! Oral exam

Week 15
Final Exam
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.

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<td>CHI 101</td>
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<tr>
<td>Course Title</td>
<td>Introductory Chinese 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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<td>Credits</td>
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<tr>
<td>Catalogue Description</td>
<td>This course is for students with little or no previous knowledge of Mandarin Chinese. Mandarin Chinese will be introduced through intensive drills of its oral and written forms. Emphasis is placed on speaking and basic grammar as well as the formation of the characters. It will focus on the most essential language items, such as sound patterns, sentence structures and basic vocabulary, which are useful in everyday Chinese conversation.</td>
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Indicate the status of this course being nominated:

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

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

**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**

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| 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. | • Gather, interpret, and assess information from a variety of sources and points of view. |
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Approved by UCASC, prepared for College Council, Nov 20, 2012
and cultural evidence in oral and written texts as they develop 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.

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

- 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 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.

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- 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.

Approved by UCASC, prepared for College Council, Nov 20, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
524 West 59th street, 7th floor, New York, NY 10019  
SYLLABUS FOR “INTRODUCTORY CHINESE I”

Professor:  
Classroom and Time:  
Semester:  Fall 2012  
Course Code:  CHI 101  
Course Section:  01  
Course Prerequisites:  None  

Course Description: This course is for students with little or no previous knowledge of Mandarin Chinese. Mandarin Chinese will be introduced through intensive drills of its oral and written forms. Emphasis is placed on speaking and basic grammar as well as the formation of the characters. It will focus on the most essential language items, such as sound patterns, sentence structures and basic vocabulary, which are useful in everyday Chinese conversation.


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.

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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
 attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient

Approved by UCASC, prepared for College Council, Nov 20, 2012
Approved by UCASC, prepared for College Council, Nov 20, 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. 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 compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard

**Evaluation Criteria for Composition**

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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.

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Approved by UCASC, prepared for College Council, Nov 20, 2012
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 **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).

**SCHEDULE OF CLASSES**

Please note the daily syllabus is subject to change

**WEEK 1**

Getting to know each other
- Introduction - Chinese syllabic structure & tones
- Pronunciation practice

**WEEK 2**

Review & continue practice Pinyin & 4 tones
- Useful classroom expressions
- Chinese writing - stroke order & numerals

**WEEK 3**

Lesson 1 - Greetings
- Exchange basic greetings
- Request a person's last name and full name, and provide your own

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Dictation

WEEK 4
Lesson 1 - Greetings (cont.)
- Determine whether someone is a teacher or a student
- Ascertain someone's nationality

Dictation

WEEK 5
Lesson 1 - Greetings (cont.)
Review Lesson 1
Quiz #1
Composition #1

WEEK 6
Lesson 2 - Family
- Employing basic kinship terms
- Describing a family photo

WEEK 7
Lesson 2 – Family (cont.)
- Asking about someone's profession
Dictation
Quiz #2
Composition #2

WEEK 8
Review & Midterm

WEEK 9
Lesson 3 - Dates & Time
- Telling and speaking about dates & time
- Talking about someone's age and birthday

WEEK 10
Lesson 3 - Dates & Time (cont.)
- Inviting someone to dinner
- Arranging a dinner date
Dictation

WEEK 11
Lesson 3 - Dates & Time: Review
Quiz # 3
Composition # 3

WEEK 12
Lesson 4 - Hobbies
- Talking about personal hobbies
- Asking about someone's hobbies
Dictation

WEEK 13
Lesson 4 – Hobbies (cont.)
- Asking friends out to see a movie
- Setting up plans for the weekend
Quiz # 4
Composition # 4

WEEK 14
Oral Test

WEEK 15
Final Exam

Approved by UCASC, prepared for College Council, Nov 20, 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 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>
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<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>FRE 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introductory French I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Languages</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>None</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>A basic course in the French language with an emphasis on oral and written communication, reading, and the customs and cultures of French-speaking countries.</td>
</tr>
<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>
</tr>
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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.)

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
### Learning Outcomes

In the left column explain the course assignments and activities 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.

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

| Students will use critical reasoning to identify and analyze structural, semantic |
| • Evaluate evidence and arguments critically or analytically. |
and cultural evidence in oral and written texts as they develop 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.

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.

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

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<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<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>
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<td>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.</td>
<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>
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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.

- 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.

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 FRENCH I”

Professor: [Name]
Classroom and Time: [Location]
Semester: Fall 2013
Professor’s office: [Office]
Course Code: FRE 101
Office Hours: [Hours]
Course Section: 01
Professor’s e-mail: [Email]

Course Prerequisite: None.

Course Description: A basic course in the French language with an emphasis on oral and written communication, reading, and the customs and cultures of French-speaking countries. Ten lab hours required. No credit will be given for FRE 101 if taken after the completion of FRE 102


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
    attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

   Proficient
    shows willingness to participate

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
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
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Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. Unacceptable  

F

Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language. Marginal  

D-C

Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. Proficient  

B

Very few errors in the grammar presented in lesson; work was well edited for language. Exemplary  

A

4. **Quizzes (10%)** — 4 quizzes will be given. **There are no make-up quizzes.**

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<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% Quizzes
   - 10% Written Assessment Projects
   - 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.

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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 is subject to change.
Student Manual Activities are assigned regularly in MyFrenchLab. You are expected to complete these assignments by their due dates.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Material to be covered in class</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>Read Syllabus, sign up for MyFrenchLab and course website</td>
</tr>
<tr>
<td></td>
<td>Course Syllabus (overview, policies, attendance, grading) Pre-test.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapitre préliminaire: Présentons nous! (Leçon 1)</td>
<td>Activities posted on <a href="http://www.myfrenchlab.com">www.myfrenchlab.com</a></td>
</tr>
<tr>
<td></td>
<td>Greet people, make introductions, say goodbye</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describing the classroom (esp. classroom objects)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following and giving instructions in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subject-pronoun system in French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forms and uses of the verb être</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read “Des adresses en francophonie,”</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chapitre préliminaire: Présentons nous! (Leçon 2)</td>
<td>Activities posted on <a href="http://www.myfrenchlab.com">www.myfrenchlab.com</a></td>
</tr>
<tr>
<td></td>
<td>Describing the classroom (esp. classroom objects) using the idiomatic “il y a”</td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
<table>
<thead>
<tr>
<th>Chapitre 1: Ma famille et moi (Leçon 1)</th>
<th>Talk about and describe your family members Adjectives (les adjectifs variables). Possessive adjectives in the singular (my, your, his/her).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapitre 1: Ma famille et moi (Leçon 2,3)</td>
<td>Days and Dates Cardinal Numbers 1 to 100 The verb <em>avoir</em> and its use with expressing age Possessive adjectives in the plural (our, your, their) Activities in the third person singular with regular –er verbs</td>
</tr>
<tr>
<td>Chapitre 1: Ma famille et moi (Leçon 3)</td>
<td>Regular –er conjugations and activities in 1st, 2nd, and 3rd person, singular and plural. Cultural discussion: Speaking: Parlons p. 60 – Les familles diverses Reading: Lisons p. 61 – La famille au Québec</td>
</tr>
<tr>
<td>Chapitre 2: Voici mes amis (Leçon 1, 2)</td>
<td>Les adjectifs variables au singulier [LO5] Asking questions (interrogative adverbs) [LO5]</td>
</tr>
<tr>
<td>Chapitre 2: Voici mes amis (Leçon 2, 3)</td>
<td>Les activités (jouer à, jouer de, and faire de) “Une année de loisirs” – How do leisure times spent in France compare to that of you and your friends.</td>
</tr>
<tr>
<td>Chapitre 2: Voici mes amis (Leçon 3)</td>
<td>The verb “aller” and the futur proche: The imperative forms of several verbs in the formal and informal.</td>
</tr>
<tr>
<td>Chapitre 3: Études et professions (Leçon 1, 2)</td>
<td>Les adjectifs prénominaux au singulier: How do these adjectives function differently from other adjectives we have learned? Verbs of the 2nd group (-re)</td>
</tr>
<tr>
<td>Chapitre 3: Études et professions (Leçon 2, 3)</td>
<td>Modal verbs (vouloir, pouvoir, devoir) Les adjectifs prénominaux au pluriel Les professions</td>
</tr>
<tr>
<td>TEST 3 (On all material covered in Chapitre 3 Chapitre 4: Métro, boulot, dodo (Leçon 1)</td>
<td>Discussing daily routine using reflexive verbs, Adverbs of intensity, frequency, and quantity</td>
</tr>
<tr>
<td>ORAL EXAMINATION</td>
<td></td>
</tr>
<tr>
<td>REVIEW</td>
<td></td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td></td>
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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.

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<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ITA 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introductory Italian I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Language</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>None</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>A basic course in the Italian language with an emphasis on oral and written communication, reading, listening, and the culture of Italy. No credit will be given for ITA 101 if taken after the completion of ITA 102. Ten laboratory hours during the semester are required.</td>
</tr>
<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>
</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.)
### Learning Outcomes

In the left column explain the course assignments and activities 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>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.</th>
</tr>
</thead>
<tbody>
<tr>
<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</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
</tbody>
</table>

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and cultural evidence in oral and written texts as they develop 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.

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.

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

- 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 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.
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.

- 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.

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.
SYLLABUS FOR “INTRODUCTORY ITALIAN I”

Professor: [name]
Classroom and Time: [classroom location and time]
Semester: Fall 2013
Professor’s office: [office location]
Office Hours: By Appointment
Course Code: [course code]
Professor’s e-mail: [email]
Course Section: 01
Course Prerequisite: None.

Course Description: A basic course in the Italian language with an emphasis on oral and written communication, reading, listening, and the culture of Italy. No credit will be given for ITA 101 if taken after the completion of ITA 102. Ten laboratory hours during the semester are required.


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
   - 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

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• 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. 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 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>

**Organization**

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

**Vocabulary**

| Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate. | Unacceptable F |
| Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied. | Marginal D-C |
| Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied. | Proficient B |
| Precise and effective word use/choice; broad; extensive use of words studied. | Exemplary A |

**Language**

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4. Quizzes (10%) — 5 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.

### Criteria for Oral Assessment

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion</strong></td>
<td>Superior</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>Responses readily comprehensible, requiring minimal 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>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<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>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<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>
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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

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

   **WEEK CAPITOLO PRELIMINARE**
   2. Intro: days, months, seasons of the year. pp. 16-19.
   4. **CAPITOLO 1**
   Nouns: **Feminine nouns** + indefinite article. pp. 26-33. [Ex. p. 27 B 1, 2, 8, 9, 10; p. 28 C 3, 5; D 2, 3, 5; p.31 C 2, 4, 8; D 1, 3, 6, 11, 12]
   Nouns: **Masculine nouns** + indefinite article. pp. 26-33. [Ex. p. 27 B 3, 4, 5, 6, 7; p.28 C 1, 2, 4, 6; p.31 C 1, 3, 5, 6, 7, 9, 10; D 2, 4, 5, 7, 8, 9, 10]
   The verb **AVERE** (to have) and **subject pronouns** pp. 34-37 [Ex. p. 37 C, D]
Quiz 1: nouns/indefinite article/ AVERE+ expressions/ vocab. p. 45-46.
Composition # 1

CAPITOLO 2
Verb ESSERE (to be)/ C’è and Com’è. pp. 54-55. [Ex. p. 56 B]
Definite articles I: feminine nouns. pp. 57-59. [Ex. p. 60 A5,6, 8; p.62 A 1,2]

6 Quiz Review/MANUALE/ Lab. Manuale*** Laboratory Introduction 1
QUIZ 2: adjectives/ESSERE, c’è, com’è/ feminine definite article/ vocab. p.67.
LAB 2 / Video 2
Composition # 2

7 Review and Midterm

CAPITOLO 3
8 Definite articles II: masculine nouns. pp. 57-59. [Ex. p. 60 B; p. 62 A]
Present of Verbs in -are pp. 71-73. [Ex. p. 74 B; C ].

9 Irregular Verbs in –are: ANDARE, FARE, DARE, STARE pp.75-77.[Ex. p.78 B]
Review/ MANUALE
QUIZ 3 masc. definite art./-are verbs/andare,fare,dare,stare/ vocab. pp.91-92
LAB 3 / Video

CAPITOLO 3
10 Possessive Adjectives. pp. 79-80. [Ex. p. 81 B]
Possessive Adjectives (cont’d) p. 82. [Ex. p. 83 B]
Composition # 3

CAPITOLO 4
11 Review (MANUALE)
QUIZ 4: verbs in –ere, -ire/Possessive Adjectives/Chapter 4 vocab.114-115.
LAB 4 A / Video 4

12 Irregular verbs in –ere: DOVERE, POTERE, VOLERE pp. 100-102. [Ex. p. 102 B 1, 2, 3]
Irregular verbs in-ire: DIRE, USCIRE, VENIRE pp. 100-102. [Ex. p. 102 B 4,5, 6]
Interrogativi p. 159 [Ex. p. 161 A]. (A Che ora ? )
Composition # 4

13 Oral Exam

14 Review/ MANUALE
QUIZ 5: Irregular verbs in –ere and -ire/ Interrogatives /vocab. p. 141-142
LAB, 4B

15 FINAL EXAM

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</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>Elementary Japanese, Level I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
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</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>(if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>(if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course provides pronunciation,</td>
</tr>
<tr>
<td></td>
<td>grammar, vocabulary, reading, and</td>
</tr>
<tr>
<td></td>
<td>character writing (hiragana, katakana,</td>
</tr>
<tr>
<td></td>
<td>and elementary kanji) exercises in</td>
</tr>
<tr>
<td></td>
<td>spoken Japanese. Emphasis is placed</td>
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<tr>
<td></td>
<td>primarily on developing speaking and</td>
</tr>
<tr>
<td></td>
<td>listening skills at the novice low</td>
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<tr>
<td></td>
<td>level. The study of Japanese culture</td>
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<tr>
<td></td>
<td>and its history are also emphasized.</td>
</tr>
<tr>
<td>Special Features (e.g.,</td>
<td>N/A</td>
</tr>
<tr>
<td>linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with</td>
</tr>
<tr>
<td></td>
<td>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.)

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012"
In the left column explain the course assignments and activities 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>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>☐ 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**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.

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.

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
English as a foil, this critical evaluation
clarifies how elements of the target
language fit specific linguistic and cultural
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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.

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

| • 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 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.
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.

- 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.

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.
Department of Foreign Languages and Literatures

COURSE CODE: JPN 101

COURSE PREREQUISITES: None

COURSE DESCRIPTION: This course provides pronunciation, grammar, vocabulary, reading, and character writing (hiragana, katakana, and elementary kanji) exercises in spoken Japanese. Emphasis is placed primarily on developing speaking and listening skills at the novice low level. The study of Japanese culture and its history are also emphasized.

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 in the classroom dominates the teaching/learning process. The instructor uses 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.

REQUIRED MATERIALS: The following required texts can be purchased at the bookstore:

2. Workbook for ようこそ! An Invitation to Contemporary Japanese. 2nd edition

ASSESSMENT — COURSE REQUIREMENTS:

1. Participation (10%) — To derive the utmost benefit from instruction, class attendance is essential. No matter what the reason for absence may be, failure to attend class always results in missed opportunities to hear and speak Japanese.

Your instructor will evaluate your participation and determine a grade based on the criteria listed below. To increase your opportunities to participate in class, you must complete all work and readings before every class meeting. Your participation grade will be lowered twenty points for each absence in excess of the three allowed by the department.

No excuses will be accepted to recover participation points lost because of absences.
PARTICIPATION CRITERIA:

The "A" Student:
- initiates & 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 Japanese
- is always prepared and demonstrates a minimum of errors

The "B+" Student
- maintains interaction with students and instructor
- rarely uses English in class and only if has asked permission
- always prepared for class
- has few errors

The "B" Student:
- 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
- occasionally resorts to English

The "C" Student:
- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one to three word answers
- is frequently not well prepared

The "D" Student:
- participates grudgingly
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

The "E" Student:
- unable to answer when called upon in class; obviously unprepared
- is disruptive, prevents other students from hearing, etc.
- rarely participates in class activities
- is disrespectful of other students and instructor
- Negative attitude. Refuses to answer questions and constantly speaks in English; almost never uses Japanese.

2. Quizzes (5%) — Five (5) Vocabulary quizzes (Hiragana/Katakana/Kanji) will be given at the beginning of the class. There is no make-up quiz.

3. Chapter tests (10%) — A total of three (3) Chapter tests will be given in this course. 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.

4. 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.
5. **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.**

6. **Homework (10%)** — A total of 5 homework assignments will be assigned. The contents will be announced in class. **Late submissions are not accepted.**

7. **Student Manual (5%)** — You will have to complete Student Manual assignments of the chapters covered. The exercises target reading, listening, writing, and speaking abilities.

8. **Oral Tests (10%)** — A total of three (3) oral tests are given. Notes are not permitted for oral tests.

9. **Final Oral Project Presentation** (10%) — During the course of the semester, you will also have a Final Oral Project Presentation that deals with material covered in class. More specific details about each assignment will be given well before the due-date or posted.

### Criteria for Oral Assessment (Requirements 8 & 9)

<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Exemplary (A)</th>
<th>Proficient (B)</th>
<th>Marginal (C-D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
</tbody>
</table>

| Comprehensibility |  |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| Responses readily comprehensible, requiring no interpretation on the part of the listener | Responses comprehensible, requiring minimal interpretation on the part of the listener | Responses mostly comprehensible, requiring interpretation on the part of the listener | Responses barely comprehensible or in English. |

| Fluency and Pronunciation |  |
|---------------------------|---------------------------|---------------------------|---------------------------|
| Speech continuous with few pauses or stumbling and no or almost no pronunciation errors | Some hesitation, but manages to continue and complete thought and occasional pronunciation errors | Speech choppy and/or slow with frequent pauses and frequent pronunciation errors | Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly |

| Grammar |  |
|---------|---------|---------|---------|
| No or almost no grammatical errors | Occasional grammatical errors | Frequent grammatical errors | Few correct grammatical structures |

| Vocabulary |  |
|------------|-----------------|-----------------|-----------------|
| Rich use of vocabulary with frequent attempts at elaboration | Adequate and accurate use of vocabulary | Somewhat inadequate use of vocabulary | Most vocabulary usage is not appropriate and makes comprehension challenging to the listener |
**GRADE WEIGHTING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>3 Chapter Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Student Manual</td>
<td>5%</td>
</tr>
<tr>
<td>3 Oral Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Final Oral Project Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**LANGUAGE LABORATORY:** The Language Laboratory is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

**IMPORTANT NOTE: PLAGIARISM:** When you include someone else’s information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another’s information, ideas, or words without attributing them to that source means that you are presenting someone else’s work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an “F” for the essay and the student may also receive an “F” for the course.** Plagiarism and cheating are violations of CUNY’s policy on academic integrity [link](http://www1.cuny.edu/portal.ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

**TENTATIVE CLASS SCHEDULE**

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

*Please pay attention to in-class announcements.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course.</td>
</tr>
<tr>
<td></td>
<td>The Japanese writing system: Hiragana, basic pronunciation and vocabulary</td>
</tr>
<tr>
<td></td>
<td>Yookoso: Getting Started 1.</td>
</tr>
<tr>
<td>2</td>
<td>Getting Started Part 1: Meeting Others and Introducing Yourself pp.2-7</td>
</tr>
<tr>
<td></td>
<td>Everyday Greetings p. 7, Classroom expressions pp. 10-12</td>
</tr>
<tr>
<td></td>
<td>Number 1-10/ Name cards</td>
</tr>
<tr>
<td></td>
<td>Hiragana Quiz 1</td>
</tr>
<tr>
<td></td>
<td>▲ HW 1 due workbook pp.5-10 /flash card</td>
</tr>
<tr>
<td>3</td>
<td>Getting Started Part 2: Numbers up to 20</td>
</tr>
<tr>
<td></td>
<td>Telephone number p.20</td>
</tr>
<tr>
<td></td>
<td>Asking what time it is p.20</td>
</tr>
<tr>
<td></td>
<td>Hiragana Quiz 2</td>
</tr>
<tr>
<td></td>
<td>▲ HW 2 due</td>
</tr>
<tr>
<td>4</td>
<td>Getting Started Part 2: Asking what something is pp.24-25</td>
</tr>
<tr>
<td></td>
<td>□ Chapter Test 1</td>
</tr>
<tr>
<td>5</td>
<td>Getting Started Part 3: Talking about daily activities pp.33-38</td>
</tr>
<tr>
<td></td>
<td>▲ HW 3 due</td>
</tr>
<tr>
<td></td>
<td>Oral test 1</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012"
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
**Vocabulary Quiz 3** |
| 7 | Part 4: Talking about activities and events in the past  
pp.42-45 Katakana (#1): The Japanese writing system (4)  
▲ HW 4 due  
□ Chapter Test 2 |
| 8 | Part 5: Asking location pp.61-69  
■ MIDTERM EXAM (Getting Started 1-4) |
| 9 | Chapter 1: Classmates Vocabulary and grammar 1A: pp.81-89  
Grammar (1) Identification: the copula ですか  
(2) Possessive particle の  
▲ HW 5 due  
□ Chapter Test 2  
□ Oral test 2 |
| 10 | Chapter 1: Vocabulary and grammar 1B: personal information  
pp.90 |
| 11 | Chapter 1: Grammar (3): Personal pronouns and demonstratives  
pp.101-105 Vocabulary and grammar 1C: pp.101-105  
Kanji 漢字 (#1) 100  
**Vocabulary Quiz 4**  
□ Chapter Test 3 |
| 12 | Chapter 1: Grammar (4) Asking questions: pp. 108-113  
Language skills p.114  
Kanji 漢字 (#2)  
**Vocabulary Quiz 5** |
| 13 | Chapter 1: Grammar (5) Vocabulary for an interaction: pp. 120-12  
Kanji 漢字 (#3)  
Final Project approval due  
**Oral test 3** |
| 14 | Final Project Presentation |
| 15 | Review for Final Exam |
| 16 | ■ Final Exam |
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>POR 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>Elementary Portuguese I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Languages</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>Placement Exam</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Portuguese 101 is a beginning-level integrated skills language course. This course helps students develop a basic ability to communicate in Portuguese. Class time is dedicated to interactive activities that allow students to acquire skills in speaking, listening, reading and writing at the novice low level. Through music, videos, and readings of authentic materials, students are also introduced to many aspects of Brazilian culture as well as of other countries where Portuguese is spoken. Class is conducted in Portuguese in order to maximize exposure to the language. Lab activities are also incorporated in order to develop students' listening, reading, and writing skills and pronunciation.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>N/A</td>
</tr>
<tr>
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<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
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- [ ] revision of current course
- [ ] a new course being proposed

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CUNY COMMON CORE Location

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• Gather, interpret, and assess information from a variety of sources and points of view.
television broadcasts, and Internet blogs are typical resources used in the elementary courses of the target language.

| **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 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.** | • **Evaluate evidence and arguments critically or analytically.** |

| **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** | • **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.** |
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. 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.

- 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.

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.

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JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019

Syllabus for Elementary Portuguese Level I

Professor: Raúl Romero
Semester: Fall 2013
Course Code: POR 101
Course Section: 01

Classroom and Time:
Professor’s office: 07.65.06
Office Hours: By Appointment
Professor’s e-mail: rromero@jjay.cuny.edu

Course Prerequisites: None

Course Description: Portuguese 101 is a beginning-level integrated skills language course. This course helps students develop a basic ability to communicate in Portuguese. Class time is dedicated to interactive activities that allow students to acquire skills in speaking, listening, reading and writing at the novice low level. Through music, videos, and readings of authentic materials, students are also introduced to many aspects of Brazilian culture as well as of other countries where Portuguese is spoken. Class is conducted in Portuguese in order to maximize exposure to the language. Lab activities are also incorporated in order to develop students’ listening, reading, and writing skills and pronunciation.

Required Texts:
A Portuguese-English/English Portuguese Dictionary
http://wps.prenhall.com/wl_klobucka_ponto_1/70/17987/4604751.cw/index.html

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
- 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 compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard.

**Evaluation Criteria for Composition**

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<th>Content</th>
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<td>Adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td>Proficient B</td>
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<td>Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Exemplary A</td>
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**Organization**

| Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate. | Unacceptable F |
| Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. | Marginal D-C |
| An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete | Proficient B |
Logical and effective order to the content is intended; main points and details are connected; fluent | Exemplary A
---|---
**Vocabulary**
Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate. | Unacceptable F
Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied. | Marginal D-C
Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied. | Proficient B
Precise and effective word use/choice; broad; extensive use of words studied. | Exemplary A

**Language**
Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. | Unacceptable F
Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language. | Marginal D-C
Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. | Proficient B
Very few errors in the grammar presented in lesson; work was well edited for language. | Exemplary A

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.

**Criteria for Oral Assessment**

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<td>Superior completion of the task, responses appropriate and with elaboration</td>
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<td><strong>Comprehensibility</strong></td>
<td>Responses readily comprehensible, requiring no interpretation on the part of the listener</td>
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<td><strong>Fluency and Pronunciation</strong></td>
<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>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no</td>
<td>Occasional</td>
<td>Frequent</td>
<td>Few correct</td>
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Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012"
Rich use of vocabulary with frequent attempts at elaboration

Adequate and accurate use of vocabulary

Somewhat inadequate use of vocabulary

Most vocabulary usage is not appropriate and makes comprehension challenging to the listener

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% Quizzes
   - 10% Written Assessment Projects
   - 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 SCHEDULE**

**WEEK 1**


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WEEK 2
Unit 1 - A universidade. Vocabulário: 64-65. Subject Pronouns. Present Tense of –ar verbs / Articles pp 38-46. Para Escrever (Writing Project) #1 Due

WEEK 3

WEEK 4
Quiz #1 (Preliminary / Unit One)
Unit 2 – Entre Amigos. Vocabulário: 67. Adjectives / Possessive Adjectives / Expressions with estar – pp 75-79, 90-91. Para Escrever (Writing Project) #2 Due

WEEK 5
Activities Manual Preliminary and Unit One Due

WEEK 6

WEEK 7
Unit 2 – Entre Amigos. Present tense of Ser and Estar with Adjectives – pp 80-87. Quiz #2 (Unit 2).
Activities Manual Unit 2 Due

WEEK 8

WEEK 9

WEEK 10:
Quiz #3 (Unit 3). Activities Manual Unit 3 Due. Unit 4 – A família. Vocabulário: 178 -179. Stem changing verbs pp 152-162. Para Escrever (Writing Project) #4 Due

WEEK 11:
Unit 4 – A família
Faz/Há / Pretérito of Regular Verbs and Ir pp 163-168

WEEK 12:
Quiz #4 (Unit 4)
Activities Manual Unit 4 Due
Unit 5 – A casa e os móveis

WEEK 13
Unit 5 – A casa e os móveis

WEEK 14
Oral Assessment

WEEK 15
FINAL EXAM

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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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SPA 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Elementary Spanish I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Language</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>Placement Exam</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries.</td>
</tr>
<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>
</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.)

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

### Learning Outcomes

In the left column explain the course assignments and activities 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.

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.

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

Students will use critical reasoning to identify and analyze structural, semantic

- Evaluate evidence and arguments critically or analytically.

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and cultural evidence in oral and written texts as they develop 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.

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.

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. | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| 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. |
| • 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. |
| 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. |
| • 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. |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR "INTRODUCTORY SPANISH I"

Professor: Classroom and Time:
Semester: Fall 2013 Professor's office: 07.65.03
Course Code: SPA 101 Office Hours: By Appointment
Course Section: 01 Professor's e-mail:

Course Prerequisite: Placement examination

Course Description: Basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries. 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 requirements. Students cannot receive credit for SPA 101 if it is taken after SPA 102. Ten laboratory hours are required during the semester.

**Both of these books are available in the Bookstore as part of a single package

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

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   - initiates and maintains interaction with students and instructor from beginning of class
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   - never uses English in discussions and group activities
   - asks questions only in the target language

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- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient**
- shows willingness to participate
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**Organization**
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- An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete | Proficient B |
- Logical and effective order to the content is intended; main points and details are connected; fluent | Exemplary A |

**Vocabulary**
- Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate. | Unacceptable F |
- Erroneous word use or choice leads to confused or obscured meaning; some literal | Marginal |

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**Language**

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<td>Speech choppy and/or slow with frequent pauses and frequent pronunciation errors</td>
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<td><strong>Grammar</strong></td>
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<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Rich use of vocabulary with frequent attempts</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Somewhat inadequate use of vocabulary</td>
<td>Most vocabulary usage is not appropriate and</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
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% Quizzes
   - 10% Written Assessment Projects
   - 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).

---

**TENTATIVE CLASS SCHEDULE**

*Homework — Homework in your e-manual and due dates are to be found on [www.hmcentro.com](http://www.hmcentro.com)*

<table>
<thead>
<tr>
<th>W</th>
<th>Material to be covered in class</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to the Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Syllabus (overview, policies, attendance, grading)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pre-test.</strong></td>
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<td></td>
<td><strong>Read Syllabus</strong></td>
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</tr>
<tr>
<td>2</td>
<td><strong>Lección preliminar: ¿Quién eres?</strong></td>
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<tr>
<td></td>
<td>Introducing yourself and saying where you are from</td>
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</tr>
<tr>
<td></td>
<td>Talking about majors, classes, which</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Activities posted on <a href="http://www.hmcentro.com">www.hmcentro.com</a></strong></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
| 3 | **Lección preliminar (Cont.)**  
The verb *gustar*  
Gender and number of articles as well as descriptive and possessive adjectives  
The Numbers 0–30  
The verb form *hay*  
<p>| | | |</p>
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</thead>
</table>
| 4 | **Lección 1: La vida de todos los días**  
Talking about your daily routine  
Talking about when and how often you do something  
Talking about time and the days of the week  
Talking about what someone else does  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Calendars:** Why do calendars in this country list Sunday as the first day of the week while in the Spanish-speaking countries they list Monday? Latinate, Judeo-Christian, Germanic and Scandinavian influences  |
| 5 | **Lección 2: ¿Qué haces los fines de semana?**  
Talking about your weekend activities  
Talking about seasons and months  
Expressing future events  
Present Tense: verb forms and use (Cont.)  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Culture-Speaking:** Gather information about the university system in at least two Spanish-speaking countries and compare it with American university  
**Composition # 1**  |
| 6 | **Lección 2 (Cont.)**  
Present Perfect: verb forms and use  
Future tense: verb forms and use  
Negation and Negative Words  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Culture-Speaking:** Race & Ethnicity in Latin America and the United States  |
| 7 | **Lección 3: Ayer y anoche**  
Talking about activities in the past  
Talking about what someone else did recently  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Heritage, Food, Arts:** La cocina y el arte en el mundo hispano: Perú, México, and Colombia  
**Composition # 2**  |
| 8 | **REVIEW & MIDTERM** |   |
| 9 | **Lección 4: La familia nuclear**  
Talking about your family  
Question words  
Estar + adjectives  
Direct object pronouns  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Culture:** Indigenous Cultures & Languages in the Spanish-speaking world: México, Guatemala, Bolivia, Ecuador, and Perú.  |
| 10 | **Film “El secreto en sus ojos” (“The Secret in Their Eyes”) (2009)**  
|   |   |   |
| 11 | **Lección 5: Características físicas**  
Describing people’s physical appearance  
Talking about family resemblances  
Making comparison  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Culture:** Immigration flows to at least two Spanish-speaking countries. Prepare a short presentation.  |
| 12 | **Lección 5 (cont)**  
Talking about knowing someone  
Reflexive constructions  
Reciprocal reflexives  | Activities posted on [www.hmcentro.com](http://www.hmcentro.com)  
**Composition # 4**  |
| 13 | **Oral Exam** |   |
| 14 | **REVIEW** |   |
| 15 | **FINAL EXAM** |   |

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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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SPA 111</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introductory Spanish I for Bilingual Students</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Language</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>Placement Exam</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>An elementary course for the student who has some speaking knowledge of Spanish but who needs practice in reading and writing.</td>
</tr>
<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>
</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>[X] 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 course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>II. Flexible Core (18 credits)</th>
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<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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

- 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. |

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

- 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 |

- Evaluate evidence and arguments critically or analytically. |

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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

- 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.

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oral and written pieces of students' own creation in the target language: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts.

- 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.

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

- 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.

- 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.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR “INTRODUCTORY SPANISH I FOR BILINGUALS”

Professor: Classroom and Time:
Semester: Fall 2012 Professor’s office: 07.65.02
Course Code: SPA 111 Office Hours: By Appointment
Course Section: 01 Professor’s e-mail:

Course Prerequisite: Placement examination

Course Description: An elementary course for the student who has some speaking knowledge of Spanish but who needs practice in reading and writing.

– Online Manual (available at www.cengage.com/spanish/parasiempre )
**Both of these books are available in the Bookstore as part of a single package

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
- 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

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participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- 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 Para siempre’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 compositions that deal with material covered in class. Instructions for each writing assignment will be posted on Blackboard

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
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</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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Points</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>
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</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>
<tr>
<td>Precise and effective word use/choice; broad; extensive use of words studied.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.</td>
<td>Marginal D-C</td>
</tr>
</tbody>
</table>

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4. **Quizzes (10%)** — 4 quizzes will be given. **There are 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.

### Criteria for Oral Assessment

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion</strong></td>
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<tr>
<td>Superior</td>
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<tr>
<td>completion of the task, responses appropriate and with elaboration</td>
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<tr>
<td>Completion of the task, responses appropriate and adequately developed</td>
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<tr>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
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<tr>
<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>
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<td>Responses comprehensible, requiring minimal interpretation on the part of the listener</td>
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<tr>
<td>Responses mostly comprehensible, requiring interpretation on the part of the listener</td>
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<tr>
<td>Responses barely comprehensible or in English.</td>
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</tr>
<tr>
<td>Most vocabulary usage is not appropriate and makes comprehension challenging to the listener</td>
<td></td>
<td></td>
<td></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% Quizzes
   - 10% Written Assessment Projects

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
20% Oral Interview  
20% Midterm  
20% Final Exam

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>WU</td>
<td>Withdraw Unofficially</td>
</tr>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>R</td>
<td>REPEAT</td>
</tr>
</tbody>
</table>

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
Homework – Homework in your e-manual and due dates are to be found on www.cengage.com/spanish/parasiempre

<table>
<thead>
<tr>
<th>W</th>
<th>Material to be covered in class</th>
<th>Homework Assignments</th>
</tr>
</thead>
</table>
| 1  | Introduction to the Course  
Course Syllabus (overview, policies, attendance, grading)  
Pre-test. | Read Syllabus                                      |
| 2  | Lección preliminar: Unidad en la diversidad  
Introductions. Learning to recognize cognates and loan words. | Activities posted on www.cengage.com/spanish/parasiempre |
| 3  | Lección preliminar (Cont.)  
Learning to recognize commands and expressions of courtesy.  
The Spanish speaking world. | Activities posted on www.cengage.com/spanish/parasiempre  
**Expressions of Courtesy:** Why do we use different forms of address in the Spanish speaking world? Compare and contrast expressions of courtesy used in Spanish with those that we use in English. |
| 4  | Lección 1: ¡Qué bonito nombre!  
**Calendars:** Why do calendars in this country list Sunday as the first day of the week while in the Spanish-speaking countries they list Monday? Latinate, Judeo-Christian, Germanic and Scandinavian influences |
| 5  | Lección 2: ¡Qué fiesta!  
Providing and receiving information about age, marital status, religious affiliations, occupations, phone numbers, addresses, etc. | Activities posted on www.cengage.com/spanish/parasiempre |

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
|   | Lección 2 (Cont.) | The present tense of ser  
The present tense. | Activities posted on  
[www.cengage.com/spanish/parasiempre](http://www.cengage.com/spanish/parasiempre)  
**Culture-Speaking:** The discovery of the new world.  
Race & Ethnicity in Latin America and the United States. |
|---|---|---|---|
| 7 | Lección 3: Todo queda entre familia  
Talking about the family and the home and where people and places are located.  
Talking about countries and nationalities.  
The verb hay | Activities posted on  
[www.cengage.com/spanish/parasiempre](http://www.cengage.com/spanish/parasiempre)  
**Culture-Speaking:** The Hispanic family.  
The extended family vs. nuclear family.  
Similarities and differences between families in different cultures.  
**Composition # 2** |
| 8 | REVIEW & MIDTERM | | |
| 9 | Lección 4: El último grito de la moda  
Talking about clothing and accessories  
Making plans and talking about what to wear to different events.  
The verbs gustar, preferir and querer. | Activities posted on  
[www.cengage.com/spanish/parasiempre](http://www.cengage.com/spanish/parasiempre)  
**Culture-Speaking:** Fashion and identity.  
Traditional clothing in different parts of the world. |
| 10 | Film “El secreto en sus ojos” (“The Secret in Their Eyes”) (2009) | **Culture:** Human rights violations during the last dictatorship (1976-1983) in Argentina  
**Composition # 3** |
| 11 | Lección 5: Me duele mucho  
Talking about illnesses and human health problems.  
Physical characteristics and the human body. | Activities posted on  
[www.cengage.com/spanish/parasiempre](http://www.cengage.com/spanish/parasiempre)  
**Culture:** The metric system vs. the English system of measure.  
Prepare a short presentation. |
| 12 | Lección 5 (cont)  
Comparisons  
Talking about the weather and the seasons of the year. | Activities posted on  
[www.cengage.com/spanish/parasiempre](http://www.cengage.com/spanish/parasiempre)  
**Composition # 4** |
| 13 | Oral Exam | | |
| 14 | REVIEW | | |
| 15 | FINAL EXAM | | |
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ARA 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Elementary Modern Standard Arabic 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>ARA 101 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course is continuation of Elementary Modern Standard Arabic 1 (ARA 101). Second in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Emphasis is placed on reading authentic materials from Arabic media, expanding students' vocabulary and grammar skills, listening to and watching audio and video materials, and developing students' understanding of Arab culture and communicative competence. Course will be conducted primarily in Arabic.</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
- [ ] 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)
- [ ] Communication
- [ ] Learning from the Past

#### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
I. **Communications** - Please explain how your course meets these learning outcomes

Students will:

<table>
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<tr>
<th>• 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.</th>
<th>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</th>
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</thead>
<tbody>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Students will promote critical distance by self-critiquing their work and by pairing into dyads to critique on another’s work</td>
<td></td>
</tr>
</tbody>
</table>
- 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.

- 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.

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.

- Work collaboratively
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019

SYLLABUS FOR ELEMENTARY MODERN STANDARD ARABIC II

Professor: Classroom and Time:
Semester: Fall 2012 Professor’s office:
Course Code: ARA 102 Office Hours: By Appointment
Course Section: 01 Professor’s e-mail:

Course Prerequisite: ARA 101 or equivalent

Course Description: This course is continuation of Elementary Modern Standard Arabic 1 (ARA 101). Second in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Emphasis is placed on reading authentic materials from Arabic media, expanding students' vocabulary and grammar skills, listening to and watching audio and video materials, and developing students' understanding of Arab culture and communicative competence. Course will be conducted primarily in Arabic.

Required Texts:

- DVDs including the monologues on Al-Kitaab and various language activities
- Other material suggested by the instructor

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 (20% 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.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
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
- 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 (20%)** — You will have to complete Student Manual assignments of the chapters covered. Most of the homework is done online. 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. **Quizzes (20%)** — 3 quizzes will be given. There is no make-up quizzes.

4. **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.

5. **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.

6. **Final Grade Weighting:**
- 20% Participation & Journal
- 20% Online Student Manual / Homework
- 20% Quizzes
- 20% Midterm
- 20% Final Exam

The John Jay *Undergraduate Bulletin* allows for the following grades only:
- A, A- Excellent
- F Failure

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
**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 Schedule of Classes:**

The following schedule is approximate and is subject to change:

*Al-Kitaab (Part One)*

<table>
<thead>
<tr>
<th>Week 1&amp;2</th>
<th>Presentation of the course. Review</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 &amp; 3</td>
<td>Read pp. 5-13; Drills 4, 5, 7, 10; Drill 11, p. 13 (graded); Read pp. 14-15; Drill 12, p. 15; Prepare drill 15, p. 20; Learn vocabulary; Drill 1, p. 2.</td>
<td>Grammar lesson and homework correction; Drill 6, p. 9; Drill 9, p. 12; Grammar lesson pp. 14-15; Culture p. 17-19; Drill 13, p. 16; Drill 15, p. 20; Listen/watch p. 3; Drills 2, 3, p. 3-4.</td>
</tr>
</tbody>
</table>

| Week 3&4 | Learn vocabulary p. 22; Read culture note p. 24; Drill 1, p. 24; Drill 3, p. 25 (graded); Read pp. 26-29; Drills 4, 5, p. 29; Drill 7, p. 31; Drill 13, p. 37; Drill 14, p. 37-38 | Listen/watch pp. 23; Dictation drill 2, p. 25; Grammar lesson pp. 26-29; Drill 6, p. 31; Homework correction; Drill 9. p. 33; Drills 13, 14 pp. 37-38. |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Review;</th>
<th>Quiz # 1 (units 1 &amp; 2)</th>
</tr>
</thead>
</table>

| Week 6 & 7 | Learn vocabulary p. 40; Read culture note p. 43; Drill 2, p. 44; Read grammar pp. 45-47; Drill 6, p. 48 (graded); Drills 9 & 10, p. 50. | Drill 1, p. 41; listen/watch p. 42; Dictation drill 3, p. 44; Correct homework; Grammar drills 4, 5, pp. 46-48; Homework correction Drills 7, 8, p. 49. |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Review and Midterm</th>
<th></th>
</tr>
</thead>
</table>

| Week 9 | Prepare drill12, pp. 51-52; Drills 13, p. 53; Drill 14, p. 54 (graded); Drill 15, p. 54. | Drills 11, 12, pp. 51-52; Homework correction; Oral activity. |

| Week 10 | Learn vocabulary p. 56; Drill 1, p. 58; Reader grammar pp. 59-64; Drill 5, p. 62; Drill 8, p. 65. | Listen/watch p. 57; Drills 1, 2, p. 58; Drill 3, p. 61; Drill 6, p. 63; Drill 8, p. 64; Homework correction; Culture note & drill |

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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Unit 4 II</th>
<th>Drill 11, p. 68-69; Drill 12, p. 70 (graded); Bring some family and friends’ photos to class.</th>
<th>Drill 11, p. 68-69; Drill 14, p. 71.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5</td>
<td>Learn vocabulary p. 73; Drill 13, p. 71; Drill 1, p. 75; Read grammar on p. 77; Drill 4 p. 77; Read grammar pp. 78-80; Drills 5, 6, 7, pp.79-80.</td>
<td>Homework correction; Listen/watch p. 74; Dictation drill 2, p. 76; Drill 3, p. 76; Drill 4, p. 77; Homework correction; Drill 8, p. 81; Review.</td>
<td>QUIZ # 2 (lessons 3 &amp; 4)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Learn vocabulary p. 82; Drill 10, pp. 83-84; Drills 11 &amp; 12 p. 85 (graded); Read culture note p. 88.</td>
<td>Listening drill 9, p. 83; Drill 10, pp. 83-84; Drill 13, p. 86; Drill 14, p. 87; Listening comprehension, a Fairuz song.</td>
<td>QUIZ # 3 (lessons 5)</td>
</tr>
<tr>
<td>Week 13</td>
<td>ORAL EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>REVIEW FOR FINAL EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>FINAL EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>CHI 102</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Introductory Chinese II</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Department of Foreign Languages and Literatures</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>CHI 101 or placement exam</td>
</tr>
<tr>
<td><strong>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This is the second semester of Elementary Chinese in Mandarin. In CHI102, the students will learn more Chinese sentence structure, more basic vocabulary and more Chinese grammar, which are useful in everyday conversation. There will be a greater emphasis on oral exercises in class and more Chinese writing after class. Ten lab hours required.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

**Checkboxes:**
- ☑ 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.)

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Justice &amp; the Individual (100-level)</td>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td>☑ Justice in Global Perspective (300-level)</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

## Learning Outcomes

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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
## Communications - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>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.</th>
<th>Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.</td>
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<tr>
<td>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.</td>
<td>Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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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.

Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019

SYLLABUS FOR “INTRODUCTORY CHINESE II”

Professor: Classroom and Time:
Semester: Fall 2012 Professor’s office:
Course Code: CHI 102 Office Hours: By Appointment
Course Section: 01 Professor’s e-mail:

Course Prerequisite: CHI 101 or equivalent.

Course Description: This is the second semester of Elementary Chinese in Mandarin. In CHI102, the
students will learn more Chinese sentence structure, more basic vocabulary and more Chinese
grammar, which are useful in everyday conversation. There will be a greater emphasis on oral
exercises in class and more Chinese writing after class. Ten lab hours required.


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.

   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

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D40 b

- 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**
- 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. 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 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><strong>Organization</strong></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><strong>Vocabulary</strong></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
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.

### Criteria for Oral Assessment

<table>
<thead>
<tr>
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<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>Completion of the</td>
<td>Superior</td>
<td>Partial</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>task, responses</td>
<td>completion of the task, responses appropriate and adequately developed</td>
<td>completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>or no attempt to complete the task, responses frequently inappropriate</td>
<td></td>
</tr>
<tr>
<td>with elaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Comprehensibility** | | | | |
| Responses readily    | | | | |
| comprehensible,      | | | | |
| requiring no         | | | | |
| interpretation on    | | | | |
| the part of the      | | | | |
| listener             | | | | |
| Responses            | | | | |
| comprehensible,      | | | | |
| requiring minimal    | | | | |
| interpretation on    | | | | |
| the part of the      | | | | |
| listener             | | | | |

| **Fluency and        | | | | |
| Pronunciation**      | | | | |
| Speech continuous    | | | | |
| with few pauses or   | | | | |
| stumbling and no     | | | | |
| or almost no         | | | | |
| pronunciation errors | | | | |
| Some hesitation,     | | | | |
| but manages to       | | | | |
| continue and         | | | | |
| complete thought     | | | | |
| and occasional       | | | | |
| pronunciation errors | | | | |
| Speech choppy and/or| | | | |
| slow with frequent   | | | | |
| pauses and frequent  | | | | |
| pronunciation errors | | | | |
| Speech halting and   | | | | |
| uneven with long     | | | | |
| pauses or incomplete | | | | |
| thoughts and few     | | | | |
| words pronounced     | | | | |
| correctly            | | | | |

| **Grammar**         | | | | |
| No or almost no     | | | | |
| grammatical errors  | | | | |
| Occasional          | | | | |
| grammatical errors  | | | | |
| Frequent grammatical| | | | |
| errors              | | | | |
| Few correct         | | | | |
| grammatical         | | | | |
| structures          | | | | |

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Vocabulary

| Rich use of vocabulary with frequent attempts at elaboration | Adequate and accurate use of vocabulary | Somewhat inadequate use of vocabulary | Most vocabulary usage is not appropriate and makes comprehension challenging to the listener |

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 & Journal
- 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).

**Schedule of Classes**

Please note the daily syllabus is subject to change

**WEEK 1**
- Getting to know each other - introduce yourself in Chinese
- Review - Pinyin & tones
- Pronunciation practice

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WEEK 2  Review & continue practice Pinyin & 4 tones
Review functional expressions & Chinese radical from CHI 101

WEEK 3-5  Lesson 5 - Visiting Friends
- Welcome a visitor
- Introduce one person to another
- Ask for beverages as a guest / offer beverages to visitors
- Briefly describe a visit to a friend's place
*Week 3 & 4: weekly dictation; week 5: Lesson 5 – Quiz 1. Composition # 1

WEEK 6-8  Lesson 6 - Making Appointments
- Answer a phone call and initiate a phone conversation
- Set up an appointment with a teacher on the phone
- Ask for a favor
- Ask someone to return your call
*Week 6 & 7: weekly dictation; Lesson 6 – Quiz 2; Composition # 2

WEEK 8: MIDTERM

WEEK 9-10  Lesson 8 - School Life
- Describe the routine of a student's life on campus
- Write a simple diary entry
- Write a brief letter in the proper format
- Express your modesty in terms of your foreign language ability
- Invite friends to go on an outing
* Week 9 & 10: weekly dictation
Week 10: Lesson 8 – Quiz 3; Composition # 3

WEEK 11-12  Lesson 9 - Shopping
- Speak about the color, size and price of a purchase
- Pay bills in cash or with a credit card
- Ask for a different size and/or color of merchandise
- Exchange merchandise
*Week 11-12: weekly dictation; Week 12: Lesson 9 Quiz 4; Composition #2

WEEK 13  Review

WEEK 14  Oral Test

WEEK 15  Final Exam
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th><strong>Course Prefix &amp; Number</strong></th>
<th>FRE 102</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Introductory French II</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Department of Foreign Languages and Literatures</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>FRE 101 or placement exam</td>
</tr>
<tr>
<td></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>N/A</td>
</tr>
</tbody>
</table>

**Course Description**
Completion of FRE 102 enables the student to speak, comprehend, read, and write French on a basic level. Ten lab hours required.

**Sample Syllabus**
Syllabus must be included with submission, 5 pages max recommended

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

- [☐] current course  
- [☐] revision of current course  
- [☐] 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:
- 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.

- 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

- 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
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 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.</td>
</tr>
</tbody>
</table>

| 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. |
| Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society |
SYLLABUS FOR “INTRODUCTORY FRENCH II”

Professor: Classroom and Time:

Semester: Fall 2012 Professor’s office:
Course Code: FRE 102 Office Hours:
Course Section: 01 Professor’s e-mail:

Course Prerequisite: FRE 101 or placement examination.

Course Description: Completion of FRE 102 enables the student to speak, comprehend, read, and write French on a basic level. Ten lab hours required.

Upper Saddle River: Prentice Hall. 2010. (note: There should be unbound books available with the text in the John Jay bookstore that are paired with a subscription to the online component “My French Lab”)

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.

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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

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• 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**
• 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**
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• 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
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• 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. 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 compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard

**Evaluation Criteria for Composition**


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<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>

**Organization**

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

**Vocabulary**

Inadequate, repetitive; literal translation; abundance of invented words or words in | Unacceptable |
<table>
<thead>
<tr>
<th>English; or not enough to evaluate.</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errorneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.</td>
<td>Marginal</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</td>
</tr>
<tr>
<td>Precise and effective word use/choice; broad; extensive use of words studied.</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

**Language**

| Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. | Unacceptable |
| Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language. | Marginal |
| Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. | Proficient |
| Very few errors in the grammar presented in lesson; work was well edited for language. | Exemplary |

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.

**Criteria for Oral Assessment**

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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td><strong>Task Completion</strong></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>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<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>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<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>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Rich use of</td>
<td>Adequate and</td>
<td>Somewhat</td>
</tr>
</tbody>
</table>

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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 & Journal
   - 10% Online Student Manual / Homework
   - 10% Quizzes
   - 10% Written Assessment Projects
   - 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 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.

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

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**TENTATIVE CLASS SCHEDULE**

(Subject to change at the discretion of the instructor)

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
<table>
<thead>
<tr>
<th>Chapters and Dates</th>
<th>Module Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapitre Cinq</td>
<td>After a basic review of materials covered in French 101, there will be an ungraded examination administered (on the second day of class). Master introductions, we will begin with Chapter 5 on food (la nourriture). Grammar: demonstrative adjectives, partitive articles, and the verbs <em>prendre</em> and <em>boire</em></td>
</tr>
<tr>
<td>Weeks 1-3</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Chapitre Six</td>
<td>Learning about how to discuss your city and your country, and how to ask for directions and information. Grammar: prepositions, the verb <em>faire</em>, posing complex questions</td>
</tr>
<tr>
<td>Weeks 4-6</td>
<td>Quiz 2 – Writing Project # 1</td>
</tr>
<tr>
<td>Chapitre Sept</td>
<td>Learning how to express what you like to watch on television, ask and tell time, use the past tense, discuss important events and decisions in your life. Grammar: <em>Le passé composé</em> (the present perfect) with <em>avoir</em>, -ir verbs</td>
</tr>
<tr>
<td>Weeks 7-9</td>
<td>Quiz 3 - Writing Project # 2</td>
</tr>
<tr>
<td>Chapitre Huit</td>
<td>Learning how to discuss the weather, your comings and goings, further discussion of past tense. Grammar: Verbs <em>partir</em>, <em>venir</em>, and the <em>passé composé</em> with être.</td>
</tr>
<tr>
<td>Weeks 10-11</td>
<td>Quiz 4 Writing Project # 3</td>
</tr>
<tr>
<td>Chapitre 9</td>
<td>Learn how to discuss professions and occupations, speak of your intentions, obligations, evaluate options. Grammar: verbs <em>vouloir</em>, <em>pouvoir</em>, <em>devoir</em>, direct object pronouns, subjunctive expressions with <em>il faut</em> and <em>il vaut mieux</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>Material covered in this chapter will be included on the final exam with will also be comprised of other material covered during the rest of the semester Writing Project # 4</td>
</tr>
<tr>
<td>Week 13</td>
<td>Oral assessment</td>
</tr>
<tr>
<td>Week 14</td>
<td>Review</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ITA 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Introductory Italian 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>ITA 101 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course will enable the student to speak, comprehend, read and write Italian on a basic level. Ten laboratory hours during the semester are required.</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
- ☐ 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.)

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>□ Justice &amp; the Individual (100-level)</th>
<th>□ Struggle for Justice &amp; Inequality in U.S. (300-level)</th>
<th>□ Justice in Global Perspective (300-level)</th>
<th>□ Learning from the Past</th>
<th>☒ Communication</th>
</tr>
</thead>
</table>

**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
<table>
<thead>
<tr>
<th>Students will:</th>
<th>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.</td>
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</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• A wide variety of collaborative work is</td>
<td>• Work collaboratively</td>
</tr>
</tbody>
</table>
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.

- 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.

• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
SYLLABUS FOR “INTRODUCTORY ITALIAN II”

Professor:  
Classroom and Time:  
Semester: Fall 2012  
Professor’s office:  
Course Code: ITA 102  
Office Hours: By Appointment  
Course Section: 01  
Professor’s e-mail:  

Course Prerequisite: ITA 101 or placement examination  

Course Description: This course will enable the student to speak, comprehend, read and write Italian on a basic level. Ten laboratory hours during the semester are required.


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.

   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  
- 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

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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. 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 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>
<tr>
<td>Precise and effective word use/choice; broad; extensive use of words studied.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the</td>
<td>Unacceptable F</td>
</tr>
</tbody>
</table>
work for language; or not enough to evaluate.
Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.  
<table>
<thead>
<tr>
<th></th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D-C</td>
</tr>
</tbody>
</table>

Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.  
<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

Very few errors in the grammar presented in lesson; work was well edited for language.  
<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>

4. **Quizzes (10%)** — 5 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>Task Completion</td>
<td>Superior</td>
<td>Completion of the task, responses appropriate and with elaboration</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>Comprehensibility</td>
<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>
</tr>
<tr>
<td>Fluency and Pronunciation</td>
<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>
</tr>
<tr>
<td>Grammar</td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
</tr>
<tr>
<td>Vocabulary</td>
<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>
</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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D-</td>
<td>Poor</td>
</tr>
</tbody>
</table>

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

- A, A- Excellent
- B+, B- Very Good
- C+, C Satisfactory
- C-, D+, D- Poor
- F Failure
- 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 is subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Contenuti</th>
<th>Funzioni comunicative</th>
<th>Compiti/Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prendiamo un caffè?</td>
<td>Pre-task Day Vocabolario: Qualcosa da mangiare, qualcosa da bere</td>
<td>Al bar</td>
<td>Compiti/ Capitolo 5</td>
</tr>
<tr>
<td></td>
<td>Task Day</td>
<td>Preposizioni articulate Passato prossimo con avere Passato prossimo con essere Conoscere e sapere</td>
<td>Chi paga, come pagare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultura</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Nelle regioni italiane (1) In Campania</td>
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<tr>
<td></td>
<td></td>
<td>Ripasso/Quiz</td>
<td></td>
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<tr>
<td>2</td>
<td>Pronto in Tavola!</td>
<td>Pre-task Day Vocabolario: Cucinare e cenare</td>
<td>I ristorante</td>
<td>Compiti/Capitolo 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task Day</td>
<td>Il menu italiano</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Pronomi di oggetto diretto</td>
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<td></td>
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<td>Accordo del participio passato nel</td>
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<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Settimana</th>
<th>Giorno</th>
<th>Programma</th>
<th>Ora</th>
<th>Nota</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mi</td>
<td>Mi sveglio alle 8.00</td>
<td>Pre-task Day</td>
<td>La vita di tutti i giorni</td>
</tr>
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<td></td>
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<td>Vocabolario: Le attività</td>
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<td>L'abbigliamento</td>
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<td>Task Day</td>
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<td>Verbi riflessivi</td>
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<td>Costruzione reciproca</td>
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<td>Presente + da + espressioni di tempo</td>
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<td>Numeri superiori a 100</td>
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<td>La moda</td>
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<td><strong>Nelle regioni italiane (2)</strong></td>
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<td>Ripasso/Quiz</td>
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<td>Quiz</td>
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<tr>
<td>6</td>
<td>Gi</td>
<td>C'era una volta...</td>
<td>Pre-task Day</td>
<td>Il linguaggio dei mass media</td>
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<td>Vocabolario: Le pubblicazioni</td>
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<td>Il cinema, la televisione e la radio</td>
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<td>Task Day</td>
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<td>Imperfetto</td>
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<td>Imperfetto e passato prossimo</td>
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<td>Trapassato</td>
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<td>Suffissi</td>
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<td><strong>Nelle regioni italiane (3)</strong></td>
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<td>Ripasso/Quiz</td>
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<td>Quiz</td>
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<td>7</td>
<td>Lu</td>
<td>Come ti senti?</td>
<td>Pre-task Day</td>
<td>La salute</td>
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<td></td>
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<td>Vocabolario: Le parti del corpo</td>
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<td>La salute e le malattie</td>
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<td>Task Day</td>
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<td>Pronomi tonici</td>
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<td>Comparativi</td>
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<td>Superlativi relativi</td>
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<td><strong>Nelle regioni italiane (5)</strong></td>
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<td></td>
<td>Ripasso/Quiz</td>
<td></td>
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<td></td>
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<td></td>
<td>Quiz</td>
<td></td>
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<td>8</td>
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<td>Presentazioni orali</td>
<td>Handouts</td>
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<td>9</td>
<td>Mi</td>
<td>Presentazioni orali</td>
<td>Presentazioni orali</td>
<td></td>
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<tr>
<td>10</td>
<td>Gi</td>
<td>Presentazioni orali</td>
<td>Presentazioni orali</td>
<td></td>
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<tr>
<td>11</td>
<td>Lu</td>
<td>Presentazioni orali</td>
<td>Presentazioni orali</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do</td>
<td>Presentazioni orali</td>
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<td></td>
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<td>13</td>
<td>Mi</td>
<td>Presentazioni orali</td>
<td>Presentazioni orali</td>
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<td>14</td>
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<tr>
<td>15</td>
<td>Lu</td>
<td>Presentazioni orali</td>
<td>Presentazioni orali</td>
<td></td>
</tr>
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</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>JPN 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Elementary Japanese, Level 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>JPN 101 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course builds upon the basis of Japanese 101 and aims to develop the linguistic, communicative and cultural competence in order to interact with native speakers of Japanese in a culturally coherent and appropriate manner. Emphasis is placed on the development of oral communication skills and cultural aspects.</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)
  - [ ] 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

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Students will:

- 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.
- 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.

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.

- Maintain self-awareness and critical distance.
- 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.

- 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.

- Work collaboratively

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
Elementary Japanese, Level II

Department of Foreign Languages and Literatures

Instructor: Office:
Schedule: Office Hours:
Location: E-mail:

COURSE CODE: JPN 102

COURSE PREREQUISITES: Japanese 101 or equivalent

COURSE DESCRIPTION: This course builds upon the basis of Japanese 101 and aims to develop the linguistic, communicative and cultural competence in order to interact with native speakers of Japanese in a culturally coherent and appropriate manner. Emphasis is placed on the development of oral communication skills and cultural aspects.

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 in the classroom dominates the teaching/learning process. The instructor uses 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.

REQUIRED MATERIALS: The following required texts can be purchased at the bookstore:

2. Workbook for ようこそ!An Invitation to Contemporary Japanese. 2nd edition

ASSESSMENT — COURSE REQUIREMENTS:

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
2. **Quizzes (5%)** — Five (5) Vocabulary quizzes (Hiragana/Katakana/Kanji) will be given at the beginning of the class. **There is no make-up quiz.**

3. **Chapter tests (10%)** — A total of three (3) Chapter tests will be given in this course. 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.**

4. **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.**

5. **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.**

6. **Homework (10%)** — A total of 5 homework assignments will be assigned. The contents will be announced in class. **Late submissions are not accepted.**

7. **Student Manual (5%)** — You will have to complete Student Manual assignments of the chapters covered. The exercises target reading, listening, writing, and speaking abilities.

8. **Oral Tests (10%)** — A total of three (3) oral tests are given. Notes are not permitted for oral tests.

9. **Final Oral Project Presentation (10%)** — During the course of the semester, you will also have a Final Oral Project Presentation that deals with material covered in class. More specific details about each assignment will be given well before the due-date or posted.

**Criteria for Oral Assessment (Requirements 8 &9)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Completion</td>
<td>Superior completion of the task, responses</td>
<td>Completion of the task, responses</td>
<td>Partial completion of the task, responses</td>
<td>Minimal or no attempt to complete task</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
<table>
<thead>
<tr>
<th>Task Responses</th>
<th>Appropriate and Adequately Developed</th>
<th>Task Responses</th>
<th>Mostly Appropriate yet Underdeveloped</th>
<th>Complete the Task, Responses Frequently Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensibility</strong></td>
<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>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<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>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<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>
</tr>
</tbody>
</table>

**GRADE WEIGHTING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Journal</td>
<td>10%</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>3 Chapter Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Student Manual</td>
<td>5%</td>
</tr>
<tr>
<td>3 Oral Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Final Oral Project Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**LANGUAGE LABORATORY:** The Language Laboratory is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

**IMPORTANT NOTE: PLAGIARISM:** When you include someone else’s information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another’s information, ideas, or words without attributing them to that source means that you are presenting someone else’s work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an “F” for the essay and the student may also receive an “F” for the course.** Plagiarism and cheating are violations of CUNY’s policy on academic integrity.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
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 pp. 44-5 of the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

**TENTATIVE CLASS SCHEDULE**

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

*Please pay attention to in-class announcements*

<table>
<thead>
<tr>
<th>WEEK</th>
<th></th>
</tr>
</thead>
</table>
| 1 | Orientation  
Review JPA 101 (& hiragana)  
Chapter 1-A (p. 82)  
Grammar: ~te imasu |
| 2 | Chapter 1-A (pp. 82-84):  
Grammar: kono-sono-ano-dono, (language)-o hanashimasu (& review katakana)  
Chapter 1-B (pp. 85-101): Talk about major (senkoo), birthplace (shusshin), where you live (sumai)  
Grammar: particle mo (also), possessive no  
(& review katakana)  
▲HW 1 due |
| 3 | Additional topics: Talk about what one can/cannot do (dekimasu)  
Review Chapter 1  
▲HW 2 Write self-introduction in Japanese script. |
| 4 | Class: Kanji recognition  
Chapter 2-A (pp. 126-127): Grammar: (transportation)-de (time)-desu.  
Kanji: 大,小、一、二、三、四、十、半、日、月  
□Chapter Test 1 including hiragana reading & writing, and katakana reading |
| 5 | Chapter 2-A (pp. 128-135): Grammar: affirmative & negative form of adjectives  
Kanji: 本、人、何、言  
Chapter 2-B (pp. 136-137): Grammar: na-adjective + noun Part I  
Katakana: a-ko, Kanji: 五  
▲HW 3 due  
Oral test 1 |
| 6 | Chapter 2-B (pp. 136-137), Grammar: na-adjective + noun Part II  
Chapter 2-C (pp.138-140 ), Grammar: imasu & arimasu  
Katakana: sa-so, Kanji: 六  
Quiz 1 (adjectives) |
| 7 | Chapter 2-C (pp. 141-145)  
Grammar: (place)-ni (thing)-ga arimasulimasu; counter:#-nin & hiki  
Katakana: ta-to, Kanji: 七、人  
Chapter 2-C (pp. 146-148), Grammar: (location)-ni (thing)-ga arimasulimasu:  
Katakana: na-no, Kanji: 上、下、中、間  
▲HW 4 due |
| 8 | Chapter 2-C (pp. 149-151), Grammar: (location)-ni (thing)-ga arimasulimasu:  
Quiz 2 (existence)  
Class: Chapter 2-C (pp. 152-155), Grammar: other counters & hitotsu – too  
Katakana: ha-ho, Kanji: 八、九 |
| 9 | Chapter 2-C (pp. 153-159), Grammar: big numbers; would be (deshoo)  
Katakana: ma-mo, Kanji: 百  
Review Chapter 2  
Katakana: ya, yu, yo & wa-n |

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
</table>
| 10   | **MIDTERM EXAM**  
Quiz 3 (counters), Quiz 4 (kanji)
Class: Express likes and dislikes  
Katakana: ra-ro  
Chapter 2-C (pp. 159-162) & Language Skills (pp. 163-165):  
Grammar: Express likes and dislikes  
▲ HW 5 (Describe your community/city/hometown in Japanese script) due  
Oral test 2 |
| 11   | Chapter Test 2  
Chapter 3-A (pp. 176-177): Talk about schedule  
Chapter 3-A (pp. 178-180): Talk about schedule  
Grammar: days of month  
Katakana: special spelling, Kanji: 年  
**Vocabulary Quiz 4** |
| 12   | Chapter 3-A & 3-B (pp. 181-188): Talk about schedule  
Chapter 3-B (pp. 186-192): Talk about schedule & Talk among friends  
**Vocabulary Quiz 5** |
| 13   | Chapter Test 3  
Final Project approval due  
**Oral test 3** |
| 14   | Final Project Presentation |
| 15   | Review for Final Exam |
| 16   | **Final Exam** |
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>POR 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Elementary Portuguese, Level II</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
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<td>Credits</td>
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<td>Contact Hours</td>
<td>3</td>
</tr>
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<td>Prerequisites</td>
<td>POR 101 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
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</tbody>
</table>

### Course Description
The second half of introductory Portuguese 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 Portuguese-speaking world.

### Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

---

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

- ☑ current course
- ☐ revision of current course
- ☐ 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.)

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
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<tr>
<td>☐ Justice &amp; the Individual (100-level)</td>
<td>☐ Learning from the Past</td>
<td>☑ Communication</td>
</tr>
<tr>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td>☐ Learning from the Past</td>
<td>☑ Communication</td>
</tr>
<tr>
<td>☐ Justice in Global Perspective (300-level)</td>
<td>☐ Learning from the Past</td>
<td>☑ Communication</td>
</tr>
</tbody>
</table>

---

**Learning Outcomes**

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

---

Approved by UCASC, October 12, for College Council, Nov 20, 2012
I. **Communications** - Please explain how your course meets these learning outcomes

Students will:

- 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.

- 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.

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.

- Maintain self-awareness and critical distance
<table>
<thead>
<tr>
<th><strong>at the end of each lesson.</strong></th>
<th><strong>Work collaboratively</strong></th>
</tr>
</thead>
</table>
| • 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.  
• 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. | • Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019

Syllabus for Elementary Portuguese Level II

Professor:  
Classroom and Time:
Semester: Fall 2012  
Professor’s office: 07.65.03
Course Code: POR 102  
Office Hours: By Appointment
Course Section: 01  
Professor’s e-mail:

Course Prerequisites: POR 101 or equivalent

Course Description: The second half of introductory Portuguese 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 Portuguese-speaking world.

Required Texts:  
A Portuguese-English/English Portuguese Dictionary
http://wps.prenhall.com/wl_klobucka_ponto_1/70/17987/4604751.cw/index.html

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.
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
- 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 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>Points</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</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

Approved by UCASC, October 12, for College Council, Nov 20, 2012
but main points stand out although sequencing of ideas is not complete

Logical and effective order to the content is intended; main points and details are connected; fluent

Exemplary

Vocabulary

Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.

Unacceptable

Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.

Marginal

Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.

Proficient

Precise and effective word use/choice; broad; extensive use of words studied.

Exemplary

Language

Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.

Unacceptable

Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.

Marginal

Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.

Proficient

Very few errors in the grammar presented in lesson; work was well edited for language.

Exemplary

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.

Criteria for Oral Assessment

<table>
<thead>
<tr>
<th></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></td>
<td>Superior</td>
<td>Completion of the task, responses appropriate and with elaboration</td>
<td>Partial</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
</tr>
<tr>
<td></td>
<td>completion of the task, responses appropriate and adequately developed</td>
<td>completion of the task, responses mostly appropriate yet underdeveloped</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Responses readily comprehensible, requiring no 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></td>
<td>Speech continuous with few pauses or stumbling and no or almost no pronunciation</td>
<td>Some hesitation, but manages to continue and complete thought and occasional pronunciation</td>
<td>Speech choppy and/or slow with frequent pauses and frequent pronunciation errors</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Vocabulary</td>
<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>
</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 & Journal
   - 10% Online Student Manual / Homework
   - 10% Quizzes
   - 10% Written Assessment Projects

   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 Withdrawed 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.

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TENTATIVE SCHEDULE

WEEK 1:
   Introduction/Syllabus
   Port 101 Review. Unit 6 – A roupa e as compras
Direct objects / Por vs. Para II – pp 234-239, 242-243

WEEK 2:
Port 101 Review. Unit 6 (Continuation)
Unit 6 – A roupa e as compras
Direct objects / Por vs. Para II – pp 234-239, 242-243

WEEK 3:
Unit 6 – A roupa e as compras

WEEK 4:
QUIZ #1 (Unit 6)
Activities Manual Unit 6 Due
Unit 7 – O tempo e os passatempos. Indirect objects / Pretérito Irregular

WEEK 5:
Unit 7 – O tempo e os passatempos
Imperfect / Imperfecto vs. Pretérito – pp 274-281. Activities Manual Unit 7 Due

WEEK 6:
QUIZ #2 (Unit 7)
Unit 8- Festas e tradições
Comparisons of Inequality, Equality, and Superlatives: 305-311

WEEK 7:
Unit 8- Festas e tradições (Cont.)
Para Escrever (Composition) #4 Due (pg: 322)

WEEK 8:
QUIZ # 3 (Unit 8)
Unit 8 Activities Manual Due

WEEK 9:
Unit 9 – O trabalho e os negócios
Para Escrever (Composition) #2 Due (pg 357)

WEEK 10:
QUIZ # 4 (Unit 9)
Unit 9 Activities Manual Due
Unit 10 – A comida. Present Subjunctive: 371-375

WEEK 11:
Unit 10 – A comida
Para Escrever (Composition) # 3 Due (pg 393). Present Subjunctive Cont.: 376-377. Commands.

WEEK 12:
Unit 10 Activities Manual Due
Unit 11 – A saúde e os médicos. Subjunctive w/emotion: 410-412

WEEK 13:
Para Escrever (Composition) #4 Due (pg: 428)

WEEK 14: Review. Unit 11 Activities Manual Due
WEEK 15: Final Exam Review

Approved by UCASC, October 12, for College Council, Nov 20, 2012
### John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SPA 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Introductory Spanish 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>SPA 101 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</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
- ☐ 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)
  - ☒ Communication
  - ☐ Learning from the Past

### Learning Outcomes

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

**I. Communications** - Please explain how your course meets these learning outcomes

Students will:
- 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.

- 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

- 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
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.

- 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.

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
524 West 59th street, 7th floor, New York, NY 10019

SYLLABUS FOR “INTRODUCTORY SPANISH II”

Professor: 
Classroom and Time: 

Semester: Fall 2012 
Professor’s office: 
Course Code: SPA 102 
Office Hours: By Appointment 
Course Section: 01 
Professor’s e-mail: 

Course Prerequisite: SPA 101 or placement examination

Course Description: This course will enable the student to speak, comprehend, read and write Spanish on a basic level. 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. Ten laboratory hours are required during the semester.

Required Texts:
**Both of these books are available in the Bookstore as part of a single package

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.

   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
- 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 2 short written compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard.

**Evaluation Criteria for Composition**


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<tr>
<td>Substantial information; good development of ideas with supporting details or evidence.</td>
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</tr>
</tbody>
</table>

**Organization**

| Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate. | Unacceptable F |
| Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. | Marginal D-C |
| An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete | Proficient B |
| Logical and effective order to the content is intended; main points and details | Exemplary |
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.

### Criteria for Oral Assessment

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<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
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<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>Completion</td>
<td>Superior</td>
<td>Completion</td>
<td>Partial</td>
<td>Minimal</td>
</tr>
<tr>
<td>of the task, responses</td>
<td>completion</td>
<td>of the task, responses</td>
<td>of the task, responses</td>
<td>or no attempt to complete the task, responses</td>
</tr>
<tr>
<td>appropriate and</td>
<td>appropriate and</td>
<td>mostly</td>
<td>mostly</td>
<td>frequently</td>
</tr>
<tr>
<td>with elaboration</td>
<td>adequately</td>
<td>appropriate</td>
<td>appropriate</td>
<td>inappropriate</td>
</tr>
<tr>
<td></td>
<td>developed</td>
<td>developed</td>
<td>developed</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td>Responses</td>
<td>Responses</td>
<td>Responses</td>
<td>Responses</td>
</tr>
<tr>
<td>readily</td>
<td>comprehensible,</td>
<td>mostly</td>
<td>barely</td>
<td>barely</td>
</tr>
<tr>
<td>comprehensible,</td>
<td>requiring minimal</td>
<td>comprehensible,</td>
<td>comprehensible,</td>
<td>comprehensible,</td>
</tr>
<tr>
<td>requiring no</td>
<td>interpretation on</td>
<td>requiring interpretation on</td>
<td>requiring interpretation on</td>
<td>or in English.</td>
</tr>
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<td>interpretation on the</td>
<td>part of the listener</td>
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<tr>
<td><strong>Fluency and</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Speech</td>
<td>Speech</td>
<td>Speech</td>
<td>Speech</td>
</tr>
<tr>
<td>continuous with</td>
<td>continuous with</td>
<td>choppy</td>
<td>halting</td>
<td>halting and</td>
</tr>
<tr>
<td>few pauses or</td>
<td>few pauses or</td>
<td>and slow</td>
<td>and uneven</td>
<td>uneven with</td>
</tr>
<tr>
<td>stumbling and no or</td>
<td>stumbling and</td>
<td>with frequent</td>
<td>thoughts and</td>
<td>long pauses</td>
</tr>
<tr>
<td>almost no</td>
<td>almost no</td>
<td>frequent</td>
<td>frequent</td>
<td>few words</td>
</tr>
<tr>
<td>pronunciation errors</td>
<td>pronunciation</td>
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<td>pronunciation</td>
<td>pronounced</td>
</tr>
<tr>
<td>errors</td>
<td>errors</td>
<td>errors</td>
<td>errors</td>
<td>correctly</td>
</tr>
</tbody>
</table>

### Vocabulary

- Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.
- Unacceptable

- Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.
- Marginal

- Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.
- Proficient

- Precise and effective word use/choice; broad; extensive use of words studied.
- Exemplary

### Language

- Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.
- Unacceptable

- Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.
- Marginal

- Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.
- Proficient

- Very few errors in the grammar presented in lesson; work was well edited for language.
- Exemplary
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   - 20% Midterm
   - 20% Final Exam

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# TENTATIVE SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Unit</th>
<th>Text</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory Class, Syllabus &amp; Pre-Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repaso - L3 – Pretérito - - L4 – La familia</td>
<td>65-111</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>L5 – Características físicas*, parecerse, más (adj.) que, ser/estar</td>
<td>112-9</td>
<td>languageguide.org</td>
</tr>
<tr>
<td></td>
<td>L5 - Car. fis., ser/estar, saber/conocer, reflexivas, sabías que</td>
<td>120-29</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Quiz 1-Leccion 5</strong></td>
<td>129-135</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>L6 números 1-2000, estar haciendo</td>
<td>135-40</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No Class today – classes follow a Monday Schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L6 – gastos, tan adj. como, el mestizaje</td>
<td>141-7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Repaso del examen 1 – L7 la comida</td>
<td>151-3</td>
<td>Languageguide.org</td>
</tr>
<tr>
<td></td>
<td>L7 – la comida, me apetece, platos preferidos</td>
<td>153-9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>L7 – la comida, una historia, sabías que, →</td>
<td>160-7</td>
<td>Ensayo 1</td>
</tr>
<tr>
<td></td>
<td>L7 – le pones, IOP, pescado fresco</td>
<td>168-75</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>L8 – los buenos modales, se debe, hay que,</td>
<td>177-84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L8 – sabias que, en un restaurante, por vs. para</td>
<td>185-92</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Midterm</strong></td>
<td></td>
<td>Quiz 3</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 3 – Leccion 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Repaso del examen 2 – L9</td>
<td>193-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L9 – pretérito, sabías que,</td>
<td>197-201</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>L9 – repaso, la cocina en el mundo hispano, repaso</td>
<td>197-207</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L9 – Repaso – el pretérito vs. el imperfecto – L10 – cómo te sientes,</td>
<td>208-13</td>
<td>Last day to withdraw w/out academic penalty</td>
</tr>
<tr>
<td>11</td>
<td>L10 – sentirse, reacciones, vocab. útil, estar de acuerdo</td>
<td>213-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L10 – faltar/quedar, sabías que, para sentirse bien</td>
<td>218-23</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>L10 – qué hacías de niño, antes y ahora, en el escenario</td>
<td>222-9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Quiz 4 – Lecciones 9 &amp; 10</strong></td>
<td></td>
<td>Quiz 4</td>
</tr>
<tr>
<td>14</td>
<td>Oral assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Review for Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam – Departmental – T.B.A.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: September 18, 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: Criminal Justice

   b. **Name** and contact information of proposer(s): Sung-suk Violet Yu

      Email address(es): syu@jjay.cuny.edu
      Phone number(s): 212-237-8069

2. a. **Title of the course**: Research Methods in Criminal Justice

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

   c. **Level** of this course  ____100 Level  ____200 Level  ____X_300 Level  ____400 Level

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

   This is an advanced –level course with pre-requisites. This course builds upon the skills learned in STA 250 or CJBA 240 and prepares students for their capstone experiences. Furthermore, this course will prepare students to conduct original research by providing information and frameworks necessary to understand and evaluate research designs, measurement and sampling. Students will be exposed to both quantitative and qualitative research methods in the course, and strengths and weakness of both methods.

   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CJBA 340

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.)

   Empirical evidence has become increasingly important as the demand for evidence-based policy and practice has increased. This course provides the information and frameworks necessary to understand and evaluate research designs, measurement and
sampling using examples from the field of criminal justice. These are the most important considerations in determining the quality of empirical information and the appropriateness of inferences based on that information. This course is designed to develop in students the skills that are required to conduct original empirical research in the field of criminal justice, as is required for the revised BA in criminal justice. Unlike any existing methods course at the college, this course places an emphasis on using theories and research in criminal justice in support of problems solving. This will have repercussions for problems selection and formulation as well as for the interpretation of results. This course will provide integral knowledge and will act as a stepping stone for students planning to conduct original research in studies in criminal justice.

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 applies statistical and theoretical knowledge acquired in previous courses to the design and implementation of original empirical research in criminal justice. Special attention is paid to data collection, levels of measurement, sampling, threats to validity and reliability, and ethical issues and challenges faced by researchers in the field of criminal justice. Students in this course will select a research question in criminal justice and subsequently proceed through the various steps required to design empirical research to answer that question.

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

   Eng 102/201  
   CJBA 111  
   CJBA 240 or STA 250

6. **Number of:**
   a. Class hours   ___3___  
   b. Lab hours     _N/A___  
   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 this course students will be able to:
- identify empirical research questions and formulate hypotheses appropriate to answer a research question;
- select appropriate research design methods including sampling, measurements, and data collection which will have implications on population parameters and inferences drawn;
- complete a research proposal which will familiarize students with the steps necessary to conduct empirical research;
- to evaluate the quality of the empirical evidence presented in support of specific policies and practices in the field of criminal justice; and
- identify cost and error trade-off in making research design decisions.

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

   _____No   ___X__Yes

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

   Required course for new CJBA Major Program, Part 2.

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

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

    **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:**

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Please explain why this course should be part of the selected area.

11. How will you assess student learning?

There will be a variety of course assignments designed to measure student mastery of the material. Course requirements include:

- completion of five short assignments (3-5 pages) that ask the student to address one section of a research proposal addressing a problem of their choice;
- in-class mid-term exam composed of both multiple choice and essays;
- term-paper that assembles the five assignments noted earlier and the comments given on these assignments into a formal research proposal; and
- in-class final exam composed of multiple choice, short answers and essay questions.

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

Yes__X__ No___

- If yes, please state the librarian’s name: Marta Bladek, 212-237-8997
- Are there adequate resources in the library to support students’ work in the course
  Yes__X_______ No_________

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

  ➢ The library catalog, CUNY+ ___X
  ➢ EBSCOhost Academic Search Complete ___X_
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___X___
  ➢ LexisNexis Universe ______
  ➢ Criminal Justice Abstracts ___X___
  ➢ PsycINFO ______
  ➢ Sociological Abstracts ___X___
  ➢ JSTOR ___X___
  ➢ SCOPUS ___X___
  ➢ Other (please name) _Criminal Justice Periodical Index, Sage Criminology______________
In addition, the library provides online access to such useful resources such as Oxford Criminology Bibliography Online, Sourcebook of Criminal Justice Statistics Online, Uniform Crime Reports, Bureau of Justice Statistics, National Archive of Criminal Justice Data.

There are two online guides that list many relevant information sources for students taking this and other criminal justice courses: http://guides.lib.jjay.cuny.edu/criminaljustice.

Since criminal justice is the library’s core mission, the collection includes a wealth of print and electronic books on the subject.

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: 09/16/2012

15. **Faculty** - Who will be assigned to teach this course? Valerie West, Hung En Sung, Michael G. Maxfield and Sung-suk Violet Yu

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

   ____No
   ____X__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.

   I reviewed course offerings in Sociology, CJBS and LPS departments for 2012 Fall and 2013 Spring semesters, and there are somewhat similar courses in Sociology and Criminal Justice-BS departments. They are:

   - **SSC325**: Research Methods in the Behavioral Sciences
   - **SOC 327**: Adv Sociological Methodology
   - **CJBS 250**: Research methods and Statistics for Criminal Justice.

   See #17 for a brief summary.

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

   ____Not applicable
   ____No
   ____X__Yes. If yes, give a short summary of the consultation process and results.
I spoke with three professors who have taught or currently teaching these courses. They are professors Matthew Michaels (CJBS 250), Barry Spunt (SSC 325 & SOC 327), and Richard Ocejo (SSC 325). A short summary of my findings is below:

CJBS 250 is designed for lower division of undergraduate students. The course touches upon various concepts integral to research design and statistics. Since the course is aspired to include explanation of basic (descriptive) statistics as well as research design methods, the CJBS 250 does not offer in-depth perspective required to conduct original research for CJBA majors.

Sociology department offers two research methods courses. SSC 325 is a basic introductory research method course designed to serve students from various disciplines including anthropology, psychology and as well as sociology majors. SOC 327 is advanced research methods course. Both SSC 325 and SOC 327 are heavily focused on sociological perspectives and employ sociological theories. It is vital that the Criminal Justice BA offer a research methods course specifically tailored to the distinct challenges of conducting research in the field of criminal justice. Additionally, there are statistics courses (SOC 393) and Field Research Internships, but they are not a measurement and design course.

Currently, no courses at John Jay college offers in-depth research methods courses tailored to Criminal Justice BA major students, and it is necessary to create such a 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: September 16, 2012

Chair, Proposer’s Department : Criminal Justice

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Major or Minor Coordinator (if necessary): N/A

Evan Mandery, Chairperson, Department of Criminal Justice
Chair or Major Coordinator, Affiliated Department (if necessary)
CRJ 340
RESEARCH METHODS IN CJ

Class hours:
Classroom: T building

Professor:
Office hours:
Office:
Phone:
Email:

Course Description
This course applies statistical and theoretical knowledge acquired in previous courses to the design and implementation of original empirical research in criminal justice. Special attention is paid to data collection, levels of measurement, sampling, threats to validity and reliability, and ethical issues and challenges faced by researchers in the field of criminal justice. Students in this course will select a research question in criminal justice and subsequently proceed through the various steps required to design empirical research to answer that question.

Learning Outcomes
Upon completion this course students will be able to:

- identify empirical research questions and formulate hypotheses appropriate to answer a research question;
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- complete a research proposal which will familiarize students with the steps necessary to conduct empirical research;
- to evaluate the quality of the empirical evidence presented in support of specific policies and practices in the field of criminal justice; and
- identify cost and error trade-off in making research design decisions.

Course Prerequisites
Eng 102/201
CJBA 111
CJBA 240 or STA 250

Required Texts
There are two required texts. A number of articles and required readings will be made available via Blackboard or John Jay library.


Principal Investigators manual/CUNY Institutional Review Board 2002

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
**Requirements**
The course requires the completion of five exercises each of which deals with a specific stage in the research process. The exercises and the comments you receive on them will contribute to the completion of the final paper that is also required in this course. There will be a midterm exam and a final exam. Class participation is also a requirement and this includes attendance, of course.

Problem sets must be typed. Assignments written in crayon or otherwise not typed will not be graded. Late assignments will receive a grade point reduction for each week or portion of the week that they are late.

The contribution of each of these requirements to your final grade is:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five problem sets @ 6 points each</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
</tr>
<tr>
<td>Final proposal</td>
<td>30</td>
</tr>
<tr>
<td>CITI Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
</tr>
<tr>
<td>Class participation</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

**Office Hours**
XXX

**Grading**
The assignment of letter grades for the course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;= 93</td>
</tr>
<tr>
<td>A-</td>
<td>&gt;= 90</td>
</tr>
<tr>
<td>B+</td>
<td>&gt;= 87</td>
</tr>
<tr>
<td>B</td>
<td>&gt;= 83</td>
</tr>
<tr>
<td>B-</td>
<td>&gt;= 80</td>
</tr>
<tr>
<td>C+</td>
<td>&gt;= 77</td>
</tr>
<tr>
<td>C</td>
<td>&gt;= 73</td>
</tr>
<tr>
<td>C-</td>
<td>&gt;= 70</td>
</tr>
<tr>
<td>D</td>
<td>&gt;= 67</td>
</tr>
<tr>
<td>D-</td>
<td>&gt;= 60</td>
</tr>
<tr>
<td>D</td>
<td>&gt;= 63</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act (ADA) Policies**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed.*, City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**Statement of the College Policy on Plagiarism**

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
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)*

**Attendance and Participation**

Students must keep up with the course readings, attend all classes, and contribute to class discussions. Students are expected to arrive to class ON TIME and be prepared to participate in class discussions. Participation includes asking questions and making germane comments in class as well as attending all of the classes. Those who ask questions, make comments and have perfect attendance will get the full 5%, those who are less active in any of these ways will receive less. Students should show respect of each other and the professor while in class. Students who do not show respect will be asked to leave the class.

Use of personal electronics or web browsing/surfing is not permitted in the class. Each student is allowed to miss four classes without penalty. For every absence after four, 0.3 point will be deducted from the final grade. For example, if a B (3.0 points) student misses five days of class, 0.3 point will be deducted from his or her total points, resulting in a final grade of B- (2.7 points). *The attendance policy will be strictly enforced.*

**Blackboard and John Jay Email**

Students are expected to have John Jay College webmail address and access to “Blackboard”. Course materials and your grades will be posted online through “Blackboard”. Students should be aware that the John Jay College email account username and password allow use of the John Jay College Library electronic resources (Lexis, Criminal Justice Abstracts, Sociofile) from home. Also, your John Jay email is the only way I can initiate contact with you if it becomes necessary or useful.

It is necessary that you save your work and have a backup copy. Lost files or crashed computer will NOT be an excuse for late submission. Make sure your work is saved on your disk/flash drive, your home computer and you personal folder at school.

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Schedule of Class Meetings and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Overview of the course</td>
<td>Prob. Set 1 out</td>
</tr>
<tr>
<td>8/29</td>
<td>Problem Selection: Role of theory &amp; practice</td>
<td>M &amp; B. Chs1 &amp;2</td>
</tr>
<tr>
<td>9/3</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Turning Problems into Research</td>
<td>Kellog 2004</td>
</tr>
<tr>
<td>9/10</td>
<td>Review of Problems and Problem Selection</td>
<td>Prob. Set 1 due</td>
</tr>
<tr>
<td>9/12</td>
<td>Research Design: Conditions of causality</td>
<td>M &amp; B. Ch 3</td>
</tr>
<tr>
<td>9/17</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Research Design: Experiments</td>
<td>Prob. 2 out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sherman et al., 1984</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Garner et al., 1995</td>
</tr>
<tr>
<td>9/24</td>
<td>Research Design: Quasi-Experiments</td>
<td>McDowall et al., 1992</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M &amp; B Ch5</td>
</tr>
<tr>
<td>10/1</td>
<td>Research Design: Cross-sectional designs</td>
<td>M &amp; B Ch5</td>
</tr>
<tr>
<td>10/3</td>
<td>Review of proposed design</td>
<td>Prob.2 due</td>
</tr>
<tr>
<td>10/8</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Measurement</td>
<td>Prob. 3 out/ M &amp; B Ch4</td>
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<tr>
<td>10/15</td>
<td>Improving Measurement: Scales and Indices</td>
<td>M &amp; B Ch 4</td>
</tr>
<tr>
<td>10/17</td>
<td>Review of Measurement Proposals</td>
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<tr>
<td>10/22</td>
<td>Mid-term exam</td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>Sampling and Sample designs</td>
<td>M &amp; B Ch6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prob. 3 due/ Prob. 4 out</td>
</tr>
<tr>
<td>10/29</td>
<td>Problems in Sampling</td>
<td>Lohr &amp; Mustard 1997</td>
</tr>
<tr>
<td>10/31</td>
<td>Implications for Sampling for Analysis</td>
<td>M &amp; B Ch6</td>
</tr>
<tr>
<td>11/5</td>
<td>Review of Sampling Exercise</td>
<td>Prob. 4 due</td>
</tr>
<tr>
<td>11/7</td>
<td>Data Collection: Qualitative Methods</td>
<td>M &amp; B Ch8/ Prob. 5 out</td>
</tr>
<tr>
<td>11/12</td>
<td>Data Collection: Qualitative Methods</td>
<td>M &amp; B Ch9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wright 1990 &amp; 1992</td>
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<tr>
<td>11/14</td>
<td>Data Collection Methods: Surveys: Procedures</td>
<td>M &amp; B Ch7 / Lynch 1996</td>
</tr>
<tr>
<td>11/19</td>
<td>Data Collection Methods: Surveys: Instruments &amp; Errors</td>
<td>Presser et al., 2004</td>
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<td></td>
<td></td>
<td>Presser &amp; Schaeffer 2003</td>
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<td></td>
<td></td>
<td>Cantor &amp; Lynch 2005</td>
</tr>
<tr>
<td>11/21</td>
<td>Data Collection Methods: Surveys: Secondary Data Analysis</td>
<td>M &amp; B Ch9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maltz &amp; Targonski 2003</td>
</tr>
<tr>
<td>11/26</td>
<td>Review of Data Collection Methods Exercise</td>
<td>Prob. 5 due</td>
</tr>
<tr>
<td>11/28</td>
<td>Ethical issues in Research</td>
<td>M &amp; B Ch2</td>
</tr>
<tr>
<td>12/3</td>
<td>IRB related issues and procedures</td>
<td>PI Manual</td>
</tr>
<tr>
<td>12/5</td>
<td>Fitting Analysis to your Problem and Design</td>
<td>M &amp; B Ch10</td>
</tr>
<tr>
<td>12/10</td>
<td>Assembling the Proposal</td>
<td>CITI Certificate due</td>
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Approved by UCASC, October 12, prepared for College Council, November 20, 2012
Other Readings:


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:

   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: Violence of Language: U.S. Latino/a Street Literature

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

   Latino/a Street 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:

   Violence of Language: U.S Latino/a Street Literature is the second course in the minor and the initial course of the 300-level cluster. One of the hallmarks of the field,
street literature focuses on urban, working-class characters, and the violent surroundings they endure and overcome. These texts tell of characters caught in perilous life circumstances where extreme poverty, gang involvement, drug use, and incarceration seemingly suggest predetermined life outcomes. The negative conditions become fodder for Latino/a authors that enable them to produce complex narratives of escape, self-discovery, and political awareness. The resourceful characters that populate this fiction learn to “make something out of nothing” as comedian John Leguizamo puts it, forging alternate lives by tapping into the transformative power of the imagination. Thus, this course not only provides students, many of whom are working class, with the thematic and critical threads that run through the minor, but echo the hurdles and life circumstances our students negotiate in their educational careers.

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 explore the ways in which “street life” creates avenues for self, social, and historical knowledge through literary expression. The narrative challenge for U.S. Latino/a writers is to take a language of the everyday and reshape it into a literary form. Several questions will impel and inform our readings: How does street language translate into a poetics? What constitutes knowledge in and of the street? Where does street literature fit within canonical American aesthetics?

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

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

7. Has this course been taught on an experimental basis?
   ____ 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 102 and 201; One of the following: Eng 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.)

The development of Latino/a curriculum takes on particular importance in a Hispanic-serving institution. What this course offers is a detailed, interdisciplinary, reading of the varying modes of working class experience rendered by U.S. Latino/a writers. In their emphasis on “urban realism,” U.S. Latino/a writers painstakingly document violent everyday realities not only converting the quotidian into high art, but revealing underlying political, psychic, ethical, and historical disjunctions that permeate their lives. A complex history of institutional, structural and political urban planning has confined many Latinos/as to living in “certain areas” or “ghettos.” In response to discriminatory policies, these Latinas/os have worked to transform their communities into empowering spaces that help reaffirm their cultural identities. Street literature, in this sense, becomes a way to interrogate a condition of estrangement (dilapidated school systems, citizenship, excessive poverty, disproportionate incarceration) turning to the imagination as a vehicle for personal and social transformation. For John Jay students, the practice of self and social analysis developed in Latino/a street literature provides a (in)direct link to how the reading process, the imagination, and, in a more general sense, learning dramatically change lives. This course, moreover, sets up some of the critical themes – violence, aesthetics, ethics, literature and law – which the curriculum will build on as the minor unfolds.

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

5. **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 at work in U.S. Latino/a Street 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 street literature.
4. Study street literature as a discipline related to the development of aesthetics, expressive vocabularies, and other forms of street 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.
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. An instructor, 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 (for instance, race in the novel *Down these Mean Streets* using secondary essay by Frantz Fanon) 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 – see attached
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 Latina/o Studies and English  
   Marco Navarro, Adjunct Instructor of English

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.

   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 first 300 level course of the 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
John Jay College of Criminal Justice, CUNY

SYLLABUS:
Violence of Language: U.S. Latino/a Street Literature

Fall
LIT 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 explore the ways in which “street life” creates avenues for self, social, and historical knowledge through literary expression. The narrative challenge for U.S. Latino/a writers is to take a language of the everyday and reshape it into a literary form. Several questions will impel and inform our readings: How does street language translate into a poetics? What constitutes knowledge in and of the street? Where does street literature fit within canonical American aesthetics?

Course learning outcomes:

1. Learn key terms, concepts, and differing literary at work in U.S. Latino/a Street 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 street literature.
4. Study street literature as a discipline related to the development of aesthetics, expressive vocabularies, and other forms of street 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.

Approved by UCASC, October 12, prepared for College Council, November 20, 2012
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. Attendance will make up 25% of your final grade.

*Participation* includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Participation is important to the success of individual learning and the atmosphere of the class.

*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 Four: Paper #1 Due – 5 pages.
Week Seven: Paper #2 Due – 5 pages.
Week Ten: 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: Street Knowledge

Week One: Family, Race, and the Construction of Latino Identity

Class One: Down These Mean Streets by Piri Thomas; pgs. IX-X, 3-38.
Handout: “The Fact of Blackness” by Frantz Fanon

Class Two: Down These Mean Streets pgs. 39-80.

Week Two: Defacement; Urban Revelations

Class Three: Down These Mean Streets – pgs. 81-130.

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Handout: “Secrecy Magnifies Reality” by Michael Taussig

Class Four: *Down These Mean Streets* – pgs. 131-194.

**Week Three: Transformative Visions**

Class Five: *Down These Mean Streets* – pgs. 195-308.

Class Six: *Down These Mean Streets* – pgs. 309-331.

**Week Four: In the Name of the Father; or the Social Sanction of Domestic Violence**

Class Seven: *Geographies of Home* by Loida Maritza Perez – pgs. 1-73.
Handout: “That Animals Might Speak: Doubles and the Uncanny in Loida Maritza Perez’s *Geographies of Home*” by Lyn Di Iorio Sandin

Paper #1 Due – 5 pgs.

Class Eight: *Geographies of Home* – pgs. 74-111.

**Week Five: Unbound: Abjection and the Expression of Interiority**

Class Nine: *Geographies of Home* – pgs. 112-216.
Handout: “Approaching Abjection” by Julia Kristeva


**Week Six: Exits and Returns**

Class Eleven: *Geographies of Home* – pgs. 257-305.


**Week Seven: Ghetto Myths: The Urgency of Space**

Class Thirteen: *Locas* by Yxta Maya Murray – pgs. 3-89.
Handout: “Echo” by Gayatri Spivak

Paper #2 Due – 5 pgs.


**Week Eight: Gang Realities: Female Leaders and the Injunction of Violence**

Film: Mi Vida Loca (1993) Directed by Allison Anders


Week Nine: Comic Insights: Making Something Out of Nothing

Class Seventeen: Watch – Mi Vida Loca 1993) Directed by Allison Anders
Class Eighteen: Discuss Film in relation to Novel

Week Ten: Reading the Disfigured Face

Handout: “Homo Sacer” by Giorgio Agamben
Paper #3 Due – 5 pgs.
Class Twenty: Drown - “Aurora”; “Aguantando.”

Week Eleven: Rage and Its Relation to Justice

Class Twenty-One: Drown – “Drown”; “Boyfriend”; “Edison, New Jersey”; How to Date a Brown Girl, Black Girl, White Girl, or Halfie.”
Class Twenty-Two: “No Face”; “Negocios.”

Week Twelve: Choreographies of Death and Rebirth

Class Twenty-Three: Their Dogs Came with Them by Helena Maria Viramontes - Part I pgs. 5-78.
Handout: Excerpt from Barrio Logos by Raul Homero Villa
Class Twenty-Four: Their Dogs Came with Them – pgs. 81-127.

Week Thirteen: Generative Properties of Violence

Class Twenty-Five: Their Dogs Came with Them – pgs. 127-216.
Class Twenty-Six: Their Dogs Came with Them – pgs. 217-250.

Week Fourteen: Potentialities and Futures

Class Twenty-Seven: Their Dogs Came with Them – pgs. 253-310.
Class Twenty-Eight: Their Dogs Came with Them – pgs. 313-325.
Week Fifteen: Concluding Remarks: Towards a Theory of U.S. Latino/a Street Literature

Class Twenty-Nine: Stand-up: *Freak* by John Leguizamo

Class: Thirty: Discuss *Freak*

**Final Paper Due – 10 pgs.**
Selected Bibliography - Primary Texts


Selected Bibliography - Secondary Texts


Approved by UCASC, October 12, prepared for College Council, November 20, 2012


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:

   Joint Minor between 1) English Department; and 2) Latin American and Latino Studies Department

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

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

   Professors Richard Perez & Belinda Rincon

   **Email address(es):**

   rpercz@jjay.cuny.edu
   brincon@jjay.cuny.edu

   **Phone number(s):** 646-557-4408; 212-237-8750

2. a. **Title of the course**: Seminar in U.S. Latino/a Literature

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

   Latino/a Lit Seminar

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

   _____100 Level _____200 Level _____300 Level ___X__400 Level

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
Please provide a brief rationale for why the course is at the level:

This course is required for all U.S. Latino/a Literature students to complete the minor. It brings to fruition the literary and theoretical knowledge and critical skills students acquired as they advanced through the minor. It provides students with a robust conception of U.S. Latino/a Literature that entails focused analysis of a specific topic or author(s) framed by an engagement with the larger intellectual issues at stake. The seminar also cultivates students’ continuing intellectual development by emphasizing reading, writing, and critical skills necessary for professional success in graduate or law school, or other career opportunities.

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.)

The U.S. Latino/a seminar is the final course of the minor and requires students to synthesize the literary knowledge and critical skills they acquired. The course offers an in-depth study of a particular topic, author, or intellectual theme. The topic will be chosen by the individual professor to reflect the interdisciplinary emphasis of the minor. Drawing on skills acquired in the concentration, students will participate in contemporary debates on street literature, bilingual aesthetics, ethics, gender and sexuality, literature and law, to produce a final paper that includes original research.

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; Lit 2XX Foundations in U.S. Latino/a Literature; and at least two Lit/LLS 3xx level courses.

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):
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.)

As the culminating course in the minor, the U.S. Latino/a Literature seminar prepares students for a 15-20 page paper where students bring together the reading, writing, and critical skills they accumulated throughout the curriculum. This four hundred-level course will focus on a theoretical theme or topic central to U.S. Latino/a Literature (borderlands, bilingualism, exile, street culture, ethics, citizenship) and analyze how Latino/a writers use fiction to shed light on these issues. The seminar will require 30 pages of writing in all, with literary theory, history, psychoanalysis, or philosophy, buttressing a detailed examination of a text or author. Perhaps the best rationale is not just found in the promised quality of this course, but also in the 2011 census, which declared one in four children in the United States of Latino/a heritage. This remarkable statistic compels our College and University to develop quality Latino/a curricula. The U.S. Latino/a Literature minor we propose, and that concludes with this substantive seminar, deepens our students’ understanding of the country we are and will be.

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

1. Utilize key terms, concepts, and differing literary currents at work in U.S. Latino/a Literature using relevant criticism and theory.
2. Examine U.S. Latino/a literature as tools of social dialogue, criticism, and exchange and analyze contemporary U.S. politics in relation to U.S. Latino/a populations.
3. Learn the particular literary concerns – realism, imagination, bilingualism, violence, poverty, law, migrant status, community, self-knowledge – that preoccupy the different Latino/a ethnic groups and how these concerns are rendered within the tradition.
4. Study U.S. Latino/a cultural production, with an emphasis on literature and a complementary awareness of film, music, and/or visual art.
5. Compare via reading, discussion, and writing the role of literary, legal, ethical, psychoanalytic, cultural, and political discourses in shaping their understanding of U.S. Latino/a literatures from a variety of historical periods.
6. Formulate interpretations and opinions and defend and develop positions in class discussions, presentations, and written assignments.

   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.

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
This 400-level course will require thirty 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 (15-20 pages) will require students to choose a work of fiction or poetry from the syllabus, develop a clear, defensible thesis, incorporate textual evidence, and use at least five secondary sources. They will 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.

Approved by UCASC, October 12, prepared for College Council, Nov 20, 2012
c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

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


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

  ____ No
  ___X___ Yes. If yes, please name them.

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

15. Course offerings
   a. When will this course be taught?
      Every semester, starting _________
      One semester each year, starting _Spring 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?
      Professor Richard Perez or Professor Belinda Rincon

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?

Lit 400 Senior Seminar in Literature

Similar to the English major course above, this 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.

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):

   Date of approval:
   Allison Pease, English - March 2, 2012
   Lisandro Perez, Latin American and Latina/o Studies – 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
      400 level course. Final course in the 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].
John Jay College of Criminal Justice, CUNY

SYLLABUS:
Seminar in U.S. Latino/a Literature
Borderlands and Bare Life

Fall
LIT 4XX
Professor Richard Perez
Monday & Wednesday
profperez@msn.com
Office: 732A (619 West 54th Street)
Office Hours: Tuesdays 11am-1pm and by appointment

Course Description:
In the controversial text *Homer Sacer*, Giorgio Agamben outlines a concept of "bare life" loosely defined as one who can be legally killed with impunity, "killed but not sacrificed." For Agamben, the social body sustains itself by creating an excluded community of "expendable" lives. This seminar will examine U.S. Latino/a authors who have, throughout the history of literature, dealt with issues of life, death, and the border. As a counterpoint to Agamben we will then develop an ethics of hospitality or, as Derrida puts it, a "politics of friendship." What is our responsibility to the Other? How might such an ethics redefine our notion of community, citizenship, and democracy? To what extent is the promise of such an ethics or friendship linked to the act of reading?

Course learning outcomes:
1. Utilize key terms, concepts, and differing literary currents at work in U.S. Latino/a Literature using relevant criticism and theory.
2. Examine U.S. Latino/a literature as tools of social dialogue, criticism, and exchange and analyze contemporary U.S. politics in relation to U.S. Latino/a populations.
3. Learn the particular literary concerns – realism, imagination, bilingualism, violence, poverty, law, migrant status, community, self-knowledge – that preoccupy the different Latino/a ethnic groups and how these concerns are rendered within the tradition.
4. Study U.S. Latino/a cultural production, with an emphasis on literature and a complementary awareness of film, music, and/or visual art.
5. Compare via reading, discussion, and writing the role of literary, legal, ethical, psychoanalytic, cultural, and political discourses in shaping their understanding of U.S. Latino/a literatures from a variety of historical periods.
6. Formulate interpretations and opinions and defend and develop positions in class discussions, presentations, and written assignments.

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* are 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. Attendance will make up 25% of your final grade.

*Participation* includes the completion of course reading assignments and active involvement in class discussions including comments, opinions, responses, and questions. Participation is important to the success of individual learning and the atmosphere of the class.

*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 Four: Paper #1 Due – 5 pages.
Week Nine: Paper #2 Due – 5 pages.
Week Twelve: Paper #3 Due – 5 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: Borders, Boundaries, and Edges**

**Week One: On Social Death**

Class One: *“With His Pistol in His Hand”: A Border Ballad and its Hero* by Americo Paredes – pgs. 1-52.
Handout: “Homo Sacer” by Giorgio Agamben

Class Two: *“With His Pistol in His Hand”: A Border Ballad and its Hero* – pgs. 53-98.

**Week Two: Violent Turns**

Class Four: “With His Pistol in His Hand”: A Border Ballad and its Hero – pgs. 171-205.

Week Three: Survival, Escape, and Decolonization

Handout: “Americo Paredes and Decolonization” by Jose David Saldivar


Week Four: Earth Felt the Wound: On Borders and Otherness

Class Seven: Borderlands/La Frontera: The New Mestiza by Gloria Anzaldua – pgs. 23-74.
Handout: “Anzaldua’s Frontera: Inscribing Gynetics” by Norma Alarcon
Paper #1 Due – 5 pgs.

Class Eight: Borderlands/La Frontera: The New Mestiza – pgs. 75-98.

Week Five: Fronteras, Faces, and Blood

Class Nine: Borderlands/La Frontera: The New Mestiza – pgs. 99-123.

Class Ten: Borderlands/La Frontera: The New Mestiza – pgs. 124-175.

Week Six: Trespassing: The Borders of the Body

Class Eleven: Borderlands/La Frontera: The New Mestiza – pgs. 176-213.

Class Twelve: Borderlands/La Frontera: The New Mestiza – pgs. 214-246.

Week Seven: Stolen Bodies; Longing Lives

Handout: “Sexing the Colonial Imaginary: (En)gendering Chicano History, Theory, and Consciousness” by Emma Perez

Class Fourteen: From the Cables of Genocide: Poems on Love and Hunger – pgs. 50-75.
Week Eight: Poetic Space: Limits and Possibilities

Class Fifteen: Borders by Pat Mora – pgs. 1-52.

Class Eighteen: Borders – pgs. 53-80.

Week Nine: Faces of the Dead


Paper # 2 Due – 5 pgs.

Class Twenty: The Devil’s Highway – pgs. 41-70.

Week Ten: Uncanny Crossings

Class Twenty-One: The Devil’s Highway – pgs. 71-130.

Handout: “Illegal Aliens: A Problem of Law and History” by Mae Ngai

Class Twenty-Two: The Devil’s Highway – pgs. 131-176.

Week Eleven: Cartography of Desire

Class Twenty-Three: The Devil’s Highway – pgs. 177-221.

Class Twenty-Four: Watch Luis Alberto Urrea reading and discussion.

Week Twelve: After a Great Pain

Class Twenty-Five: Across a Hundred Mountains by Reyna Grande – pgs. 1-56.

Handout: “The Wound and the Voice” by Cathy Caruth

Paper #3 Due- 5pgs.

Class Twenty-Six: Across a Hundred Mountains – pgs. 57-92.

Week Thirteen: Mourning: First Chill, Then Stupor, Then the Letting Go

Class Twenty-Eight: Across a Hundred Mountains – pgs. 93-155.


Week Fourteen: Identity, Theft, and Endurance
Class Thirty: *Across a Hundred Mountains* – pgs. 188-224.

Class Thirty-One: *Across a Hundred Mountains* – pgs. 225-255.

**Week Fifteen: When Will the Future Come?**

Class Thirty-Two: “On Cosmopolitanism and Forgiveness” by Jacques Derrida

Class: Thirty-Three: Concluding Remarks

**Final Paper Due – 15 pgs.**

**Selected Bibliography - Primary Sources**


**Selected Bibliography - Secondary Sources**


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

New Course Proposal Form

Date Submitted____________________

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_Political Science___________

   b. Name and contact information of proposer(s)_Maxwell Mak___________________

   Email address(es)_mmak@jjay.cuny.edu________________________________

   Phone number(s)_646-557-4662______________________________________

2. a. Title of the course_Supervised Research Experience in Political Science __________

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

   c. Level of this course  ____100 Level  ____200 Level  _xx_300 Level  ____400 Level

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

   The goal of the course is to provide a continuum of research training for students in Political Science. In the proposed revision of the Political Science major, there are two courses for research methodology. First, at the 200-level, students are introduced to the key concepts of scientific inquiry most used in the social sciences (POL 214: Introduction to Research in Politics). Second, at the 400-level, students must take a capstone course on research methods (POL 409), where they must complete an independent research project. Pedagogically, an optional hands-on research experience is beneficial for students as an intermediate course, after they have been introduced to basic and key concepts, but before they need to complete their own research project. As such, a 300-level research experience reinforces concepts from the 200-level research course as well as exposes students to the skills they will need in executing their own research project in the capstone course.

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

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   In 2009-10, the Political Science Department undertook a program review of the Political Science Major and an external evaluation was completed. Several revisions were recommended as a way to enhance the Major and the Department is now acting upon these. One response is the insertion of a 200-level research course, which will provide students further opportunities for research in political science. Additionally, we have decided to move beyond the required 400-level capstone and that 200-level course, inserting an optional 300-level course that will offer students hands-on research experience that will reinforce the 200-level course and introduce concepts and skills that will be useful to them in the capstone course.

   Research experience is vital for students pursuing graduate or professional studies. Offering such research experiences to our undergraduates will enhance their education here and beyond the College, especially for the many first-generation college students at John Jay.

   The proposed course differs from the models produced by other departments, especially Anthropology, Psychology and Science, which currently offer undergraduate research experiences. A February 2011 workshop sponsored by the Office of Undergraduate Research detailed many of the structural and institutional barriers for majors (such as Political Science) that do not utilize traditional lab-based research. The Department plans to offer hands-on research experience on a one-on-one basis, functioning more as independent study rather than a formal lecture or lab-based course. We believe this model meets not only the pedagogical goals of the research experience, but also assists full-time faculty engaged in ongoing research. The one-on-one approach provides students with an intense research experience under the guidance of a faculty member, which increases the likelihood and quality of personal mentorship, an important contributing element to student success and retention.

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

   This course will provide juniors and seniors with hands-on research experience with a faculty member. Topics can involve any ongoing, approved research project led by a full-time faculty member. Students will be introduced to basic and advanced qualitative and quantitative research skills, including (but not limited to) literature searching, data collection, data entry, data analysis and presentation of research results.

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):

   Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
ENG 102/201, any research methods course, junior standing, and/or permission of the instructor.

6. Number of:
   a. Class hours _3___
   b. Lab hours _____
   c. Credits _3___

7. Has this course been taught on an experimental basis?
   _xx_ No
   ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. 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?

   With a reasonable effort and upon successful completion of this course, students should be able to do the following:
   (1) Demonstrate an understanding of the research process
   (2) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation
   (3) Analyze research in a major subfield in discipline of Political Science
   (4) Demonstrate knowledge of the extant literature on a major subfield in political science
   (5) Identify, comprehend and evaluate the relevant, contemporary debates and arguments in a major subfield of political science.

   These outcomes will be assessed and accomplished through course readings, weekly individual meetings, and completion of assignments.

   A supervised undergraduate research experience helps students majoring in political science meet three of the Political Science Department’s learning outcomes:
   (1) Initiate, develop, and present independent research (met by the course’s learning outcomes 1 and 3);
(2) Write effectively, engage in intellectually grounded debate, and form and express cogent arguments (met by the course’s learning outcomes 2 and 5);

(3) Students will become knowledgeable citizens capable of reasoned judgments on political issues and ideas (met by the course’s learning outcomes 4 and 5).

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

___No
xx_Yes

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

Political Science Major, Part IV: Political Science Research Experience Option

10. How will you assess student learning?

As the sample syllabus illustrates, these objectives will be accomplished through scheduled weekly meetings, précis (1-2pgs) and literature summaries (6-10pgs), data collection and presentation assignments, and—if feasible under particular time constraints—a proposal for a conference (3-4pgs), presentation or potential publication (10+pgs).

11. 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______________

Given the fact that the research skills and tasks may vary from instructor to instructor, I consulted with Ellen Sexton at the Lloyd Sealy Library. She happily reminded me of the fact that the library does offer instruction courses to classes, providing students with overviews of library services and tools that will be useful in the completion of their research duties. As a result and as noted in the model syllabus, all students in supervised research experiences will attend a class session at the start of every semester designed to supplement the research assignments for the semester.
• 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.

  Depending on the research agenda of the supervising full-time instructor, some of the relevant databases, which are available through the Library’s website, are:

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

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

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 ________________________________

14. **Faculty** - Who will be assigned to teach this course? Any full-time faculty member interested in working with and supervising undergraduate research experiences.

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

   _xx_ 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.

   FOS 402: Undergraduate Research Internship
   PSY 3xx: Supervised Research Experience
   UGR 290 (from the Anthropology Department): Undergraduate Research
It should be noted that none of these courses target Political Science majors, exposing these students to research opportunities with full-time faculty members in our department. Most importantly, these other courses offer experiences that are more group-oriented or lab-based rather than the one-on-one approach typical of political science research.

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

   Angela Crossman (Psychology) and I discussed the shared goals of student research. Particularly, we discussed the need to increase student exposure to and opportunities for hands-on research experiences. These experiences are absolutely critical (now, more than ever) for students pursuing graduate or professional degrees. We also took note of the success that the Department of Science has had in promoting and providing research experiences for their undergraduates. We also noted that it is important for many departments and programs to find an undergraduate research model that seeks to achieve the success of the Science Department as well as meet the research needs of the faculty in each department.

   Also, I had an individual meeting with Dean Lopes, discussing undergraduate research opportunities (for course credit) at John Jay College. Dean Lopes stressed the importance of increasing undergraduate research at the College, providing a richer undergraduate experience that will increase student success and retention. Also, we discussed the experimental course from the Psychology Department as well as the research experience from Anthropology (UGR 290).

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

18. Signature/s of Endorsement

   Harold Sullivan
   Chair, Proposer’s Department
POL 3xx: Supervised Undergraduate Research Experience  
[Instructor Name]

Section 1  
Days and Time  
Room Assignment

Phone: [instructor phone number]  
Email: [instructor email]

Office: [instructor office]  
Office Hours: TBA  
Or by Appointment

Course Description

This course will provide juniors and seniors with hands-on research experience with a faculty member. Topics can involve any ongoing, approved research area being studied by a full-time faculty member. Students will be introduced basic and advanced research skills, including (but not limited to) literature searching, data collection, data entry and writing of research results. Intended for students interested in graduate study in political science, students are expected to spend approximately 6 hours/week on research, plus research and supervision meetings. Students are to write a literature review or research proposal by the end of the semester.

Specifically, this semester, students will be working on two projects related to the diffusion and politics of problem-solving courts. Students will assist in a main project of the supervising faculty member as well as, potentially, developing (and executing) a smaller project (related, but independent) intended for presentation at Research Week at John Jay College or a conference.

Learning Outcomes

With a reasonable effort and upon successful completion of this course, students should be able to do the following:

(1) Demonstrate an understanding of the research process  
(2) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation  
(3) Analyze research in a major subfield in discipline of Political Science  
(4) Demonstrate knowledge of the extant literature on a major subfield in political science  
(5) Identify, comprehend and evaluate the relevant, contemporary debates and arguments in a major subfield of political science.

These outcomes will be accomplished through course readings, weekly individual meetings, and completion of assignments.

Course Pre-Requisites

ENG 102/201, any research methods course; and permission of the instructor.

Course Format and Conduct

On the general subject of the class format, let me add a few sentences on the subject of attendance. Weekly meetings are required and are a vital component to this course. If a student for

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
whatever reason cannot make a scheduled weekly meeting, it is upon them to contact the instructor as soon as possible and, for an undocumented reason, must schedule a make-up meeting.

All assignments are to be completed using APA citation. Please see the individual assignment instructions for additional formatting guidelines. Failure to adhere to these formatting guidelines will lead to additional penalties on all assignments in this course.

Incompletes will only be given in the most extreme of circumstances and, of course, requires proper and appropriate documentation.

If students are having difficulty with the course materials or assignments, I encourage them to please come see me during office hours or schedule an appointment as soon as possible. My office hours are there to answer any questions and offer any assistance that I can. **Moreover, students are held responsible for checking their college email and the course’s Blackboard site daily.**

### Required Texts


There are additional required readings posted on Blackboard as well as additional readings posted on Blackboard as links to the appropriate library database.

### Recommended Texts and References


### Coursework Requirements

Your grade for this course will come from the following:

- Five Précis on Assigned Academic Research (20%)
- Literature Searches, **due at the end of fourth week** (20%)
- Literature Summaries, **due at the end of the seventh week** (20%)
- Proposal of Topic for Final Paper or Literature Review, **due at the end of the tenth week** (5%)
- Research Design or Revision of Proposal, **due at the end of the twelfth week** (10%)
- Data Collection, **due at the end of the thirteenth week** (20%)
- Final Paper or Presentation, **due on the scheduled date of final examination** (15%)

Instructions for all course assignments will be handed out separately and are available for download on Blackboard.

During the weekly meetings, the assigned readings will be discussed in detail in an informal discussion session. Please note that for Weeks 5 through 10, students are to select two additional articles (in consultation with the instructor) that may be pertinent for a potential research paper or literature review. Choices should be made a week in advance and electronic copies for the chosen articles should be emailed to the professor.

Moreover, the weekly meetings will be set forums for clarification and progress checks on the course assignments. While the weekly meetings are a set format to bring up general concerns, one does not have to and should not wait to contact the professor when encountering any issues that may prevent or hinder successful completion of the assigned tasks and assignments.

The précis will be based on the assigned reading for that week and should be submitted at the beginning of the scheduled weekly meeting. Students are to select at their discretion any five weeks to submit a précis for formal grading. These should be 1-2 pages each, summarizing the readings,
identifying commonalities and inconsistencies, and providing assessment and possibly opinions regarding the academic research.

The literature searches, literature summaries and data collection are indicative of the research agenda of the supervising faculty member. Please note that while there is a due date for all assignments, flexibility for those dates can be given at the instructor’s discretion. It is the responsibility of the student to remain in contact with the instructor at all times, alerting them of issues or problems as well as the general progress of the work.

Students are to write a research paper or literature review on any topic covered in the course. This project should be related to the overall research being completed this semester. There are two additional assignments to assist the student to successfully complete the final paper or presentation.

The grading rubric for the course is as follows:
- A   100.0-93.0
- A-  92.9-90.0
- B+  89.9-87.1
- B   87.0-83.0
- B-  82.9-80.0
- C+  79.9-77.1
- C   77.0-73.0
- C-  72.9-70.0
- D+  69.9-67.1
- D   67.0-63.0
- D-  62.9-60.0
- F   59.9-0.0

Statement of the College Policy on Plagiarism

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore answers must be completed by the student alone. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. Also note that plagiarism is taken very seriously both in this class and by the College. There is a handout regarding plagiarism posted on the course’s Blackboard site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a zero for the course. The following is from the John Jay College Undergraduate Bulletin:

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, [http://www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php), see Chapter IV Academic Standards).

Please also note that all assignments will be submitted to turnitin.com and students found in violation of the plagiarism/academic honesty policy will be subject to appropriate remedies.
College Services

First, there is a writing requirement. If you feel you need help in this area, please visit the Writing Center in Room 1.69 in the New Building. If you need help with writing because English is not your native language, please visit the Center for English Language Support (CELS) in L2.75 in the New Building.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Office of Accessibility Services (OAS) in Room L.66.00 in the New Building (212-237-8031). The office provides support services and counseling for students who are physically challenged, have learning disabilities and/or have medical conditions which affect their performance in the classroom setting. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by OAS. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS, which again is located at L.66.00 in the New Building or by phone at 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.

Course Outline

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

The State of the Literature
Week 1: Introduction

Week 2: Review of Basic Concepts of Research and Preliminary Skills Needed
1. Shively: pg 1-12 “Doing Research” and “Ethics in Research”
2. *** Scott and Garrison: pg 47-49 “Current Approaches to Studying Politics”

Scheduled Instruction Session with Library Staff
Begin IRB training if necessary

Week 3: Problem-Solving Courts and the Judiciary
3.

Week 4: Research Questions and Thesis Statements
1. Shively: pg 13-40 “Political Theories and Research Topics” and “Importance of Dimensional Thinking”
2. * Johnson and Reynolds: pg 60-70 “The Building Blocks of Social Scientific Research”

Literature Searches Due at the end of Week 4

Theoretical Development and Potential Research Questions
Week 5: The Politics of Judicial Reform

3. PLEASE SELECT TWO ADDITIONAL ARTICLES GATHERED FROM LITERATURE SEARCHES THAT ARE PERTINENT TO A POTENTIAL RESEARCH PAPER OR LITERATURE REVIEW.

**Week 6: Theories and Hypotheses**
2. PLEASE SELECT TWO ADDITIONAL ARTICLES GATHERED FROM LITERATURE SEARCHES THAT ARE PERTINENT TO A POTENTIAL RESEARCH PAPER OR LITERATURE REVIEW.

**Week 7: The Puzzle of the Role of Law and Problem-Solving Courts**
1. * Holmes (1897): The Path of Law
2. PLEASE SELECT TWO ADDITIONAL ARTICLES GATHERED FROM LITERATURE SEARCHES THAT ARE PERTINENT TO A POTENTIAL RESEARCH PAPER OR LITERATURE REVIEW.

**Literature Summaries Due at the end of Week 7**

**Week 8: Concepts of Empirical Research and Quantification**
1. Shively: pg 41-96 “Problems of Measurement” and “Causal Thinking and Research Design”
2. PLEASE SELECT TWO ADDITIONAL ARTICLES GATHERED FROM LITERATURE SEARCHES THAT ARE PERTINENT TO A POTENTIAL RESEARCH PAPER OR LITERATURE REVIEW.

**Data Collection and Theoretical Revisions**

**Week 9: The Puzzle of Judges and Problem-Solving Courts**
3. PLEASE SELECT TWO ADDITIONAL ARTICLES GATHERED FROM LITERATURE SEARCHES THAT ARE PERTINENT TO A POTENTIAL RESEARCH PAPER OR LITERATURE REVIEW.

**Week 10: Reference Sources and Popular Information Sources**
1. PLEASE SELECT TWO ADDITIONAL ARTICLES GATHERED FROM LITERATURE SEARCHES THAT ARE PERTINENT TO A POTENTIAL RESEARCH PAPER OR LITERATURE REVIEW.

**Proposal for Research Paper/Literature Review Due at the end of Week 10**

**Week 11: Critical Elements of Research Designs and Literature Reviews**
1. Shively: pg 112-166 “Introduction to Statistics”
2. *** Scott and Garrison: pg 152-171 “Citing Sources”

**Week 12: The Puzzle of Litigants/Litigators and Problem-Solving Courts**

**Research Design or Revisions to Literature Review Proposal Due at the end of Week 12**

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
Writing the Research Paper

Week 13: Evaluating the Research Design, Troubleshooting, and Revising

Data Collection Due at the end of Week 13

Week 14: Evaluating the Research Design, Troubleshooting, and Revising


Final Research Paper or Literature Review Due at date and time of scheduled Final Examination
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 4/27/12

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: Security, Fire and Emergency Management

   b. **Name** and contact information of proposer(s): Charles P. Nemeth, JD, PhD, LL.M and Dr. Robert McCrie

   Email address(es): cnemeth@jjay.cuny.edu, rmccrie@jjay.cuny.edu

   Phone number(s): 212-237-8756

2. a. **Title of the course**: Energy Industry Security

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

   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:

   When dealing with specialized security environments, such as energy plants and critical infrastructure and delivery systems the student needs a base level of knowledge in security practice. The course fosters application of basic security practices in a specified environment and hence properly labeled 300 level.

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

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.)

   Within the last decade there has been an increased emphasis and scrutiny on energy infrastructure security. Skilled personnel trained in energy security functions, emergency management and anti-terrorism concepts, are crucial to the nation’s safety and security. Additionally, while the energy sector has been a long-established target
for international terrorism, several recent government reports detail worrisome vulnerabilities in energy security including internal sabotage and cyber terrorism. The goal of the course is to provide security management students with the necessary knowledge and skills essential to critically evaluate and address risks and threats to energy infrastructure security. This course analyzes the link between energy security, terrorism and emergency management concepts, and would be valuable for students of multiple disciplines, including emergency management students.

This course will provide the information necessary for students to make informed decisions about the resources needed for energy and infrastructure security before, during and after emergencies or disasters. Lastly, throughout the course students will complete a series of industry-standard certification courses, which will provide them with a distinct advantage in their professional and academic pursuits. There are currently no courses that provide a comprehensive analysis and perspective of energy industry security, anti-terrorism and emergency management concepts.

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

The primary purpose of this course is to explore energy and infrastructure security. The synergy between homeland defense and energy security will be fully examined. The course will review and analyze threats to the critical infrastructure that is vital to energy distribution, as well as planning for and responding to emergencies that impact the energy sector. Other topics include internal sabotage, cyber terrorism, nuclear industry security, and terrorism counter measures. The goal of the course is to provide students with the knowledge necessary to critically evaluate and mitigate vulnerabilities and risks in the energy sector and its critical infrastructure.

5. **Course Prerequisites or co-requisites:** ENG 102/201, SEC 210, SEC 211

6. Number of:
   a. Class hours 3
   b. Lab hours NA
   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?

Students will:
- Identify and explain significant theories and developments in homeland defense and anti-terrorism as they relate to energy infrastructure security.
- Understand the difference between the roles of private security and public security with regards to homeland defense.
- Describe the many interdependencies, intersections and conflicts between energy security and homeland security.
- Evaluate research on energy infrastructure security published in peer-reviewed journals.
- Apply theoretical knowledge to practical implementation and discuss their effectiveness.

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)

   Bachelor of Science in Security Management; Security Applications Component

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

    While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

    1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
    2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
    3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
    4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

All courses in the major are curricularly mapped to a specified Learning Objective of this course. As long as a consistency between Program Goal and Learning Objective can be effectively and accurately measured, the assessment should be reliable. The program requires each of its graduates to complete and be fully assessed in its Capstone class: SEC 405. In SEC 405 a scholarly product is required and evaluated in light of program goals and a specified rubric.

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: Mark Zubarev_

• 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
  – 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
  – 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 ___December 7, 2011_____

14. Faculty - Who will be assigned to teach this course?
Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

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

   CHARLES P. NEMETH JD, PhD, LLM

   Chair, Proposer’s Department

Approved by UCASC, Oct 26, to College Council, Nov 20, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Department of Security, Fire and Emergency Management
The City University of New York

Syllabus for Energy Industry Security SEC 3XX-01

Professor: Charles P. Nemeth, JD, PhD, LL.M
Office location: North 3521
Contact hours: Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00
Phone: EXT 8756
E-mail address: cnemeth@jjay.cuny.edu

Course description:

The primary purpose of this course is to explore energy and infrastructure security. The synergy between homeland defense and energy security will be fully examined. The course will review and analyze threats to the critical infrastructure that is vital to energy distribution, as well as planning for and responding to emergencies that impact the energy sector. Other topics include internal sabotage, cyber terrorism, nuclear industry security, and terrorism counter measures. The goal of the course is to provide students with the knowledge necessary to critically evaluate and mitigate vulnerabilities and risks in the energy sector and its critical infrastructure.

Learning outcomes

The student will be able:

- Identify and explain significant theories and developments in homeland defense and anti-terrorism as they relate to energy infrastructure security.
- Understand the difference between the roles of private security and public security with regards to homeland defense.
- Describe the many interdependencies, intersections and conflicts between energy security and homeland security
- Evaluate research on energy infrastructure security published in peer-reviewed journals.
- Apply theoretical knowledge to practical implementation and discuss their effectiveness.

Course pre-requisites or co-requisites: ENG 102/201, SEC 210, SEC 211

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, and attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.
Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.
- Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.
- Multiple submissions: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Class Attendance and Participation: Lectures will introduce important concepts, discuss reading material supplemented, as well as provide valuable insights into field applications. For this reason attendance is required and necessary. Every student is expected to arrive on time, prepared with assigned reading materials, and prepared to be engaged in class discussion. Arriving late or leaving early without notifying the instructor beforehand is not acceptable. Three (3) late arrivals will be marked as an absence. Any student with more than three (3) absences will receive a failing grade in the course. Make sure to turn off all electronic devices (IPods, cellular phones, pagers etc.) before entering the class. During each lesson students will be asked question about their reading assignments (oral quizzes). Consequently, ten percent (10%) of the final grade is based on students' performance in class (both in attendance, classroom contribution, and successful replying to the quizzes). Lastly, students must participate in all discussions posted on Bb as assigned.

Course Requirements

Homework Assignments: Homework assignments will be given regularly throughout the course. The homework assignments will be primarily based on online homeland
security material which will apply the theoretical knowledge gained in class and introduce the practical implementation of various concepts in field practice. Students will be required to complete various homeland security-related FEMA’s Independent Study Program (ISP) courses, and submit their certificate of completion to the instructor. These trainings are all available free of charge online at the FEMA ISP website. The links to these courses have been provided with the course list below as well as on Bb.

**Homework List and Links:**


**NOTE:** All homework assignments MUST be submitted on time. Late work will NOT be accepted. The college’s policies on cheating and plagiarism apply to all assignments.

**Short Writing Assignments:** Each student to write two (2) papers of 4-6 pages on the following:

- The first paper will detail current security issues in the energy infrastructure sector.
- The second paper will require students to research risk assessment practices and provide a detailed case study analysis on a particular segment of the energy industry, a specific site or security concept or policy that has been effective OR unsuccessful in deterring terrorism.

**NOTE:** All writing assignments MUST comply with the college’s policy on plagiarism, and MUST be submitted on time. Late work will NOT be accepted.

**Mid-term Examination:** The mid-term exam will assess students’ proficiency in assigned reading material and seminar lectures. The mid-term will be in a format of multiple choice and essay questions that will address topics discussed in class up to the date of the exam.

**Final Paper and Presentation:** The final assignment will be comprised of a 10-12 page paper on the topics covered during the semester. The paper shall detail deficiencies and successes in energy industry or infrastructure security based on published reports and academic journal articles. By session 6, each student must submit a term paper prospectus (outline) for approval by the course instructor. Each student will then prepare and present their assessments (in MS PowerPoint format) to the class as if they are doing so for a client or a group of policy-makers. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:
Required Texts


Grading

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<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
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<tr>
<td>Two short writing assignments</td>
<td>30%</td>
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<tr>
<td>Active class participation (including Bb)</td>
<td>10%</td>
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<tr>
<td>Midterm exam</td>
<td>15%</td>
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<td>HW assignments</td>
<td>15%</td>
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<td>Final Exam</td>
<td>15%</td>
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<td>Final paper and presentation</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>1. Energy: Chapter 1&lt;br&gt;2. Nuclear: Chapter 1&lt;br&gt;3. Additional readings: Available on Black Board (Bb)</td>
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<tr>
<td></td>
<td>Review Syllabus</td>
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<tr>
<td></td>
<td>Introduction to Terrorism and Emergency Management</td>
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<tr>
<td>2</td>
<td>Introduction to Terrorism and Emergency Management (Cont.)&lt;br&gt;The Power Grid;</td>
<td>1. Energy: Chapter 2, 3&lt;br&gt;2. Nuclear: Chapter 2&lt;br&gt;3. Additional readings: Available on</td>
<td>HW #1</td>
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<td></td>
<td>Energy Infrastructure and Distribution</td>
<td>Bb</td>
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</table>
|   | **Security Issues in the Energy Sector** | 1. Energy: Chapter 4  
2. Additional readings: Available on Bb |
| 3 | **Nuclear Power & Security** | 1. Nuclear: Chapter 3, 4  
2. Additional readings: Available on Bb |
| 4 | **US Petroleum Industry** | 1. Readings: Available on Bb  
a. DHS/DOH Report: Critical Infrastructure and Key Resources (Chapter 1, 2) |
| 5 | **US Natural Gas and Coal Industry** | 1. Readings: Available on Bb  
b. Institute for Energy Research - Fossil Fuels |
| 6 | **Mid-Term Examination** | Sessions 1-6 |
| 7 | **Hydroelectric Energy** | 1. Readings: Available on Bb  
| 8 | **Alternative & Renewable Energies: Wind, Solar, Biofuels** | 1. Energy: Chapter 9  
2. Nuclear: Chapter 6, 9  
3. Additional readings: Available on Bb  
a. DHS/DOH Report: Critical Infrastructure and Key Resources (Chapter 3, 4) |
| 9 | **Protecting The Power Grid** | 1. Energy: Chapter 7  
2. Nuclear: Chapter 7, 8  
3. Additional readings: Available on Bb:  
b. GAO Report: Critical Infrastructure Protection |
| 10 | **Critical Infrastructure Protection: Cyber security** | 1. Readings: Available on Bb:  
a. US DOT: Transportation Infrastructure Protection and Emergency Management  
| 11 | **Critical Infrastructure Protection: Transport Security** | 1. Readings: Available on Bb:  
b. Institute for Energy Research - Fossil Fuels |
|   | **Additional readings**: Available on Bb |

** HW #2  
Short Paper #1  
Term Paper Prospectus  
HW #3  
Short Paper #2  
HW #4
12 | Emergency Planning and Response | 1. Energy: Chapter 5, 6  
2. Nuclear: Chapter 5, 6  
3. Additional readings: Available on Bb  
a. DHS/DOH Report: Critical Infrastructure and Key Resources Sector (Chapter 5, 6) |
---|---|---|
13 | Case Study Analysis | 1. Energy: Chapter 10  
2. Nuclear: Chapter 10  
3. Additional readings: Available on Bb  
HW #5 |
14 | Final Presentations | None  
Term Paper |
15 | Final Examination | Sessions 8-14 |

**College wide policies for undergraduate courses** *(see the Undergraduate Bulletin, Chapter IV Academic Standards)*

**A. Incomplete Grade Policy**

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

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

**B. Extra Work During the Semester**

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

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

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

**Statement of the College Policy on Plagiarism**

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php , see Chapter IV Academic Standards)

**Plagiarism detection software** - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.
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: Department of Sociology
   b. Date submitted to Office of Undergraduate Studies:
   c. Name and contact information of proposer(s): Lila Kazemian
      Email address(es): lkazemian@jjay.cuny.edu
      Phone number(s): (212) 484-1301

2. a. Title of the course: Advanced Social Statistics
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): ADV SOC STATS

3. a. Level of this course:
   ____100 Level ____200 Level ___X_300 Level ____400 Level
   Please provide a brief rational for why the course is at the level:
   This course has been previously taught in the honor’s program and although it is being revised for the Criminology major, it is designed to be taken only after students have taken STA 250. In addition, the course’s heavy workload makes it comparable to other courses taught at the 300 level.
   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): SOC393

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 highlights fundamentals of sampling and data analysis, as well as various bivariate and multivariate methods of detecting statistical relationships between two or more variables. It is a follow-up course to STA250 and other research courses, building upon what has been learned in the prerequisite courses. The main objectives of this course are to provide fundamental hands-on knowledge that will allow students to apply basic statistical methods to

Approved by UCASC, October 26, to College Council, Nov 20, 2012
analyze quantitative data sets, to work with a statistical software package (i.e., SPSS), and to develop a research paper. Through practical instruction this course teaches students advanced statistical techniques and prepares them for research positions as well as work in data 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):

   STA 250 or CJBA240, ENG201

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): Spring semesters of 2007, 2008, 2010, 2011
   b. Instructor(s): Lila Kazemian
   c. Enrollment(s): 4-5 students (advanced elective course in the Honors program)
   d. Prerequisites(s): STA250, ENG 201

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

   The course offers a review of materials covered in STA250, which is an introductory statistics course, and extends their competencies to perform a sophisticated multivariate analysis. The course helps students to apply the material covered in STA250 and to deepen their knowledge of statistics and its relevance to social science research. In learning statistics, repetition and practice are key, and many students do not retain substantial information from only one single statistics course. The computer-based quantitative analytical skills gained from this course will serve them well if they seek employment as research assistants or apply to a master’s or doctoral program and write an empirically-oriented thesis.

9. **Course learning objectives:**

   a. **Knowledge objectives:**
   (What do you expect students to know after taking this course?)
   In this course, students will learn to:
   - Master the fundamentals of sampling and data analysis
- Apply appropriately various bivariate and multivariate statistical significance tests through regular data analysis exercises and weekly assessments
- Work with statistical software and interpret output results
- Write a paper in the format of a peer-reviewed publication

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 ... )

- To become proficient with a computer-based statistical package
- To understand and interpret output results
- To learn to read critically results tables in selected journals
- To be able to write a research paper: research questions, hypotheses, methodology, and so on
- To develop presentation skills in which they will outline the key findings from their own research

d. 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.

Using the Interuniversity Consortium for Political and Social Research (ICPSR) database, students select a dataset of their choice to write a research paper.

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

Students are introduced to the ICPSR databases (of information collected from grant-funded research), as well as Scopus as well as other databases to aid them in the literature review.

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

An introduction to ICPSR and Scopus is offered early in the semester. These sessions are conducted in the computer lab.

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

The course highlights the relevance of statistics to social science research, with a particular emphasis on sociological and criminological research. Students learn that statistics are highly useful to the explanation of social phenomena and to determine whether a policy or program actually works as intended. These skills may make them more marketable and perform better in graduate programs. It also satisfies the second
methods requirement for the Criminology major. There are 5 main learning objectives for the Criminology Major:

1. Thorough knowledge of the core literature and debates that make up the discipline of criminology
2. An understanding of the key components of criminological theory and the ability to apply theory to specific contexts
3. An understanding of the methods of criminological research
4. The ability to make reasoned and informed judgment on issues relating crime and punishment
5. The ability to organize thoughts and communicate effectively in writing

According to the Sociology department’s curriculum map, the third learning objective is relevant to the SOC 3XX (393) course (emphasis on methods of criminological research).

e. Assessment:
How will students demonstrate that they have achieved these course objectives? Students are to develop a research paper using the skills they were taught throughout the semester, and are required to present their findings in class. They are required to give a Powerpoint presentation, as if at a professional conference.

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

The term paper is written in the format of a peer-reviewed publication. Students are required to submit different components of the final paper throughout the semester, including the literature review, theoretical framework, methodology, etc. in order to get feedback as they progress through the process of completing their own original project.

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

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

   ____No
   ___x__Yes.    If yes, please give some examples.

   The library is rich in books, government reports, and periodicals examining issues of criminological and sociological relevance. Moreover, much of the literature that accompanies the datasets available on the ICPSR website is available in the library.

Approved by UCASC, October 26, to College Council, Nov 20, 2012
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.
Most of the sources are obtained via e-journals, which are available to all students online.

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.


The library has this textbook on Reserve at HA 32.F54 2003.

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.
Scopus

Name of library faculty member consulted: Ellen Sexton

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

___ x___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
Traditionally, the computer labs in Haaren Hall were almost exclusively reserved for Law and Police Science courses (such as CRJ 255) and the graduate program (such as CRJ 716). However, with the new building and increased number of computer labs, we are optimistic that arrangements can be made for the Department of Sociology to have greater access to the computer labs.

___ Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at
14. Date of **Department curriculum committee** approval: March 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 _Fall __2012____

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

c. Who will be assigned to teach this course? Lila Kazemian and other faculty who express interest

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? STA250, but far more advanced. This course examines multivariate methods of analysis, aims to make students proficient with a statistical software, and prepares them to write a research paper that could be presented at a conference.

   It has some common components with the new course proposed in the Criminal Justice Department, ‘Quantitative Inquiry of Problems in Criminal Justice’. However, this course is more advanced and aims to help students develop skills in different areas of research (structuring argument, developing a theoretical framework, data analysis, and presentation of results) rather than focus solely on data analysis.

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

   I consulted Valerie West and we agreed that the two courses (SOC393 and the new proposed course offered in Criminal Justice) are quite different in scope and aims.

17. Will any course be withdrawn if this course is approved?
18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): David Brotherton, Date of approval: 3/26/2012

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)

   Current major in Criminology, Advanced Methods section
   Proposed major in Sociology

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. NA
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
DEPARTMENT OF SOCIOLOGY
899 10TH AVENUE
NEW YORK, NY 10019

SOC393: ADVANCED SOCIAL STATISTICS
SECTION XX

Professor: Lila Kazemian
Office: Room 520.01, Department of Sociology (T Building)
Contact hours: Mondays and Wednesdays from 10AM-12PM
Phone: (212) 484-1301
e-mail: lkazemian@jjay.cuny.edu

Class meets on Mondays from XX:XX-XX:XX, in Room XXX.XX

Course Description
This course highlights fundamentals of sampling and data analysis, as well as various bivariate and multivariate methods of detecting statistical relationships between two or more variables. It is a follow-up course to STA250 and other research courses, building upon what has been learned in the prerequisite courses. The main objectives of this course are to provide fundamental hands-on knowledge that will allow students to apply basic statistical methods to analyze quantitative data sets, to work with a statistical software package (i.e., SPSS), and to develop a research paper. Through practical instruction this course teaches students advanced statistical techniques and prepare them for research positions as well as work in data analysis.

Learning Outcomes
In this course, students learn to:
- Master the fundamentals of sampling and data analysis
- Appropriately apply various bivariate and multivariate statistical significance tests through regular data analysis exercises and weekly assessments
- Write a research paper in the format of a peer-reviewed publication
- Become proficient with a computer-based statistical package (SPSS)
- Understand and interpret output results
- Critically interpret results tables in selected journals
- Summarize key findings from their research and disseminate these findings in the form of a presentation

Course Prerequisites
STA 250 or CJBA240
SSC325
ENG201

Expectations
Respect
Mutual respect is absolutely crucial for the success of this course. You are expected to be respectful of the professor, of the teaching assistant and of your fellow students. You are expected to be punctual and to stay for the entire duration of the class, and to avoid purposely
disrupting class. You are expected to submit your assignments on time, and to come to me if you are encountering any difficulties with the coursework. Of course, these expectations are reciprocal, and you are also entitled to the same level of respect from the professor and fellow students.

If you feel that I have failed to fulfill my duties as an instructor, please do not hesitate to address these issues with me. I am always open to comments or suggestions to improve the quality of the lectures.

Attendance
Students are expected to attend all classes. With regular class attendance, there is no justification for failure in this course. The professor will be available during the practical half of the class to address queries regarding the weekly practical exercises.

Use of cell phones
Cell phones should be shut off during class time.

Policy for Late Submissions
Late submissions for all assignments will not be accepted, except under exceptional circumstances. I will not accept exercises submitted after I have begun reviewing the answers at the beginning of class. It is therefore in your interest to show up to class on time. If you need to miss an exam in case of an emergency, you need to inform me before the exam. Make-up exams will only be administered if you present legitimate documentation (e.g., doctor’s note, death certificate, etc.) justifying your absence on the day of the exam.

Required Text

Below is a list of other frequently-used textbooks that include the material covered in this course. These recommended readings can be purchased new or used online. The relevant Gravetter and Wallnau (2007) sections will be made available on Blackboard.


I will also prepare handouts to help you grasp a better understanding of the material covered in the statistical textbooks. These will be posted on Blackboard. I recommend that you print out the handouts for each class and take additional notes. You are expected to have read the selected
chapters and handouts before each lecture. It is in your best interest to do so, and this will make it much easier for you to follow the lectures.

Websites
There are also several existing statistics websites that can be quite helpful:
http://www.psychstat.missouristate.edu/introbook/sbk00.htm
http://davidmlane.com/hyperstat/index.html
http://www.statsoft.com/textbook/stathome.html

Course Requirements

1) Weekly practical exercises: 40%
40% of your final mark will be cumulated from exercises that will be distributed at the end of each lecture. Weekly exercises are due at the beginning of subsequent class. Once the exercises have been submitted, these will be reviewed, and all queries will be addressed at this point.

Computer labs are available to John Jay students. Computer lab hours can be found on http://www.jjay.cuny.edu/computerlabs.

2) Research paper and oral presentation: 40%
For the research paper, students are required to select a dataset of their choice from the ICPSR database, and to write out a research paper on the selected topic. The paper should be crafted in the format of an academic publication, and include an introduction, a brief literature review, research questions and hypotheses, description of data and methods, reporting of results, and conclusion. You will need to include univariate, bivariate, and multivariate tests in your paper.

Research results will be presented in class on December XX. Papers are due on December XX.

3) Final exam (to be held on May 20): 20%

COURSE OUTLINE

Week 1: Introduction to the Course
Course Overview
Introduction to ICPSR and Scopus
Stats Proficiency Test

Week 2: Review of Basic Concepts in Statistics
Levels of Measurement
Frequency Distributions
Interpretation of Graphs
Shapes of Distributions (skewness and kurtosis)
Measures of central tendency and variability

Readings:
Approved by UCASC, October 26, to College Council, Nov 20, 2012
Field (2009): Chapters 1 & 4
Gravetter and Wallnau (2007): Chapters 1, 2, 3 and 4

**Week 3: Review of Basic Statistical Concepts (Continued)**
Normal Distributions and Z-Scores
Inferential Statistics
Hypothesis Testing
Significance Tests

**Readings:**
Field (2009): Chapter 2
Gravetter and Wallnau (2007): Chapters 5, 6 & 7

**Week 4: Working with SPSS**
Building a Dataset
Introduction to Basic Commands in SPSS

**Readings:**
Field (2009): Chapter 3

**Week 5: Measures of Association between Nominal or Ordinal Variables**
Chi-Square
Measures of Association between Nominal or Ordinal Variables (Part 2)
Chi-Square and associated measures of association (Cramer’s V, phi, odds ratio, gamma)

**Readings:**
Field (2009): Chapter 18
Gravetter and Wallnau (2007): Chapter 18

**Week 6: Comparing Means (Part 1)**
T-test

**Readings:**
Field (2009): Chapter 9
Gravetter and Wallnau (2007): Chapters 10 and 11

**Week 7: Comparing Means (Part 2)**
F-test (ANOVA)
Post-hoc tests

**Readings:**
Field (2009): Chapter 9
Gravetter and Wallnau (2007): Chapter 13

**Week 8: Measures of Association between Continuous Variables**
Covariance
Pearson’s $r$ Coefficient
Partial Correlation

**Readings:**
Field (2009): Chapter 6
Gravetter and Wallnau (2007): Chapter 16

**Week 9: Introduction to Ordinary Least Squares Regression**
Bivariate and Multivariate Linear Regression

Approved by UCASC, October 26, to College Council, Nov 20, 2012
Least Squares Method

Readings:
Field (2009): Chapter 7
Gravetter and Wallnau (2007): Chapter 17

Week 10: Multivariate Regression: Further Issues
OLS Assumptions
Readings:
Field (2009): Chapter 7

Week 11: Introduction to Logistic Regression
Readings:
Field (2009): Chapter 8

Week 12: Logistic Regression: Review & Assumptions
Readings:
Field (2009): Chapter 8

Week 13: Review

Weeks 14 & 15: Oral Presentations
Presentations of term paper results

Week 16: Final exam

** I reserve the right to modify the schedule based on class progress **

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV: Academic Standards)

A. Incomplete Grade Policy
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the
completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester. This policy does not apply to laboratory and studio courses nor for internship courses for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

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

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

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

STATEMENT OF THE COLLEGE POLICY ON ACADEMIC DISHONESTY:
Cheating and plagiarism will not be tolerated. All violations will result in a failing grade on the exam or written assignment. Violations will also be reported to the Dean of Students. It is the responsibility of each student to be familiar with the John Jay College of Criminal Justice policy on academic integrity as described below. Academic dishonesty includes all forms of cheating, copying, plagiarism and giving assistance to other students during exams.

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. Paraphrasing, summarizing, 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.

**Policy on Cheating:**
Students are prohibited from using books, notes and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students’ examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. An instructor who determines that such a violation has occurred may follow the options stated below.

**Resolving Allegations of Cheating and Plagiarism:**
Allegations of cheating may be referred to the Vice President for Student Development to be handled under the Student Disciplinary Procedures in Article 15 of the Bylaws of the CUNY Board of Trustees, copies of which are available in the Library and on line at [www.cuny.edu](http://www.cuny.edu). Plagiarism may be either an academic infraction or a disciplinary infraction, depending on the nature of the allegation. The key factor in determining whether an allegation of plagiarism should be treated as an academic or disciplinary matter is whether resolution of the issue involves primarily a question of fact or primarily a question of professional academic judgment (i.e., a judgment involving the professor’s expertise, or a subjective evaluation of the student’s work product or both). For example, whether a student did, in fact, plagiarize from another source frequently involves primarily a question of fact. In such circumstances, the matter may be referred to the Vice President for Student Development for Student Development for the initiation of a disciplinary hearing.

However, the primary issue in a plagiarism case frequently is whether the idea and/or language expressed by a student were original or were the ideas of another. In such cases, the matter is more properly characterized as academic, for which the faculty member should award a grade appropriate to the circumstances.

In some instances of plagiarism, a faculty member may wish to impose a grade reduction penalty to a student as well as seek the imposition of one of the penalties that may be authorized only by a disciplinary committee convened pursuant to Article 15 of the Bylaws, such as disciplinary probation, long-term suspension, or expulsion. Where the faculty member refers a case to the Vice President for Student Development for referral to a Judicial Committee, the faculty member must hold the grade in abeyance until the Judicial Committee has determined whether the student is guilty or innocent of the charges. After the Judicial Committee has rendered its decision, the faculty member may award a grade that is consistent with the findings of the committee.

*A plagiarism detection service (i.e., Turnitin.com) may be used for all assignments.*
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: July 3, 2012

1. Name of Department or Program: Economics

2. Contact information of proposer(s):

   Name(s): Catherine P. Mulder,
   Email(s): cmulder@jjay.cuny.edu
   Phone number(s): 212-484-1309

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

   ECO 405 - Seminar in Economics and Crime. (Abbreviated title: Sem Eco & Crime)

4. Current course description:

   This course explores the contributions of economics to the understanding of crime and criminal justice. The perspectives and quantitative analytical techniques of economics are used to examine important issues concerning crime and criminal justice. Topics may include: rational-choice criminology, macromarket and crime, Marxian criminology, economic justice, measuring the costs of crime, corruption, organized crime, white-collar crime, environmental crime, illicit drugs, human trafficking, gender and race issues concerning crime, recidivism, the prison industry, and special topics selected by the instructor.

   a. Number of credits and hours: 3

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

   c. Current prerequisites: English 102 or 201, senior standing, and at least one 300-level course in Economics.

5. Describe the nature of the revision: Title change and description change.

6. Rationale for the proposed change(s):

   The title change and updated course description broaden the scope of the class. In the two previous offerings of the course, students have asked for the class to be open to economic subjects outside of crime and criminal justice. The class will be required for all economics
majors within concentration A, and optional for concentrations B & C.

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

a. Revised course description:

This seminar is a culmination of the economics major. In this course students will synthesize the various topics and techniques acquired in previous economics courses into the production of a significant research project. The project will include substantial analysis, policy recommendations and oral & written presentations. Students will engage in extensive peer review.

b. Revised course title: Seminar in Economics (Sem in 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: Spring 2012, 18 students; Spring 2011, 14 students; Fall 2012, students 14 (but this is expected to increase)

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
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. **Program** proposing this course: Protection Management
   
   b. **Date** submitted to the Office of Graduate Studies:
   
   March 3, 2012
   
   c. **Name** and contact information of the proposer(s):
   
   Dr. Robert Till
   
   Department of Security Fire & Emergency Management
   
   John Jay College of Criminal Justice
   
   445 West 59th Street, Room 3531N
   
   New York, NY 10019
   
   Phone: 212.484.1379
   
   Email: rtill@jjay.cuny.edu

2. a. **Title of the course:** Private Security: Function and Role in Homeland Defense
   
   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Priv Sec Homelnd Def

3. a. **Course Description as it is to appear in the bulletin:** (This should be clear and informative; no more than 75 words).
   
   Course analyzes the interconnectedness of private security and homeland defense. Students study the interactions, conflicts and synergy between private sector security and government homeland security. Students review and analyze threats to private infrastructure and interests, as well planning for and responding to emergencies that affect the private and public sectors. Goal of the course is to provide students with homeland defense and anti-terrorism knowledge to evaluate and mitigate vulnerabilities and risks in the private sector.
   
   b. **Course Prerequisites:**
   
   None
c. Number of:
   I. Class hours – 30
   II. Lab hours - NA
   III. Credits - 3

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

   Yes _____   No ___X____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

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

   The role of private security firms and entities in the homeland defense is both well established and emergent. While most public agencies have taken an aggressive role in setting and implementing policy for homeland security, the private justice sector can often be forgotten in this process. Even the Department of Homeland Security recognizes the necessity for active involvement by the private security industry. DHS urges state and local agencies, as well as its federal infrastructure to include and encourage the active participation of the industry and it has set up structures- such as Advisory Panels and Consortia to achieve this end. The cooperation between the public and private sector justice entities can only be described as an entrenched methodology in homeland defense.

   From another vantage point, the private sector world of security, especially by and through its corporate partners, educational institutions and medical facilities, museums and monuments, and a host of other critical infrastructure, is taking note that it has a significant role to play in the defense of the homeland. This course introduces and incisively critiques the role and function of private sector justice in homeland defense, and lays out templates for cooperation and mutual responsibility.

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)
      Students will be able to:
      1. Assess and apply significant theories and developments in homeland defense and anti-terrorism.
      2. Compare and contrast the roles of private security and public security with regards to homeland defense.
      3. Describe interdependencies, intersections and conflicts between private security and homeland (public) security and employ methods to lead to greater cooperation and information sharing.
      4. Evaluate research published in peer-reviewed journals.
      5. Apply theoretical knowledge to practical implementation and discuss their effectiveness.
      6. Conduct an actual risk assessment on a building or aspect of critical infrastructure.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
1. Apply theories of homeland defense and anti-terrorism in daily practice to mitigate risks and vulnerabilities.

2. Employ methods to lead to greater cooperation and information sharing between the public and private sector to help evaluate the likelihood of incidents.

3. Conduct a risk assessment on a building or aspect of critical infrastructure.

c. **Assessment:**
   How will students demonstrate that they have achieved the objectives of the course? Through their: (1) class participation; (2) final examination; and (3) term paper.

7. **Proposed texts and supplementary readings: (ISBN Number is required).**
   1. *The Corporate Security Professional’s Handbook on Terrorism*
      Authors: Edward Halibozek, Andrew Jones and Gerald Kovacich.
      Published: AUG-2007
      ISBN 10: 0-7506-8257-4
   2. *Terrorism and Public Safety Policing: Implications for the Obama Presidency*
      Author: James F. Pastor
      Published: AUG-2007
      ISBN-10: 1439815801
   3. Additional readings shall be posted on Blackboard

8. **Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.
   Performed a search of John Jay’s library resources

9. **Identify and assess the adequacy of available library resources**
   a. **Databases**
      Adequate
      Academic Search Complete (EBSCOHost)
      Criminal Justice Abstracts with Fulltext
      Criminal Justice Periodical Index
      Ebook Collection from Ebscohost
      Ebrary
      FORENSICnetBASE
      Gale Academic OneFile
      Justice Information Center
      LEXIS-NEXIS Academic
      NCJRS (National Criminal Justice Reference Service)
      Oxford Criminology Bibliography Online
      Race and Justice Clearinghouse
      Sage Criminology Full Text Collection
      Sage e-Reference Collection
b. Books, Journals and e Journals

College subscribes to all major journals in the security field and has a more than adequate collection of primary texts. Journal lists includes but is not limited to:

- Security & Terrorism Bulletin
- International Security & Counter Terrorism Reference Center
- Security and Defense Studies Review
- Security and Human Rights
- Security Director Report
- Journal of Security Education
- Security Intelligence Review
- Security Intelligence Review Committee report
- Security Law Newsletter
- Security Management
- Security Strategies Journal
- Security Studies
- Security Technology & Design
- Security Technology Executive

10. **Identify recommended additional library resources**
   None

11. **Estimate the cost of recommended additional library resources (For new courses and programs)**

12. **Please list any specific bibliographic indices/databases to which students will be directed for this course.**
   (Please check the list of databases licensed by the library before answering this question).

   No ________  Yes ______X_____. If yes, please include the names.
   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
13. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____X______ No _____________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. Proposed instructors:
Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field. The department is blessed to have a group of qualified faculty including:
Dr. Charles P. Nemeth
Professor Donell Harvin
Dr. Charles Jennings

15. Other resources needed to offer this course:
None

16. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

17. 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/JJC_Form_G5_001_9April2011.pdf

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

Please see attached syllabus for SEC 7XX- Private Security: Function and Role in Homeland Defense

18. Date of Approval by the Program: March 21, 2012

19. Date of Approval by the Committee on Graduate Studies: October 26th, 2012
John Jay College of Criminal Justice  
899 Tenth Avenue New York, NY, 10019  
Semester: Fall 2012

Syllabus for Private Security: Function and Role in Homeland Defense

SEC 7XX - Section 01

Professor Charles P. Nemeth  
Classroom: TBA  
Office/Room No: North: 3521  
Contact Hours: TBA or by appointment  
Professor’s Phone and email address: (212) 237- 8756   cnemeth@jjay.cuny.edu

Textbooks:


Course Description:

This course analyzes and assesses the interconnectedness of private security and homeland defense. Students will study the interactions, conflicts and synergy between the private sector security and government homeland security. Students will review and analyze threats to private infrastructure and interests, as well planning for and responding to emergencies that affect both the private and public sectors. Topics covered include the impact of terrorism on the private sector, intelligence gathering and sharing between private and public security, private security countermeasures for terrorism, and performing a comprehensive risk and threat assessment. The goal of the course is to provide students with essential homeland defense and anti-terrorism knowledge to critically evaluate and mitigate vulnerabilities and risks in the private sector.

Learning Objectives:

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

1. Assess and apply significant theories and developments in homeland defense and anti-terrorism.

2. Compare and contrast the roles of private security and public security with regards to homeland defense.

3. Describe interdependencies, intersections and conflicts between private security and homeland (public) security and employ methods to lead to greater cooperation and information sharing.

4. Evaluate research published in peer-reviewed journals.

5. Apply theoretical knowledge to practical implementation and discuss their effectiveness.

6. Conduct an actual risk assessment on a building or aspect of critical infrastructure.

Course pre-requisites or co-requisites: None

Course Policy/requirements

- All writing assignments MUST comply with the college’s policy on plagiarism, and must be submitted on time. Late work will NOT be accepted.

- Students must participate in all discussions posted on Blackboard as assigned.

- Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student: you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log into your courses regularly to check announcements, participate in discussions and access course content.

- Because of the nature of the online education experience, threaded discussions take the place of normal classroom interaction. It is extremely important that you participate in the threaded discussions taking place in each course you are enrolled in, therefore, discussion responses are figured into the final grades. Answers, such as “yes”, “no” and “I agree with student X”, without further discussion or analysis are unacceptable. Please be sure your responses are well thought-out and reviewed for spelling errors and other inconsistencies. Volumes do not have to be written, just be sure that your point is made and sufficiently expounded upon to allow comments by others.

- All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If you are unfamiliar with Netiquette rules, please visit The Core Rules of Netiquette at http://www.albion.com/netiquette/corerules.html, excerpted from the book Netiquette by Virginia Shea or The Net: User Guidelines and Netiquette, by Arlene H. Rinaldi at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi.

Final Examination

The Final exam will assess students’ proficiency in assigned reading material and assignments. The exam will be in a format of multiple choice and essay questions that will address topics discussed in
class up to the date of the exam.

Final Paper

Course culminates in the draft and construction of a term paper, at a scholarly level reflective of graduate level analysis and proper authority. The term paper shall be 12-15 pages in length, double spaced and with normal margins. Term paper topics and a corresponding outline need be approved by the instructor. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

While both private security and homeland defense encompass broad areas on practical and theoretical coverage, it is essential that the term paper tackle some sliver of these larger arenas. First, the student must discover how these two worlds connect- namely, how private security as an industry and profession are entangled with homeland defense. Hence, topics must not only blend these two domains, of private security and homeland defense, but also keenly target a smaller piece of these larger worlds. Topics might include but are not limited to:

- A Critical Analysis of Private Sector Homeland Defense: Are these Worlds Compatible?
- An Assessment and Analysis of Private Security Councils and the DHS in the Defense of the Homeland
- The Challenges of Corporate and Industrial Homeland Defense
- Trends in Funding and Grants for Private Security Systems to Assume Homeland Defense
- The TSA Challenge: How Private Security May Ultimately Replace the Agency
- A Summary of Law and Legislation at the Federal Level which Advances the Private Security Role in Homeland Defense
- The Intermix and Interlocking of Homeland and Emergency Policy in the Corporate World.
- DHS, the Private Sector Office and Mission Compatibility

Acceptable methods of citation/documentation and formatting include:

Policy on grades

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage of Grade</th>
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<td><strong>Total</strong></td>
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Course Calendar - (each unit is covered over a two week period)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s)</th>
<th>Readings</th>
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</thead>
</table>
| 1    | Introduction to Terrorism; Legal Basis for Homeland Defense; The Role of Private Security in Defending the Public and Private Clients | 1. Pastor: Ch 1, 2, 3  
2. CSPHT: Ch 1, 2, 3  
4. Additional readings: Available on Black Board (Bb) |
| 2    | Law Enforcement & Private Security Partnerships                          | 1. Pastor: Ch 7  
4. Additional readings: Available on Bb |
| 3    | Assessing Risks and Threats to Private Security; Sensitive Location Security; Private Security Infrastructure; Risk Analysis and Protection | 1. Pastor: Ch 2, 3, 4, 6  
2. CSPHT: Ch 5, 6, 7  
4. Additional readings: Available on Bb |
| 4    | Mitigating Security Risks; Anti-Terrorism; Security Emergency Planning Information Sharing | 1. Pastor: Ch 5, 8  
2. CSPHT: Ch 8, 9, 10  
### 4. Additional readings: Available on Bb

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<th>Title</th>
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<tr>
<td>1. CSPHT: Ch 13</td>
<td>Anti-Terrorism; Security Emergency Preparedness and Training; Security Response to Emergencies</td>
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<tr>
<td>2. Pastor: Ch 9</td>
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<tr>
<td>4. Additional readings: Available on Bb</td>
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<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>1. Pastor: Ch 10</td>
<td>National and Future Issues in Homeland and Private Security</td>
</tr>
<tr>
<td>2. CSPHT: Ch 11, 12</td>
<td></td>
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<tr>
<td>4. Additional readings: Available on Bb</td>
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<tr>
<th>Chapter</th>
<th>Title</th>
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</thead>
<tbody>
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<td>1. CSPHT: Ch 4</td>
<td>Case Study Analysis</td>
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<tr>
<td>3. Additional readings: Available on Bb</td>
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<tr>
<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>Final Examination</td>
<td>Week 15 Cumulative</td>
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</tbody>
</table>

College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

**Statement of College’s 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. *From the John Jay College of Criminal Justice Graduate Bulletin, p. 80*

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.

**Plagiarism detection software**—Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. Program proposing this course: Protection Management

   b. Date submitted to the Office of Graduate Studies:

   c. Name and contact information of the proposer(s): Dr. Robert Till, Department of Security, Fire & Emergency Management, John Jay College of Criminal Justice, 445 West 59th Street, Room 3531N, 3rd Floor- North Hall, New York, NY 10019
   Phone: 212.484.1379
   Email: rtill@jjay.cuny.edu

2. a. Title of the course: Privatization: Models and Applications for Private Security

   b. Abbreviated title: Mod & App Priv Sec

3. a. Course Description as it is to appear in the bulletin: (This should be clear and informative; no more than 75 words).
   Course discusses how public policing functions are being “privatized” on a national and global scale. Course delivers specific instruction on how private security partners, develop and execute effective collaboration with the public police sector. Course also provides specific guidance on how private security professionals identify potential markets for privatized services, how those services are contracted and are assessed under traditional cost-benefit analysis. The course also deals with marketing challenges for private security entities and the various career tracks that have emerged from the privatization movement.

   b. Course Prerequisites:
   None

   c. Number of:
      I. Class hours -30 plus conferences
      II. Lab hours - NA
      III. Credits - 3

4. Has this course been taught on an experimental basis?
Yes ______  No ___X____

If yes, please provide the following:

I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

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

That public police services are being assumed by private security interests is a trend well documented in both practice and academics. Whether these services are in matters of travel and transportation, the protection of state and federal facilities, the assumption of neighborhood crime prevention in communities across America, or the increased role of private security services in theaters of war, the once sacrosanct “public” nature of police and law enforcement services is under significant pressure. In fact, the privatization of government services is a reality witnessed in literally every aspect of the public domain. This course critiques the broad sweep of privatization in the delivery of public services and focuses on how private security has broadly benefited from the privatization movement. While the costs of governmental services continue to escalate, states, localities and the federal government continue to contract out services to private entities. In the world of policing and security, the shift towards private delivery has been dramatic. Hence a course in privatization is crucial to managers and leaders in both the public and private sectors.

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)
      
      1. Opportunities for commercialization of privatized justice services in homeland security.
      2. Structural complexities and legal and economic nuances in successful public-private partnerships in the security sector.
      3. Markets for potential partnerships of private-public security entities and identify the market with the highest potential for success in a given practice area.
      4. Potential marketing tools and templates that will be successful when promoting private-public partnerships.
      5. Public-private partnerships in select justice settings, such as policing, and interpret their success.
      6. Design and develop a successful partnerships describe the reasons for its success.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
      1. Identify public justice services with an opportunity for commercialization in private sector justice functions from policing to homeland security.
      2. Develop potential marketing tools and templates to promote private-public partnerships.
      3. Design and implement public-private justice partnerships.
      4. Evaluate and assess the performance of public-private justice partnerships and modify plans as necessary.
      5. Gauge and calculate the economic impacts of privatized delivery of police services.

   c. **Assessment:**
How will students demonstrate that they have achieved the objectives of the course? Through their: (1) class participation; (2) final examination; and (3) term paper.

7. Proposed texts and supplementary readings: (ISBN Number is required).
   1. *A Guide to Innovative Public-Private Partnerships*
      Author: Thomas A. Cellucci
      Published: 2011
      ISBN 10: 1-60590-745-1
   2. *The Privatization of Police in America*
      Author: James F. Pastor
      Published: 2003
      ISBN-10: 0-7864-1574-8
   3. Additional readings shall be posted on Blackboard

8. Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.
   Performed a search of John Jay’s library resources

9. Identify and assess the adequacy of available library resources
   
   a. Databases
      Adequate
      
      Academic Search Complete (EBSCOHost)
      Criminal Justice Abstracts with Fulltext
      Criminal Justice Periodical Index
      Ebook Collection from Ebscohost
      Ebrary
      FORENSICnetBASE
      Gale Academic OneFile
      Justice Information Center
      LEXIS-NEXIS Academic
      NCJRS (National Criminal Justice Reference Service)
      Oxford Criminology Bibliography Online
      Race and Justice Clearinghouse
      Sage Criminology Full Text Collection
      Sage e-Reference Collection
      SCOPUS
      Social Sciences Full Text
      SocINDEX with Full Text
      Sociological Abstracts
      Sourcebook of Criminal Justice Statistics Online
Uniform Crime Reports
Urban Studies Abstracts
VictimLaw
Westlaw Campus

b. Books, Journals and e Journals
Adequate

College subscribes to all major journals in the security field and has a more than adequate collection of primary texts. Journal lists includes but is not limited to:

Security & Terrorism Bulletin
International Security & Counter Terrorism Reference Center
Security and Defense Studies Review
Security and Human Rights
Security Director Report
Journal of Security Education
Security Intelligence Review
Security Intelligence Review Committee report
Security Law Newsletter
Security Management
Security Strategies Journal
Security Studies
Security Technology & Design
Security Technology Executive

10. Identify recommended additional library resources
None

11. Estimate the cost of recommended additional library resources (For new courses and programs)

12. Please list any specific bibliographic indices/databases to which students will be directed for this course.
(Please check the list of databases licensed by the library before answering this question).

No ____________ Yes ______X_____. If yes, please include the names.
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
EBSCOhost military & government collection

13. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
Yes _____X_____ No _____________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. Proposed instructors:
Proposed instructors include current full or part time faculty members who possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field. The department’s Chair, Dr. Charles P. Nemeth, has a significant background, both theoretically and practically, in the matter of privatization and private security services. In addition, the department can rely on the following faculty:

Professor Kevin Cassidy
Professor John Friedlander
Professor Joseph Guilenello

15. Other resources needed to offer this course:
None

16. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

17. 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/JJC_Form_GS_001_9April2011.pdf

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included.

[If this course has been taught on an experimental basis, an actual syllabus may be attached.]

Please see attached syllabus for SEC 7XX- Privatization: Models and Applications for Private Justice

18. Date of Approval by the Program: March 21, 2012

19. Date of Approval by the Committee on Graduate Studies: October 26, 2012
John Jay College of Criminal Justice
899 Tenth Avenue New York, NY, 10019
Semester: Fall 2012

Syllabus for Privatization: Models and Applications for Private Justice SEC 7XX Section 01

Professor Charles P. Nemeth
Classroom: TBA
Office/Room No: North: 3521
Contact Hours: TBA or By appointment
Professor’s Phone and email address: (212) 237- 8756  cnemeth@jjay.cuny.edu

Textbooks:


Course Description:

The primary aim of this course is mastery of “privatization” principles in the world of public and private sector justice - a trend quite evident in policing, judicial operations, security and homeland defense as well as correctional settings. How the public and private sector agency and entity partners carry out a common mission is covered. This course discusses methods to enable justice organizations in both the public and private sectors to develop and execute efficient and effective partnerships. Detailed requirements and market potentials will be discussed which can help the private sector use its resources to develop products and services at minimal cost. The course deals specifically with privatized operations and provides templates, knowledge of potential marketing tools and real-world examples of success. In the last phase of the course, the emphasis will be on privatized policing system.

Learning Objectives:

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

Students will:

1. Analyze the opportunities for commercialization of privatized justice services in homeland security.

Revised Fall 2011
2. Illustrate and demonstrate the structural complexities and legal and economic nuances in successful public-private partnerships in the justice sector.

3. Assess the markets for potential partnerships of private-public justice entities and identify the market with the highest potential for success in a given practice area.

4. Devise potential marketing tools and templates will be successful when promoting private-public partnerships.

5. Evaluate and assess successful public-private partnerships in select justice settings, such as policing, and interpret their success.

6. Design and develop a successful partnerships describe the reasons for its success.

Course pre-requisites or co-requisites: None

Course Policy/requirements

- All writing assignments MUST comply with the college’s policy on plagiarism, and must be submitted on time. Late work will NOT be accepted.

- Students must participate in all discussions posted on Blackboard as assigned.

- Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student: you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log into your courses regularly to check announcements, participate in discussions and access course content.

- Because of the nature of the online education experience, threaded discussions take the place of normal classroom interaction. It is extremely important that you participate in the threaded discussions taking place in each course you are enrolled in, therefore, discussion responses are figured into the final grades. Answers, such as “yes”, “no” and “I agree with student X”, without further discussion or analysis are unacceptable. Please be sure your responses are well thought-out and reviewed for spelling errors and other inconsistencies. Volumes do not have to be written, just be sure that your point is made and sufficiently expounded upon to allow comments by others.

- All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If you are unfamiliar with Netiquette rules, please visit The Core Rules of Netiquette at http://www.albion.com/netiquette/corerules.html, excerpted from the book Netiquette by Virginia Shea or The Net: User Guidelines and Netiquette, by Arlene H. Rinaldi at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi.

Final Examination

The Final exam will assess students’ proficiency in assigned reading material and assignments. The exam will be in a format of multiple choice and essay questions that will address topics discussed in
class up to the date of the exam.

Final Paper

A term paper, with scholarly authority reflective of graduate expectations, is a central course requirement. Length of the paper will 12-15 pages, double spaced with normal margins. With prior permission of the course instructor, students will select a topic relevant to privatization with a particular focus on program or an initiative that privatizes traditional public justice functions. Examples include but are not limited to:

- An Assessment of Private Sector Community Based Policing Models
- A Critique and Examination of Efficiency Measures in Particular Police, Correctional or Legal Practices that are Privatized
- A Comparison of Legal Impacts in Private versus Public Dispensation of Justice
- A Comparison and Contrast between Privatized Traffic and Crowd Control with Traditional Law Enforcement Mechanisms
- A Review of Privatization in the Legal Sector: The Future of Adjudication and Aligned Services
- A Critical Analysis of Fault and Liability in Privatized Policing Services
- Analysis of Public-Private Partnerships in the Delivery of Police Services
- Discovering Linkage between Public and Private Police Models- Willing or the Unwitting in Matters of Rights?

By Week 3, each student must submit a term paper outline for approval by the course instructor. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:

Policy on grades

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<tr>
<td><strong>Total</strong></td>
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Course Calendar

<table>
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<tr>
<th>Unit</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
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</table>
| 1    | Commercialization /Privatization and DHS | 1. Cellucci: Ch 1, 2, 3, 4  
2. Pastor: Ch 1  
3. Additional readings: Available on Black Board (Bb)  
For an interesting assessment on how privatized may or may not skirt normal legal scrutiny or constitional oversight, see:  
Racial Profiling by Store Clerks and Security Personnel in Retail Establishments: An Exploration of "Shopping While Black" at:  
http://ccj.sagepub.com/cgi/content/abstract/19/3/345 |
|      | Commercialization as an Efficient and Effective Solution |                                                                          |
|      | A Critical Analysis of Privatization Theory |                                                                          |
| 2    | Public-Private Partnerships            | 1. Cellucci: Ch 5, 6  
2. Pastor: Ch 2, 3, 4  
3. Engaging the Private Sector To Promote Homeland Security: Law Enforcement-Private Security Partnerships at  
http://www.ncjrs.gov/pdffiles1/bja/210678.pdf  
4. Additional readings: Available on Bb |
| 3    | Creating Opportunities for Change in the Private Sector | 1. Cellucci: Ch 7  
2. Pastor: Ch 5  
3. Additional readings: **Available on Bb** |
| 4    | Market availability and potential      | 1. Cellucci: Ch 8  
2. Pastor: Ch 6  
3. Additional readings: **Available on Bb** |
| 5    | Bridging the gap between public and private | 1. Cellucci: Ch 9  
2. **Assessing Manufacturing Risk: A Best Practice** at  
http://www.ilj.org/publications/docs/Operation_ |
4. Additional readings: Available on Bb

6  Putting theory into practice

   1. Cellucci: Ch 10, 11
   3. Additional readings: Available on Bb

7  Case Study and Analysis
The Future of Public-Private Partnerships

   1. Cellucci: Ch 12, 13
   2. Pastor: Ch 7, 8
   3. Additional readings: Available on Bb

8  Final Examination  Week 15 Cumulative

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College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

Statement of College’s 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:

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- Using information that is not common knowledge without acknowledging the source
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Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

**Plagiarism detection software** –Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Graduate Studies via email to jcarrington@jjay.cuny.edu.

Date Submitted: Aug. 29, 2012

1. Name of Program: MS Forensic Science

2. Contact information of proposer(s):
   
   Name(s): Margaret Wallace, Program Director
   Email(s): mawallace@jjay.cuny.edu
   Phone number(s): (212) 237-8492

3. Current number, title, and abbreviated title of course: FOS 730 MOLECULAR BIO
   (Abbreviated title can be found on SIMS)

5. Current course description: FOS 730 Molecular Biology for Forensic Scientists

   Many advances in molecular biology that impact on the medico-legal fields have taken place in recent years. Analytical procedures used to study DNA have been developed for genetic research, clinical studies, and human/non-human identification. Molecular Biology for Forensic Scientists is a survey course geared to forensic science students in the criminalistics and forensic toxicology specializations. Lecture topics include: an overview of forensic biology, statistics and population genetics including: sample collection; bioethics; DNA extraction, quantitation, and typing; databases; lab validation, including quality assurance and quality control, and emerging technologies.

   a. Number of credits and hours: 30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.

   b. Number of class hours (please specify if the course has lab hours): 30 HOURS
c. **Current prerequisites:** Coursework necessary for admission to Master of Science in Forensic Science Program

6. **Describe the nature of the revision:** Change of course title.

7. **Rationale for the proposed change(s):**
   Change of course title to more accurately reflect the course content and to clearly distinguish the course from the two Advanced Molecular Biology I/II specialization courses that comply with the DAB/FBI QAS standards for practicing DNA analysts.

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

   a. **Revised course description:** Many advances in molecular biology that impact on the medico-legal fields have taken place in recent years. Analytical procedures used to study DNA have been developed for genetic research, clinical studies, and human/non-human identification. Forensic DNA Technology is a survey course geared to forensic science students in the criminalistics and forensic toxicology specializations. Lecture topics include: an overview of forensic biology, statistics and population genetics including: sample collection; bioethics; DNA extraction, quantitation, and typing; databases; lab validation, including quality assurance and quality control, and emerging technologies.

   b. **Revised course title:** Forensic DNA Technology

   c. Revised number of credits and hours: **N/A**

   d. Revised number of hours: **N/A**

   e. Revised prerequisites: **N/A**

9. **Enrollment in past semesters:**
   - Spring 2012 – 9 students
   - Spring 2011 – 10 students
   - Spring 2010 – 23 students (first offered)

10. **Does this change affect any other program?**
    - _X_ No
    - ___ Yes

    **What consultation has taken place?**
    Dean Domingo and Lawrence Kobilinsky, Chair of the Science Department were consulted. Revision approved in an e-vote by the MS FOS Faculty.
11. Date of Program Committee approval: August 29, 2012
12. Signature of Program Director proposing this revision:

[Signature]

Margaret Wallace

13. Date Approved by Committee on Graduate Studies: October 25, 2012
John Jay College of Criminal Justice  
The City University of New York  

College Council Calendar 2012-2013

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**NO MEETINGS IN JANUARY**

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All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.

* Please note that an additional College Council Meeting will be held on Monday, December 10, 2012.